AN ANALYSIS OF STUDENT'S PERCEPTION ON THE USE OF MICROSOFT TEAMS APPLICATIONS IN ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC AT THE ELEVENTH GRADE SMAN 2 SRAGEN IN ACADEMIC YEAR 2021/2022

THESIS

Submitted as A Partial Requirements

for the degree of Sarjana

UNIVERSITAS ISLAM NEGERI
RADEN MAS SAID
SURAKARTA

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Assalamu'alaikum Wr. Wb.

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       Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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RATIFICATION

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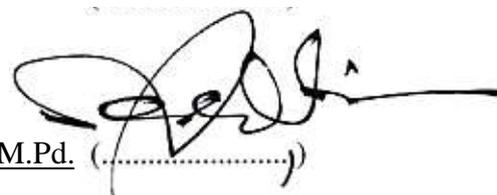
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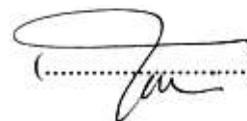
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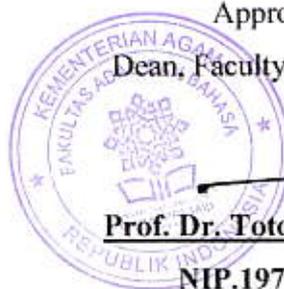
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DEDICATION

This thesis is dedicated to:

1. My beloved parents (Mr.Suharno and Mrs. Suginah) who always give me spirit, support and motivation.

2. All of my big family

3. My best partner who always give me support and motivation (Yanuar Sholehedine Ramadhan)

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MOTTO

"Allah tidak akan mmbebani seseorang melainkan sesuai dengan kesanggupannya" - Al- Baqarah : 286

"Angin tidak berhembus untuk menggoyangkan pepohonan, melainkan menguji akarnya" - Ali Bin Abi Thalib

"Jangan berhenti untuk belajar karena kehidupan tidak pernah berhenti untuk memberi pelajaran" - Oscar Auliq-Ice

"You may never know what results come of your actions, but if you do nothing, there will be no results" - Mahatma Gandhi

PRONOUNCEMENT

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I hereby sincerely state the thesis titled

"*An Analysis of Student's Perception on the Use of Microsoft Teams Applications in English Online Learning During Covid-19 Pandemic at the Eleventh Grade Sman 2 Sragen in Academic Year 2021/2022"* is my real masterpiece. The things out of my masterpiece in thi thesis are signed by citation and referred in the bibliography.If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo,October 19th 2022

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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ABSTRACT

Nendi Lestari, 2022. *An Analysis of Student's Perception on the Use of Microsoft Teams Applications in English Online Learning During Covid-19 Pandemic at The Eleventh Grade Sman 2 Sragen in Academic Year 2021/2022*. Thesis. English Language Education. Culture and Language Faculty.

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The objective of this research are (1) To analyze student's perception of using Microsoft Teams in English learning during the Covid-19 pandemic at the Eleventh grade SMA N 2 Sragen in the academic year 2021/2022, (2) To find out the advantages of the use Microsoft Teams in English learning during Covid-19 pandemic at the Eleventh grade SMA N 2 Sragen in the academic year 2021/2022.

In this study, the researcher used the descriptive qualitative method. The researcher collected the data by questionnaire and interview. The questionnaire distributed to 31 students of Eleventh Grade Social Science 2 of SMAN 2 Sragen. Another supporting the data researcher used of interview were obtained from 10 students of Eleventh-grade Social Science 2 SMAN 2 Sragen. The researcher used technique of analyzing the data Miles and Huberman Data Analysis which have three phase ; (1) Data Reduction, (2) Data Display, (3) Drawing and verifying conclusion. For the trustworthiness of the data, the researcher used Triangulation of the Data.

The results show mostly students have positive perceptions of English learning during the COVID-19 pandemic. In this case, it can be concluded that students perceptions on the use of Microsoft Teams in English online learning process led to several positive perceptions, including: (1) Teacher involvement in delivering clear material, (2) Students actively ask questions during learning, (3) Students diligently collect assignments, (4) Students increase student grades, (5) Students enjoy learning with Microsoft Teams, (6) Microsoft Teams facilitate students in learning, (7) Complete the features and support for Microsoft Teams learning. Students also have negative perceptions using Microsoft Teams including: (1) students have difficulty focusing on learning, (2) learning is less effective due to limited communication, (3) students have difficulty understanding learning material. Meanwhile, the advantages of using Microsoft Teams are: (1) To make it easier in group management, (2) Raise Hand features, (3) It provides file editing and sharing features.

Keywords   : Students Perceptions, Microsoft Teams, English Online Learning

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Now, COVID-19 is a pandemic that occurs in many countries around the world. The virus, which first emerged in 2019 at Wuhan, China, is growing and harming various aspects of life. Covid-19 virus or commonly called Corona virus has the characteristics of its very fast spread. The Covid-19 virus can be spread through contact with sparks from the respiratory tract in the nose and mouth of people infected with the virus. The spread of the virus can also occur because objects are exposed to splashes from saliva that are then inhaled or touched by others.

The Covid-19 virus pandemic has an impact on all sectors of people's lives in Indonesia. One of the sectors affected by the discovery of education. The government is trying to prevent and stop the spread of the COVID-19 virus in various ways. In the education sector, one form of effort to stop the spread of the COVID-19 virus is to make the latest policies so that education can continue to take place in this emergency by implementing PPKM (Restrictions on Community Activities). The government decided in the Minister of Home Affairs Regulation Number 15 of 2021, that the implementation of teaching and learning activities in schools, colleges, academies, places of education or training must be carried out online learning. (Inmendagri, 2021).

The form of the implementation of the Ministry of Internal Affairs regulation is the process of learning to teach students must be online learning.

According to Moore et al., (2011), Online learning is learning that utilizes the internet network with the advantage of getting connectivity, flexible and effective to support in the application of various types of communication between teacher and students in learning. In its application, the purpose of online learning is to increase mastery of learning materials, increase interaction between learners to teacher and facilitate the learning process, so that online learning is considered very effective when a pandemic (Darmayanti et al., 2007)

According to Gikas & Grant (2013) in the implementation of online learning requires supporting devices such as smartphones, laptops, tablet computers that can be used to access information anytime and anywhere.Currently in the online learning process there are many media or platforms used by educators to support learning, such as Zoom, Microsoft Teams, Edmodo, Moodle, Google Classroom, and others. One of the applications used in online learning is Microsoft Teams. Microsoft Teams is a chat-based online learning medium with characteristics that support online classroom activities, media for collecting tasks, chat meetings, live events and other features.

Using Microsoft Teams students and teachers can carry out learning and communicate like face-to-face, this feature provides classrooms for teachers and students to be able to hold discussions through meeting rooms. Teachers can assign assignments to know students' understanding of learning through channels, then correct assignments and student replays online. The results of

the student's grades can be downloaded in excel format. This makes it easier for teachers to carry out the teaching and assessment process. Students can also directly send assignments and repeats to the teacher. In the general post feature on micrososft teams, teachers can also share information. Another feature is that the teacher shares the screen and displays the material or describes an image or video or PPT of the subject matter.

By using Microsoft Teams teachers and students can work together and enjoy as long as the internet connection is supportive. Microsoft Teams offers a number of full features that support all team members. Microsoft Teams is a collaborative digital application in Office 365 that integrates everyone, content and tools. According to Nova Nurvita, (2021) that online learning activities using Microsoft Teams could add interest and fun to students, helping students understand the subject matter and the subject matter presented by the teacher. In addition, Microsoft Teams is used to make it easier for teachers to organize assessments. SMAN 2 Sragen is one of the high schools in Sragen that implements online learning by using the Microsoft Teams application to prevent the spread of Covid-19. The use of Microsoft Teams applications in English learning is expected to be a solution in the implementation of online learning activities.

Based on the results of pre-research activities using the interview method via the Whatsapp application on September 17, 2021, online learning using Microsoft Teams application also has some problems in the implementation of learning using Microsoft Teams., Such as the internet network in each student's

residential area there is unstable, students complain about wasteful internet quotas, students do not understand the material delivered, students do not understand the subject matter and are passive in online learning, students and teachers don't really understand the features of Microsoft Teams and online learning tends to be boring so there needs to be an evaluation to make online learning by using this Microsoft Teams application to be more effective in its use.

Therefore, researcher want to try to find out how students perceive the use of Microsoft teams in English learning. This research on students' perceptions of the use of Microsoft Teams is important to analyze students' perspectives on the teaching and learning process. In other words, researcher want to know that in a pandemic like this how students' perception of English learning using microsoft teams media is famous for its features are complete and supportive in learning. Whether students can feel helped in learning or feel less understanding in learning. In this case, the perception of students is very important to be known, so that later, it becomes to evaluation material of the school in the selection of the right media for learners. By knowing the student's perception, the teacher can know and evaluate about the problems that exist in learning.

Based on the description of the problem above, researcher want to further review in the form of research with the title **"AN ANALYSIS OF STUDENT'S PERCEPTION ON THE USE OF MICROSOFT TEAMS APPLICATIONS IN ENGLISH ONLINE LEARNING DURING COVID-**

19 PANDEMIC AT THE ELEVENTH GRADE SMAN 2 SRAGEN IN ACADEMIC YEAR 2021/2022"

B. Identification of the Problems

From the background of the study described above, the following problems can be identified:

1. Students' perceptions about the use of Microsoft Teams applications in learning English need to be known

2. Students do not understand the subject matter

3. Students and teachers don't really understand the features of Microsoft Teams.

4. Students often have trouble using the Microsoft Teams application, such as when the microphone does not turn on or the signal is not supported.

C. Limitation of the Problems

Based on the description of the background and identification of the problem above so that the problem does not extend from the research theme that has been determined, the scope of the research is limited to exploring about students' perception. To know what are students perception and the advantages that students perceived while using Microsoft Teams during Covid-19 Pandemic era. The subject of this study is at Eleventh grade Social Science 2 SMAN 2 Sragen and English teacher. This research is only focused on one platform, namely Microsoft Teams.

D. Formulation of the Problems

In this study, the researcher wants to formulate the problems as follow:

1. What are the student's perception of the use Microsoft Teams in English online learning during Covid-19 pandemic at the Eleventh grade SMA N 2 Sragen in academic year 2021/2022?

2. What are the student's perceptions of the advantages on the use of Microsoft Teams in English online learning during Covid-19 pandemic at the Eleventh grade SMA N 2 Sragen in academic year 2021/2022?

E. Objective of the Study

From the formulation of the problems above, the objectives to be achieved in this research are:

1. To analyize students perception in using Microsoft Teams in English online learning during Covid-19 pandemic at the Eleventh grade SMA N 2 Sragen in academic year 2021/2022

2. To find out the student's perceptions of the advantages on the use of Microsoft Teams in English online learning during Covid-19 pandemic at the Eleventh grade SMA N 2 Sragen in academic year 2021/2022

F. Benefits of the Study

This research is also expected to provide several benefits as follows:

1. Theoretically

This research is useful to add insight in English education research and is used as knowledge in an effort to develop the implementation of online learning by using applications in English subjects.

2. Practically

    a. For teacher, this research is expected to improve the quality of English language learning and help facilitate the teacher teaching process in pandemic conditions. In addition, students' perception of the use of Microsoft Teams applications can be used as an evaluation material by teachers to improve the teaching and learning process.

    b. For students, this research is expected to add new knowledge to students by using the Microsoft Teams app in online learning. Another benefit is motivating and facilitating students in learning English, especially in pandemic era.

    c. For the school, the results of this study are expected to improve the quality of learning, especially in English subjects.

    d. For other researcher, the results of this study are expected to be able to provide knowledge and information to other researcher related to student perception research in the use of Microsoft Teams in English online learning.

G. Definition of Key terms

1. Perception

   Perception is that everyone gives their own meaning to environmental stimuli, different individuals can see the same thing but understand it differently, so they have different perceptions (Tewal et al., 2017). Based on the definiton above, perception is a stimulus that is received by the human senses and then produces an opinion or someone's thoughts about something that each individual has a different perception.

2. Microsoft Teams

   Microsoft Teams is a digital hub that brings conversations, content, assignments, and apps together in one place, letting educators create vibrant learning environments. In teams, teachers can easily communicate with students, share files and websites, create OneNote Class Notebooks, and distribute and grade assignments. Teachers can also provide teaching materials using the Professional Learning Community. Microsoft Teams can also be used to create collaborative classrooms, provide a virtual meeting platform, assignment and feedback features, and make direct calls with students.(Microsoft, 2021)

3. Online learning

   Online learning is using of the Internet network to access learning materials, to interact between educators and other students to support during the learning process, so that students acquire knowledge to construct personal meaning, and to grow from learning experiences (Ally,

2008). In addition to using the internet network, online learning usually also uses supporting media such as mobile phones, computers, laptops to access materials and other learning activities.

4. English learning

According to Wijaya (2015), learning English means developing English language skills contextually and gratefully in accordance with the context and conditions of daily life. The goal is to produce a form of English learning that suits the language needs of learners. This means that learners need learning activities that emphasize aspects of how English is used as a communication tool that suits their needs.

CHAPTER II

REVIEW ON RELATED THEORIES

A. Theoretical Description

1. Perception

a. Definition of Perception

Perception derived from the Latin language is perceptio, which means the activity of compiling, recognizing, and interpreting sensory information to provide an overview and understanding of the environment (Robbins, 2007). Perception is the process by which individuals organize and interpret their sensory impressions to give meaning to their environment. According to Qiong (2017) perception is a process that occurs to achieve awareness or understanding of sensory information. Individual attitudes are not based on reality itself but often on one's perception of reality. Stimulus is obtained from the process of receiving five senses from the outside world and the real world, such as objects, events, and relationships between symptoms, and these stimuli are processed directly by the brain, which is eventually called cognition.

Perception is a multifaceted concept that is as complex as the human mind itself (Mcdonald, 2011). Perception occurs when a person receives a stimulus through the sensing process of their environment, which is then managed and processed through thinking using the brain.

Then there was an understanding. The definition of perception is interpreted as meaning that perception occurs when the human sense of the senses receives a stimulus that is then realized and understood. After the perception is realized and understood, there is an interpretation of experience. The interpretation of experience is referred to by some experts as "perception."

Another definition of perception was revealed by Suwarto & Fajri (2018), perception is something that is always related to the symptoms and experiences we have. The more experience and knowledge a person has, the greater and stronger their perception.

From some of the opinions of the experts above, it can be concluded that the definition of perception is a stimulus that is managed by the five human senses and then organized and interpreted so that individuals understand what they sense.

b. Factors that Affecting the Perception

According to David Krech and Richard S. Krutch (in Mufidati, 2016) perception is influenced by functional factors and structural factors:

1) Functional factors

This factor comes from needs, past experiences, and other things that are personal or individual, such as learning, knowledge, and other things that are personal. Functional factors affect perception,

so it is called a frame of reference. This frame of reference influences how people give meaning to the messages they receive or perceive them. Psychologists apply this concept to explain social perceptions.

2) Structural factors

   Structural factors are supporting factors that come from the nature of physical stimulation and natural effects arising from the human nervous system. When someone perceives something, then that person will perceive it as a whole thing. Someone does not see the parts and then collects them. If we want to understand an event, we must see it in terms of the whole. To understand each individual, we must look at the context, both from the environment and the problems that occur.

According to Miswanto (2015) factors that affect perception are:

1) Internal factors are factors that come from within a person, such as biological, psychological, or physical factors related to human attitudes, attention, and education.

2) External factors are factors that come from outside a person. That is the event that forms the perception of the mind. Perception also occurs because of information obtained from other media.

   Based on the perception factors mentioned above, it can be concluded that perception can be influenced by various factors, namely internal and external. Internal factors come from within a person, while

external factors refer to various things from outside a person that affect the formation of perceptions of a phenomenon or symptom that occurs.

c. **Indicator of Perception**

According to Robbins (2007) perception indicators consist of two types, namely:

1) Acceptance.

   The process of receiving indicators occurs in the physiological stage. This physiological stage serves the human senses to receive stimulation from the outside.

2) Evaluation

   At this stage external stimulation has been captured by the human senses, then evaluated by the individual. This stage of evaluation is very subjective. One individual rates an excitatory as difficult and boring, but another person rates the same stimulation as something nice and pleasant.

While, according to Walgito (2004), there are several indicators that affect the perception, namely:

1) The perceived object means the emergence of a stimulus that hits the senses or receptors.

   The stimulus comes from outside the perceived individual. In addition, the stimulus also comes from within the human individual that directly hits the receiving nerve that works as a

receptor. But the biggest stimulus comes from outside the human self. sensory devices, nerves, and the center of the nervous system. This means that to receive a stimulus, in addition, the sensory nerve must be used as a means of forwarding the stimulus received from the receptor to the center of the nervous system, namely the brain as the center of consciousness. Then, as a tool to perform a response that required motor nerves.

2) Attention

Mindfulness is the first step needed in preparing for perception. Attention is the concentration of all individual human activities aimed at something or a set of objects.

It can be concluded that there are several factors that play an important role, such as: perceived objects or stimuli, the five senses and nerves, and the center of the nervous system.

d. The Types of Perception

According to Irwanto (2002:71) perception is seen from the perspective of the individual, after perceiving an object through an interaction, perception can be divided into 2 types, namely:

1) Positive perception.

Positive perception is a perception that describes all knowledge or everything that is known and responses that are continued with

efforts to use it. This is continued with activity or responses that accept and support the perceived object.

2) Negative Perception

Negative perception is a perception that describes all knowledge and inappropriate responses to the object being perceived. It will be continued by disagreeing with or rejecting the perceived object.

According to Rahmat (2005:14) states that perception is divided into two forms, positive and negative. If the perceived object is in accordance with appreciation and can be accepted rationally and emotionally, then humans will perceive positively or tend to like and respond according to the perceived object. If it is not in accordance with appreciation, the perception is negative or tends to reject and respond in the opposite direction to the object of perception

As a result, it is possible to conclude that positive or negative perceptions influence a person's decision to do something or act. With the existence of a positive or negative perception, it all depends on the way a person describes all their knowledge about a perceived object.

e. **The object of perception**

According to Walgito (2004), everything around humans can be used as an object that can be perceived. Even humans can actually

become objects of perception. People who make themselves the object of perception, called self-perception, The object of perception is divided into two categories, namely objects that are human and non-human. The object of perception that is in human form is called "person perception," while the object of perception that is non-human is called "non-social perception," or "thing perception." There are similarities and differences in perception if the perceived object is human or non-human.

The similarity is that humans are seen as objects that are bound to time and place like other objects. However, if what is perceived is humans, the object of perception must have the same aspects as those who perceive it. In the object of human perception, the person who is perceived has feelings, abilities or other aspects as in the person who perceives. The person who is perceived will affect the person who perceives it. This does not apply if what is perceived is non-human. Therefore, the object of perception of the concept is the perceived human being, the environment behind the object of perception and the perceiver himself who will determine the result of perception. Perception that has a human object will be discussed specifically in the field of social psychology.

1. **Microsoft Teams as Media Online Learning**

   a. **Definition of Microsoft teams**

   Technological developments have entered into all sectors of life, one of which is education. Technological developments have entered into all sectors of life, one of which is education. At this time, technology is certainly very important and is used in the teaching and learning process. Some of the technologies used in learning activities are Microsoft Office 365, which includes Microsoft Teams, OneNote, Sway, and Forms, which were widely used when the online learning policy was issued. Microsoft Office 365 is used by educators to help make it easier to document subject matter and is used to conduct learning evaluations carried out online, which requires the availability of an adequate internet network.

   Microsoft Office 365 has many excellent features that are used facilitate educators in online learning. According to Fauziatun (2021) by using Microsoft Teams, students and educators can interact visually, supported by audio-visual or text. Features available in Microsoft Office 365 include Outlook, OneDrive, OneNote, SharePoint, Teams, Word, PowerPoint, Excel, Sway, and Forms. One part of Microsoft Office 365 is Microsoft Teams. Microsoft Teams is a cloud-based application digital hub that provides conversations, meetings, files, and applications in a single Learning Management System (LMS) (Microsoft, 2021). Microsoft Teams users can use any

device, and the security is the same as the company, so users can work safely with other users. Based on the definition above, it can be concluded that Microsoft Teams is an application to make it easier for users to work with groups and interact using available features such as conversations, files or folders, or channels and email.

b. Microsoft Teams Features

The following are the features available in Microsoft Teams, including:

1) Chat is used to start a conversation and save a conversation.

2) Teams, usually used to see teams that have been formed and have been managed.

3) Calender, this feature is used to plan the schedule activities according to the calendar.

4) Posts, this feature is used to share something as needed

5) Files, used to show files that are being shared

6) Class Notebook, this feature is used to record the development of student learning.

7) Assignment, used to assign assignments to learners

8) Grade, used to process assessments

9) Meet, this feature is used to start a video conference.

c. **Advantages of Microsoft Teams**

According to Widiyarso and Sutama (2021), the Microsoft Teams application has several advantages compared to other applications. Some of the advantages include:

1) To make it easier in group management

    Managing work groups or study groups can be easily done with the help of the Microsoft Teams application, so users can organize their activities.

2) It provides file editing and sharing features.

    One of the advantages of the Microsoft Teams feature is, that it can make it easier to edit and share files anywhere. This feature that other video calling applications do not have provides file editing services that can be edited anywhere and anytime without having to open other applications.

3) With dedicated channels, user can facilitate personal and group interactions.

    In Microsoft Teams, there are dedicated channels for personal and group interactions. Communicating in groups is important for establishing social relationships and making it easier to exchange ideas or just share information.

4) Supported HD video and audio quality.

    Microsoft Teams has advantages in HD video quality, this makes Microsoft Teams users comfortable when making video calls and

clear audio quality makes it more comfortable when listening to audio sound.

5) There is a feature to save important conversations.

Every grub chat conversation can be saved in Microsoft Teams. It makes easier for us to find out the history of conversations that have occurred and can be shared with everyone who is in the group.

6) Raise hand

In Microsoft Teams there is a raise hand feature which makes it very easy for users. Users only need to raise their hands to speak. During a meeting, users can raise their hand to let people know they want to contribute without interrupting the conversation. With this the atmosphere in learning becomes conducive.

7) Quickly find what you are looking for in the chat conversation.

Conversations or chats that occur at every meeting must be piled up and mixed between the unimportant and the important. Conversations that are mixed and piled up will be erased if we don't save them. Unlike Microsoft Teams, the available features make it easier for us to find important things that must have been provided

8) Safe Security System

This is because Microsoft Teams was developed by Microsoft, which is known as the largest software company in the world and

certainly in security. Therefore, the Microsoft Teams security system is also guaranteed to be safe in maintaining user data.There is privacy protection available. In terms of privacy, Microsoft Teams creates a special channel that can be created in Microsoft Teams where data is guaranteed to be confidential and information related to personal data can be safe.

3. **Learn English With Online Learning**

   a. **Definition of Learn English with Online Learning**

   Learning English with online learning is learning that utilizes electronic media using computers, cellphones, and other media supported by a strong network. E-Learning is a process of instruction or learning using electronic equipment to help develop, deliver, assess and facilitate a learning process where students are the center and can be interactive anytime and anywhere (Setiawardhani, 2013). At this time, online media is becoming popular and everyone is using it as the main tool to communicate. Online media are used to share and search for information among people across different regions of the world. Learning to use online media is very important because the COVID-19 pandemic makes online learning easier, as well as an attempt to change education during a pandemic.Learning with an online system makes it easier

for students to access information flexibly without being limited by time and place.

According to Wena (2009), a process or system for implementing distance learning through web applications and internet networks, means that online-based teaching media are developed into learning and teaching systems that utilize web applications and are supported by an internet network connection.

According to Pallof and Pratt (2007:35), online learning provides learners with the opportunity to practice and acquire the skills needed for communicative competence, to know each student's learning style, their strengths and weaknesses in the target language, and to learn to work collaboratively with partners who are geographically far away from them. So, in online learning, something that we distribute, even though it is far away and cannot be used face-to-face directly, can help channel and stimulate students' thinking so that their interest in learning online runs smoothly and makes students interested in online learning. It can be concluded that online learning can be done face-to-face via virtual with each other supported through internet media. Studying with online media can be interpreted as media that makes it easy for users to help complete their work without being bound by time and place, so that users can easily control and access what they

need, for example, downloading sources for tenses in English lessons on the internet.

b. Characteristics of Online Learning

According to Flinders University (in Riyana, 2018) in general, the characteristics of online learning are:

1) Individual Learning

In online learning, the learning experience is created by the students themselves. Students can create their own learning atmosphere that suits their wishes. This is one of the advantages of online learning. Educators and learners do not need to go to school, wear neat uniforms, and go to school at a predetermined time. The learning process of teachers is usually the one that determines the time, place, atmosphere, and others. In the online learning process, students will indirectly learn to be independent.

There are external and internal factors that influence the success of online learning that students do. Internal factors that influence the success of online learning include high levels of student curiosity, intelligence, personality, motivation, and others. External factors that affect online learning include the surrounding environment, learning technology, internet network speed, and so on. In learning, the presence of the

teacher as a means of controlling students becomes important. When students have created the presence of the teacher, the teacher will be able to process their own learning speed. When the teacher's role is absent, it is possible that student laziness results in online learning not running according to schedule.

Therefore the role of the teacher is important for the continuity of learning. In delivering material the teacher must be totality so that students can receive online learning. Karim in Ulamatullah, et al (2017) explains that skills are very important for teachers, because most of the teacher's conversations that influence student understanding are in the form of explanations.

2) Structured and Systematic

This means that online learning is done in a structured manner. Before starting online teaching and learning activities, teachers should prepare teaching materials, such as syllabuses, subject matter, media, and learning resources. All of it must be arranged in a structured manner, and the material is arranged so that it can be structured according to the level of ability.

3) Prioritizing Student Activeness

The teaching and learning processes can occur due to the activeness of students. In this modern era, with the development of increasingly advanced technology, there will

be several methods that can be used to improve the liveliness of students. In online learning, technology is believed to be able to increase the activeness of students. Technology is a tool to facilitate and provide various things that can improve the activeness of students.

4) Connectedness

Online learning is also referred to as self-learning. Although teaching and learning activities are carried out online, it does not change the habits that usually occur in conventional .learning, such as interaction between students and teachers, friendships, and others. The existence of connectivity is one of the characteristics of online learning. This means that online learning activities connect students and teachers, students one and the other, and can also connect the team of educators or students with other educator staff.

While according to Mustofa et al (2019) characteristics of online learning include the following:

1) The presentation is in the form of text and graphics, which are the main focus in conveying teaching material.

2) Supporting aspects related to communication consist of video conferencing, chat rooms, or discussion forums.

3) There are no restrictions in terms of time or location, as it can be accessed easily via the internet at any time and from any location.

4) There is a CD-ROM as one of the supporting tools in improving communication in learning.

5) Easy to update learning materials

6) Students and educators can conduct intensive interaction.

7) Its use is easy to do in formal and informal learning.

8) Learning materials and resources can be downloaded over the internet.

c. **Advantages and Disadvantages of Online Learning**

1) **Advantages of Online Learning**

According to Hadisi & Muna (2015), there are several advantages of Online Learning, namely its use that is economical, accessible, interactive, collaborative, efficient, flexible, independent and also creative. Online Learning can be accepted and in demand by users quickly because users feel the benefits. The other advantages is:

a) Cost

The costs used in the implementation of online learning are able to reduce the cost of training and procurement of goods. Companies or education do not need to spend funds

on the procurement of goods in the classroom, such as stationery, projectors, whiteboards, and others.

b) Time adaptability

In online learning, students can adjust their study time because online learning can be accessed at any time.

c) Placement adaptability

At the time of online learning, students can access the subject matter anywhere as long as the network is supportive.

d) Flexibility of learning speed

Students can learn according to their learning speed by using online learning.

e) Effectiveness

With online learning, students can be interested in learning using new technologies. Students will be curious to try it so that the number of participants can increase. Online learning is coupled with instructional design that makes students better understand the content of the lesson.

f) On-demand availability

Online-Learning can be accessed without time and place restrictions, so it can be considered a "pocketbook" that can help complete the tasks or work of its users at any time.

2) **Disadvantages of Online Learning**

Although internet use has its advantages, it does not mean that it does not have weaknesses. According to Mufida (2021) the obstacles experienced during the online learning process using the Microsoft Teams application are only due to the network or signal. Another statement according to Hadisi & Muna (2015) state that the disadvantages of the use online learning are:

a) Interaction between teachers and students is still lacking. Even among students themselves, it is still lacking. The lack of interaction causes the teaching and learning process to be less than optimal.

b) The tendency to ignore the academic or social aspects and instead encourage the growth of business aspects.

c) The process of learning and teaching tends to lead to training rather than education.

d) Educators are less skilled in using learning techniques that use ICT (information and communication technology).

e) Students who do not have high learning motivation and are easily bored tend to fail.

f) Not all places are supported by adequate internet facilities.

g) Users must learn to use technology first due to a lack of computer mastery skills.

d. The Benefits of Learning English with Online Learning

Learning with online media is considered effective during the pandemic, even though it uses a strong and wasteful network, and there are many enthusiasts because of the considerable benefits for students. This entails creating and carrying out learning activities that result in a connection to learning materials as well as fellow students. The benefits of using online learning media are independent teaching and high interactivity, providing more learning experiences through technology and media, with text, audio, video, and animation used to convey information, provide ease in conveying, update content, and interact between students and teachers by using room chat, or video to communicate directly.

Another benefit of online learning is its practical use. With online teaching, teachers and students can interact without having to meet face-to-face. In addition, online learning is not limited by time and place; it can take place anywhere. In addition, during online learning, we don't have to bother with dressing up or appearing formal, so it is more flexible. Online learning is not limited by time. According to an agreement between educators and students, it can be carried out at home, in cafes, or even while traveling with the condition of a good internet network and also adjusting to the situation and conditions. This flexible learning time can be adapted to daily activities at home

According to Rusman (2012), Web-based learning can create a virtual learning environment (VLE) that is equipped with administration. This means that these facilities can be combined and used as a tool to support the learning process. Siemens (2004) stated that because of society, networks, globalization, and constant changes to new information and information, educators need to find new ways to design learning materials. Based on this opinion, learning English using online learning using the web and the internet is a form of utilizing information technology in the world of education. In addition, online learning means learning by utilizing technology and media that are not limited by distance and place. It is good for student development, especially for developing foreign language skills

B. Previous Studies

The previuos study related research findings, the researcher has some relevant previous research that support this research as comparison as follows:

The first, previous study was conducted by (Ridho, 2020) with research entitled *"Exploring EFL Students' Perception of Online Learning via Microsoft Teams: University Level in Indonesia".* It was quantitative research. The objective of the research is to explore students' perceptions on online learning via Microsoft Teams.To collect the data the researcher used a questionnaire to gain information about the EFL students' perception of online

learning via Microsoft Teams at the sixth-semester students at Universitas Terbuka-UPBJJ Jember. The results of the study revealed that online learning through Microsoft Teams is something new for students but the interaction and learning environment can motivate students to take part in online learning so that in learning they can more easily understand the material.

The second previous study was conducted by (Olugbade & Olurinola, 2021) with research entitled "*Teachers' Perception of the Use of Microsoft Teams for Remote Learning in Southwestern Nigerian Schools*". The objective of the research is to reveal teachers' perceptions of the use of Microsoft Teams for remote learning. The methodology used in this research is a quantitative method. The design used descriptive survey research. The participants in the study were 51 teachers who were randomly selected using convenient sampling technique. Data were collected through E-questionnaire with teachers. Descriptive statistics of frequency counts, simple percentages, mean and standard deviations were used to analyze the data. The finding of the research is that teachers' perceptions of the effectiveness using Microsoft Teams for assignments and assessments, for teacher-student interactions, and classroom organization are very good.

The eleventh study was conducted by (Bsharat & Behak, 2021) with research entitled *"The Impact of Microsoft Teams' App in Enhancing Teaching-Learning English during the Coronavirus (COVID-19) from the English teachers' perspectives' in Jenin city"*. The objectives of the research to gain insight into the impact of Microsoft team applications in improving

English teaching and learning during the Coronavirus (COVID-19).The researcher used the quantitative-descriptive analytical approach, which is based on describing a phenomenon. The result of the research is teachers indicated that the most significant feature of Microsoft Teams is that it enables students to share files and share content and that it includes screen sharing options that allow teachers the freedom to display what they choose during a class, indicating that it creates an interactive atmosphere between students, teachers and the community inside and outside the classroom. Furthermore, the researcher recommended using Microsoft teams' app and giving the English language teachers, students, and parents online workshops on how to use the app, also for the ministry of education to adopt the app.

The fourth previous study was conducted by Damayanti and Mulyadi (2020) and the previous study titled "*The Effect of Using Microsoft Teams in Participating in Specialized English Online Learning at SMA N 2 Semarang".* The goal of this study was to examine the impact of Microsoft Teams on participation in online English specialization learning in class XII IPS 2.This research method is descriptive and qualitative. The instruments used are a questionnaire, observation, and online interviews. The results of this study indicate that 77% of students agree that Microsoft Teams learning media is a medium that is easily accessible and easy to use during online learning, and 68% agree that Microsoft Teams media is useful for students because it can help students explore the material that has been delivered by the teacher.

The last previous study was conducted by Fadley (2002) with research entitled *Online Learning via Microsoft Teams During the Covid-19 Pandemic as Perceived by Kuwaiti EFL Learners*. The goal of this study includes two folds: a) to identify the possible effects of online learning via Microsoft Teams platform during the COVID-19 pandemic on assessment, interaction, and learning English as a foreign language from EFL students' perception and b) to reveal the possible significant correlation between learning, interaction and online assessment via Microsoft Teams. This research method using descriptive quantitative study. Data were collected using a developed questionnaire. The results revealed the effect of online learning via Microsoft Teams during the COVID-19 pandemic on learning of English skills, students' interaction and achievement assessment as perceived by the EFL students in the English Language Department in the CBE was rather high, moderate and moderate and moderate respectivel.

No	Name	Affiliation	Title	Similarities	Differences
1.	Ahmad Ridho Rojabi (2020)	English Language Teaching Educational of IAIN Jember	Exploring EFL Students Perception of OnlineLearning via Microsoft Teams: University	This research aimed at exploring students' perceptions of online	The previous study is difference with this study because this

			Level in Indonesia	learning via Microsoft Teams.	study survey in Senior High School while previous study survey on the college
2.	Damola Olugbade & Oluwakemi Olurinola (2021)	Centre for Languages and General Studies & Department of Social Science 2 and Technology Education	Teachers Perception of the use Microsoft Teams for Remote Learning in Southwestern Nigerian Schools	The similarities previous study with this study is investigate in the use microsoft teams.	The previous study is difference with this study because this subject study is students and the previous study is teachers

3.	Tahani R. K. Bsharat, Fariza Behak (2021)	Faculty of Major Language Studies, University Social Science 2 Islam Malaysia	The Impact of Microsoft Teams App in Enchancing Teaching Learning English Teachers Perspectives in JeniCity	The similarity between this previous study and this study is that both use Microsoft Teams applications in English Learning	This study aim to investigate impact of Microsoft team applications in improving English teaching and learning, while in this study to analyize students perception in using Microsoft Teams

| 4. | Amelia Damayanti, Dodi Mulyadi (2020) | University Muhammadiyah Semarang | The Impact of Microsoft Teams in Participacing Online English Learning of Specialization at SMAN 2 Semarang | The similarities previous study with this study is using descriptive qualitative method | This study aim to investigate impact of Microsoft Teams, while in this study to analyize students perception in using Microsoft Teams |

| 5. | Amel Al Adwani & Anam Al Fadley (2022) | English Education, College of Basic Education, Public Authority for Applied Education and Training (PAAET), Kuwait | Online Learning via Microsoft Teams During the Covid-19 Pandemic as Perceived by Kuwaiti EFL Learners | this study is that both use Microsoft Teams applications | The previous study is difference with this study because the subject Kuwaiti EFL Learners while in this study is SMA N 2 Sragen. |

Table 2.1   Previous Related Study

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research will be conducted by observing the phenomena that occur, so it will include qualitative research. The subject studied was a students of SMAN 2 Sragen with a descriptive approach, researcher must directly conduct research on the phenomena and issues that develop in SMAN 2 Sragen as well as take data with a descriptive approach.

According to Bogdan and Taylor in Salim and Shahrum (2012), qualitative research is a research procedure that produces descriptive data through human speech or oral speech and observable behavior. The use of qualitative methods can be used as an observation of a person's behavior or personality as well as an understanding of his or her world. The main purpose of qualitative research is to describe the findings or phenomena that occur and present them based on facts or findings in the field, so that the analysis carried out is in-depth and interesting. In qualitative research, the data and facts must be supported by valid supporting data as needed through interview and questionnaire.

Based on this, the research was conducted to reveal students' perceptions of the use of the Microsoft Teams application in learning English with the support of data according to the actual conditions that occur in the field. In addition, researcher must also get information that is in accordance with their needs. This research is also expected to be able to establish interactions

between researcher and the objects studied so that the final results of the study can solve and answer problems that occur as part of the research process.

B. **Research Setting**

1. Place of research

The setting of this study is at SMAN 2 SRAGEN. The location at Jl.Anggrek No.34, Kebayan 1, Sragen Kulon, Sragen, Central Java, 57212. SMAN 2 SRAGEN is a school that has implemented online learning using Microsoft Teams

2. Time of research

The researcher conducts this study from September 2021 until September 2022. Starting from pre-research find some data until concluding. To make the time of the study briefly, so the researcher writes into the table as follow:

No	Month	Pre Research	Write Research Proposal	Seminar Proposal Thesis	Collecting and analyis of the data	Munaqosyah
1.	September 2021	■				
2.	October 2021 –		■			

	February 2022					
7.	March 2022					
8.	April 2022 – Septermber 2022					
9.	December 2022					

Table 2.2 Time of Research

C. The Subject of the research

Subjects studied in the study can also be called informants who are used as friends and even consultants to find the information needed by researcher. Shahrum et al (2012:142) research subjects are the main sources of research that have research data. The subject of this research is the students of SMA N 2 Sragen in the academic year 2021/2022. Researcher selected one class eleventh-grade Social Science 2 of SMAN 2 Sragen. The subjects were 31 students, including 19 female and 12 male.

D. Data and source of the data

1. Data

The data of this researh is transcript of interview and questionnaire result from the subject of research that related to the students perception on the use Microsoft Teams at the eleventh-grade Social Social Science 2 at SMAN 2 Sragen in academic year 2021/2022

2. Source of the Data

Based on Moloeng (2012: 46) states that a study requires an informant to provide information from institutions, phenomena, or parties who have the competence to provide the data needed when informant research in this study is one class of eleventh-grade Social Science 2 at SMAN 2 Sragen. Consistings 31 people, including 19 female and 12 male.

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E. Research instruments

Research instruments are used by researcher to collect data so that their work becomes systematic and so that it becomes easy to process. The instrument is methodological research tool was used research. The main instrument of this research is researcher. The main instrument by used the researcher is planning, collecting, analyzing and drawing conclusion in the data analysis. While the supporting tools used by researcher are handphone, google form, transcript interview and pen

F. Technique of collecting data

According to Hasan (2012: 83), the data that has been obtained needs to be collected to make it easier for researcher to conduct research. Data can be collected through form collection, phenomenon recording, cha racteristics analysis, or recap of interview results. In this study, two instruments will be used for gaining data as follows:

1. Questionnnaire

According to Sugiyono (2013:142) questionnaire is a technique of collecting data by providing questions or written statements that must be answered by respondents.

In the questionnaire research, divided into 3 types, namely:

a) Open questionnaire is a method of research questionnaire that gives freedom for respondents to answer a list of questions

b) Closed questionnaire is a method of research questionnaire using a list of statements or questions available answer options. This method is effectively used because closed questionnaires have answer options, such as agreeing, disagreeing, etc. So that respondents just check in the selection column that has been provided.

c) Mixed questionnaires are a combination of open and closed questionnaire methods.

In this study, the researcher used a close questionnaire as an technique of research data collection. The questionnaire consists of 10 items that must be answered by students through Google form. The questionnaire given to 31 students of Eleventh Grade Social Science 2 of SMAN 2 Sragen.

2. Interview

Interview is a process of communication interaction conducted by two people, on the basis of availability and based on reality, where the direction of the conversation refers to the objectives that have been determined by citing trust as the main basis in the process of

understanding (Sidiq & Choiri, 2019). The interview is conducted by asking the source a question with an answer that will be used as data to be studied. Interviews are used to get to know students' perceptions more deeply and to support the answers from the questionnaire. In this research, the interview guidelines used semi-structured interviews. According Estcberg in Sidiq & Choiri (2019) Semi-structured interviews are types of interviews that include in-depth interviews, which are more relaxed and free than structured interviews. When conducting interviews, the researcher used Indonesian to make it easier when answering questions. Respondents consisted of 10 students (4 male, 6 female) of Eleventh-grade Social Science 2 SMAN 2 Sragen.

G. Technique of Analyzing Data

After collecting data from the questionnaire and interview, both need to be analyzed. The data analysis technique in this study refers to the Milles and Huberman model in Sugiyono (2013:246), which is an interactive model. This means that the collection of data is carried out repeatedly until it is completed and the data is considered credible. Data analysis according to the Miles and Huberman concept includes data reduction, data display, conclusion, and verification. The steps in analyzing the data are:

1. Data reduction

    Data reduction is a process of summarizing, sorting, abstracting, choosing the main things, focusing on the things that are important and

eliminating the unnecessary from written records in the field. Then the reduced data produces clearer data and makes it easier for researcher to collect the next data. Through this data reduction process, it is expected that the raw data that has been collected by researcher at SMAN 2 Sragen can be arranged systematically and summarized, helping researcher easily find the focus of the study.

2. Data Display

The next step after the data is reduced is to display the data. The presentation of data is a step in the systematic preparation of information to obtain conclusions as research findings and action. This step aims to simplify information, from complex information to simple information. From the explanation, the presentation of the data that will be used in this study is in the form of a narrative text. With the presentation of data, it will be easier to understand what happened and plan its continued work based on what has been understood.

3. Drawing and Verifying Conclusion

According to Miles and Huberman in Sugiyono (2013), the final step in analyzing qualitative data is drawing conclusions and verifying. Before making a conclusion, the data is processed through verification. After verifying and then generating conclusions based on the results of the study, the conclusion is presented in narrative form. In the conclusion drawn, the researcher uses a developed mindset.

In this study, the conclusion of the results of the study became the answer to the formulation of the research problem, which is about the

perception of the use of Microsoft Teams in English learning at SMAN 2 Sragen.

H. Trustworthiness of the Data

Triangulation is a data validity technique used in this study to test the credibility of data submitted by researcher so that it is worth researching. According to Sugiyono (2015:274), there are three types of triangulation:

1. Checking on multiple sources is called source triangulation.

2. Checks are done at the same source but different techniques are referred to as triangulation techniques.

3. Checking with time synchronization is called time triangulation.

   In this study, researcher chose a triangulation technique to analyze students' perception s of the use of Microsoft Teams in English learning. So as to help researchers measure the objectivity and validity of the data by combining and comparing data obtained from the results of questionnaires and interview transcripts with the real conditions that exist.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The percentage calculation of the questionnaire result on the analysis student's perception on the use Microsoft Teams applications in English Learning during covid-19 pandemic. Researcher took 31 participants and share link googles form through WhatsApp on Friday, June 10, 2022 at SMAN 2 Sragen. The result of questioner was described in table 2.3

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Selama pembelajaran dengan Microsoft Teams pada mapel Bahasa Inggris guru menyampaikan materi dengan jelas, lengkap, dan mudah dipahami	5 3,2%	6 19,4%	20 64,5%	3 9,7 %	1 3,2%
2.	Saya aktif bertanya ketika belum paham atas materi yang disampaikan oleh guru melalui Microsoft Teams	2 6,5 %	7 22,6 %	16 51,6%	6 19,4 %	0 0%
3.	Saya selalu mengumpulkan tugas yang diberikan oleh guru melalui Microsoft Teams	6 19,4%	13 41,9%	10 32,2%	2 6,5%	0 0%
4.	Saya merasa pembelajaran Bahasa Inggris menggunakan Microsoft Teams dapat meningkatkan nilai belajar	1 3,2 %	2 6, 5 %	17 54, 8 %	10 32,3%	1 3,2%
5.	Saya menikmati pembelajaran bahasa Inggris melalui Microsoft Teams selama pandemi Covid-19	1 3,2%	5 16,1%	20 64,5%%	3 9,7 %	2 6,5%
6.	Saya merasa mudah menggunakan Microsoft	1	7	14	9	0

	Teams untuk mengikuti pembelajaran Bahasa Inggris selama pandemi Covid 19	3,2%	22,6%	45,2%	29%	0%
7.	Fitur yang tersedia pada aplikasi Microsoft Teams lebih lengkap daripada aplikasi pembelajaran lainnya	5 16,1%	10 32,3%	14 45,2%	2 6,5%	0 0%
8.	Saya merasa kurang fokus dan mudah bosan saat pembelajaran Bahasa Inggris dengan Microsoft Teams	6 19,4%	12 38,7 %	11 35,5%	1 3,2%	1 3,2 %
9..	Saya merasa pembelajaran Bahasa Inggris dengan Microsoft Teams efektif dilaksanakan pada masa pandemi Covid-19	1 3,2 %	7 22,6 %	14 51,6 %	6 19,4 %	1 3,2 %
10.	Saya merasa pembelajaran Bahasa Inggris dengan menggunakan Microsoft Teams dapat meningkatkan kemampuan saya dalam memahami materi pelajaran Bahasa Inggris	1 0%	4 12,9%	16 51,6%	11 35,5%	0 0%

1. **Student's Perceptions on the Use of Microsoft Teams Applications in English Online Learning**

   Based on the questionnaire result from the table 2.3 and interview data in appendices, the researcher found two types of perception.

   a. Positive Perceptions

   According to Irwanto (2002:71), positive perception is a perception that describes all knowledge or everything that is known and responses that are continued with efforts to use it. This is continued with activity or responses that accept and support the perceived object. In this study

there are positive perceptions. The researcher explain the data as follows:

1) Statement number 1

Based on questionnaire results, the first statement is that the delivery of material by the teacher is clear, complete, and easy to understand during learning with Microsoft Teams. The questionnaire results showed that 3,2% of students 31 respondents chose "strongly agree", meaning that 1 respondent chose the statement. Then 19,4% of students from the 31 respondents chose "agree". This means that 6 students chose the statement. 64,5% students from 31 respondents chose "neutral". This means that 20 students chose the statement. 9,7% students from 31 respondent chose "disagree". This means that 3 students chose the statement. And the last 3,2% students from 31 respondents chose" strongly disagree". This means that 1 respondent chose the statement.

Based on the statement questionnaire, it can be concluded that students chose neutral as most answers to the statement about the delivery of material by the teacher is clear, complete, and easy to understand during learning with Microsoft Teams. It showed the middle between agreeing and disagreeing with the statement. In the result of interview, most students have positive perception.

The first who have positive perception is ZPP.ZPP answered:

> *"menurut saya sudah lengkap materi yang dikirimkan di Microsoft Teams. Ibu guru juga sudah jelas dalam menyampaikan materi Bahasa Inggris. Selama pembelajaran alhamdulillah dapat memahami"* It means she felt that the

material presented by the teacher was clear and easy to understand

The second responden who have positive perception is INR.INR argues:

"*Iya jelas kak, pas pembelajaran menggunakan Microsoft Teams, guru selalu mengadakan sesi tanya jawab, kalau belum paham guru menerangkan lagi*" It means she feels that the teacher is clear in delivering the material, when something is not clear the teacher opens a question and answer session.

Another result was supported positive perception is IPCP.IPCP argues:

"*Kalau jelasnya guru dalam menerangkan itu tergantung sinyal atau jaringan internet kita ya. Kalau dilihat cara guru yang mengajar ya sudah cukup jelas*" It means the teacher is clear in explaining the material, but the internet network is the main factor in the teacher's clarity in delivering the material

2) Statement number 2

Based on questionnaire results, the second statement is students' perceptions about activeness. Based on the results of the questionnaire, it can be seen that 6,5% of students from 31 respondents chose "strongly agree". This means that 2 students chose the statement. 22,6% students from 31 respondent chose "agree". This means that 7 students chose the statement. Then, 51,6% students from 31 respondents chose "neutral". This means that 16 students chose the statement. Last, 19,4% of students from 31 respondents chose "disagree", which means that 6 respondents chose the statement. Based on the statement questionnaire, it can be concluded that students chose neutral as to the most answers

students' perceptions about student activity when they do not understand the material presented by the teacher through Microsoft Teams. It showed the middle between agreeing and disagreeing with the statement. In the result of interview, mostly students have positive perception.

The first who have positive perception is AT.AT argues:

> *"Ketika saya belum paham, biasanya saya aktif tanya. Selain itu guru juga menanyakan lagi sampai mana pemahaman kita, sudah paham atau belum."* Its means when she doesn't understand, she usually actively asks questions, besides that the teacher also asks again about the extent of our abilities

The second responden who have positive perception is RDS.RDS argues:

> *"saya tanya kak kalau ada yang belum paham. Guru juga menjelaskan lagi ketika banyak yang belum paham"* same as AT, the second respondent of RDS also said that when she didn't understand, she also actively asked questions.

The third respondent who have positive perception is INR. INR argues:

> *"Iya jelas kak, kadang ada sesi tanya jawab dari ibu gurunya, kalau belum paham ibu guru ya menerangkan"* its means that the teacher gives a question and answer session when the student does not understand the material presented

3) Statement number 3

Based on questionnaire results, the third statement is, "I always collect assignments assigned by teachers through Microsoft Team". Based on the questionnaire, it can be seen 19,4% of students from 31 respondents chose strongly agree. This means that 6 students choose

the statement. Then, 41,9% from 31 respondents chose to agree. This means that 13 respondents chose the statement. Then, 32.2% of students from 31 respondents chose neutral. This means that 10 respondents chose the statement. The last 6,5 % of students from 31 respondents chose to disagree, which means that 2 students chose the statement. Based on the statement questionnaire, it can be concluded that students chose agree as to the most answers of the statement.

In the result of interview, most students have positive perception. The first who have positive perception is AT:

> *"Kalau saya selalu mengumpulkann tugas kak. Karena untuk mendapatkan nilai mau ga mau harus rajin mengumpulkan"* . This means collecting assignments is important because teachers usually give assignments as grades in online learning.

The second respondent who have positive perception is ZPP. ZPP argued:

> *"saya ngumpulin tugas terus kak. Enak aja pakai Microsoft Teams tinggal masuk aplikasi gak perlu ngumpulin di kantor, biasanya saya ngumpulin di kantor"*. She feels more practical because she can collect assignments in Microsoft Teams, she doesn't need to go to the office to collect assignments like offline learning

Another respondent who have positive perception is RDS:

> *"Ngumpulin tugas itu pasti kak, kadang telat ngumpulin padahal udah ada batas waktunya"* it means that she always collects assignments even though some students admit that they are late in submitting assignments

4) Statement number 4

Based on questionnaire results is students' perceptions of English learning using Microsoft Teams can improve student learning value.

as many as 3,2% of students from 31 respondents choose "strongly agree," which means that 1 respondent choose the statement. Then 6,5% of students from the 31 respondents chose "agree," which means that 2 respondents chose the statement. 54,8% of students from 31 respondents choose "neutral," which means that 17 respondents choose the statement.32,3% students from 31 respondent choose "disagree". It means that 10 respondents choose the statement. The last 3,2% of students from 31 respondents choose "strongly disagree," which means that 1 respondent choose the statement. Based on the statement questionnaire above, it can be concluded that students choose neutral as the most answers to the statement about students' perceptions of English learning using Microsoft Teams can improve learning value. It showed the middle between agreeing and disagreeing with the statement. In the result of interview, most students have positive perception.

The first who have positive perception is DGP. DGP argues:

> *"Kalau saya nilainya meningkat kak, karena misalkan dapat tugas itu bisa searching di internet, jadi nilainya meningkat"* its means that he feels his grades have increased because he can do tasks by seaching on the internet

The second responden who have positive perception is OED. OED argues:

> *"iya meningkat kak, soalnya pas online pakai Microsoft Teams, materinya diambil sama kaya di internet. Jadi bisa googling gitu sih kak"* similar to DGP, the second respondent, OED felt

that the value increased because if there are difficulties, they can googling on the internet

The third responden who has positive perception is INR. INR argues:

"untuk nilai sih meningkat kak. Ketika ada tugas bisa lihat lagi di Microsoft Teams".Its means she feels his grades have increased because she can study and read the material again in Microsoft Teams

5) Statement number 5

Based on questionnaire results the fifth statement is, "I enjoy learning English through Microsoft Teams during the Covid-19 pandemic". Based on the questionnaire, it can be seen that 3,2% of students from 31 respondents chose strongly agree, which means that 1 respondent chose the statement.16,1% of students from 31 respondents chose to agree, which means that 5 respondents chose the statement. Then, 64.5% of students from 31 respondents choose neutral, which means that 20 students choose the statement. Then, 9,7% of students from 31 respondents chose to disagree, which means that 3 students chose the statement. And then 6,5% of students strongly disagree, meaning 2 students chose the statement. Based on the statement questionnaire, it can be concluded that students chose neutral as the most answers to the statement "I enjoy learning English through Microsoft Teams during the Covid-19 pandemic". In the result of interview, most students have positive perception.

The first respondent who has positive perception is EBP:

"sebenarnya enak offline ya, tapi keadaannya pandemi ya kita berusaha menikmati". This means that he enjoys learning with Microsoft Teams even though offline learning is actually more effective. But because the situation doesn't allow for offline lessons, so whatever the conditions, it's best to use Microsoft Teams , so he tries to enjoy it.

The second respondent who has positive perception is OED. She argued:

"Walaupun pemahaman nya nggak 100% tapi tetep saya menikmati juga kak" This means she enjoys using Microsoft Teams even though, there are difficulties in understanding the subject matter which most students feel the same way.

Another respondent who have positive perception is INR:

"menurut saya, mau ga mau kan harus pakai microsoft teams, jadi lama kelamaan terbiasa menikmati juga kak, enjoy aja. Cuma kendala di sinyal aja kak." Its means she enjoys using Microsoft Teams, but the signal that she thinks is an obstacle in learning

6) Statement number 6

Based on questionnaire results the sixth statement Students perceive the ease of using the Microsoft Teams application in Learning English during the Covid-19 pandemic. Based on the questionnaire results, it can be seen that 3,2% of students from the total 31 respondents chose "strongly agree," which means that 1 respondent chose the statement. Then 22,6% of students from the total 31 respondents chose "agree," meaning 7 respondents chose the statement. 45,2% of students from the total 31 respondents chose "neutral," which means that 14 respondents chose the statement. The

last 29% of students from the 31 respondents chose "disagree." This means that 9 respondents chose the responses.

Based on the statement questionnaire, it can be concluded that the students chose neutral as the most answers for the statement about the ease of using the Microsoft Teams application in Learning English during the Covid-19 pandemic by obtaining 14 responses.It showed the middle between agreeing and disagreeing with the statement.In the result of the interview, most students have a positive perception.

The first student who has a positive perception is ZPP. ZPP argues:

> *"menurut saya, fitur yang tersedia itu mudah dijalankan, karena dari mulai gambarnya itu bagus. Biasanya saya juga gak pernah download aplikasi pembelajaran. Karena di SMAN 2 Sragen ini harus pakai Microsoft Teams, sekarang jadi harus punya aplikasinya. Jadi bisa tau ini fitur tempat penugasan, ini tempat pembelajaran, mana tempat meeting dan juga cara mengidupkan mic. Saya jadi tambah ilmu tentang teknologi juga kak"* it means that with the Microsoft Teams application, there is a new experience that she felt. She became aware of learning by using learning media and also getting to know technology.

The second responden was supported with the perception is RDS:

> *"fitur pada Microsoft Teams bagus sekali. Banyak fitur yang bermanfaat untuk belajar dan lengkap daripada media pembelajaran lainnya"* it means that with the Microsoft Teams application, there is a new experience that she felt. She became aware of learning by using learning media and also getting to know technology.

Another results was supported positive perception is INR. She answered:

"Fitur Microsoft Teams itu lengkap dan lebih mudah mengumpulkan siswa dengan menggunakan fitur join VC . Ada juga fitur pengingat tugas nya kak, jadi lebih mudah mengumpulkan tugas"

This means that the task reminder feature in Microsoft Teams is very important because students feel reminded to submit assignments on time, considering that during the pandemic students paid less attention to online learning.

7) Statement number 7

Based on questionnaire results the seventh statement questionnaire related to features of Microsoft Teams is student perception about the features of the Microsoft Teams application being more complete than other online learning apps. Based on the questionnaire results, it can be seen that 16,1 % of students from the 31 respondents chose "strongly agree." This means that 5 respondents choose the statement. Then 32,3% of students from the 31 respondents choose "agree. " Which means that 10 respondents choose the statement. 45,2% students from the 31 respondents choose "neutral". This means that 14 students choose the statement. Lastly, 6,5 % of students from the 31 respondents choose "disagree. " This means that 2 respondents choose the statement.

Based on the statement questionnaire above, it can be concluded that the students choose neutral as to the most answers for the statement about student perception about the features in the Microsoft Teams application is more complete than other online learning apps by obtaining 14 responses. It showed the middle

between agreeing and disagreeing with the statement. In the result of interview, mostly students have positive perception.

The first perception who have positive perception is AT. AT argues:

> *"ada kelebihannya di dibanding aplikasi lain. Bisa mengundang teman lainnya ketika pembelajaran sudah mulai. kemudian misalkan ada tugas itu muncul notifnya sehingga kita tidak lupa mengerjakan. Ada juga deadline waktu pengumpulan nya juga, jadi lebih gampang mengumpulkan tugas"*
> its means she feels the Microsoft Teams application has features that are not inferior to other applications, one of the advantages of Microsoft Teams is that it can invite other friends when learning. There is also a notification when there is an assignment so that students are not late in submitting

It was supported with the second respondent is EBP.EBP argues:

> *"Kelebihan Microsoft Teams itu fiturnya lengkap kak. Biasanya aplikasi belajar online itu kaya Zoom itu kurang lengkap cuma bisa video call, tapi kalau Microsoft Teams ada fitur chatnya, bisa edit PPT di aplikasinya dan ada notifikasi kalau ada tugas"* He argues that the advantages of Microsoft teams are full of features that can edit power points in the application, and there are reminders of tasks.

The third respondent who has a positive perception is ZPP argues:

> *"aplikasi Microsoft Teams itu bisa menampung banyak orang tanpa harus membatasi waktu. Berbeda dengan Zoom yang hanya 60 menit saja dan pesertanya juga terbatas. Selain itu sih Microsoft Teams mudah dipelajari, bisa online semau kita, lebih praktis sih kak"* its means she thinks Microsoft Teams is effective because it can accommodate many participants and is not limited by time.

b. Negative Perceptions

According to Irwanto (2002:71) negative perception is a perception that describes all knowledge and inappropriate responses to the object being perceived. It will be continued by disagreeing with or rejecting

the perceived object. In this study there are negative perceptions. The researcher explain the data as follows:

8) Statement number 8

The statement is about student perception of less focus during English learning with Microsoft Teams. Based on the questionnaire results, it can be seen that 19,4% of students from 31 respondents strongly agree. This means that 6 students chose the statement. 38,7 students from 31 respondents chose to agree, which means that 12 students chose the statement. Then 35,5% of students from 31 respondents chose neutral. This means that 11 students chose the statement. 3,2 % of students of, 31 respondents chose to disagree, which means that 1 respondent chose the statement. And the last 3,2% student from 31 respondents choose strongly disagree. This means that 1 respondent choose the statement. Based on the statement questionnaire, it can be concluded that students chose to agree as to the most answers the statement is student perception about less focused during English learning with Microsoft Teams

In the result of interview, mostly students have negative perception.

The first who have negative perception is DGP.DGP answered:

> *"Kurang fokus kak pastilah. Biasanya pas pembelajaran apalagi bahasa Inggris, itu susah ditambah lagi online, jadi kurang fokus, gampang bosennya sih kak lihat hp terus"*It means he feels less focused because English is difficult, so when online learning is more difficult and boring

The second partisipant who have negative perception is NAK. NAK answered:

> *"saya sih merasa kurang fokus karena pas pembelajaran pakai Microsoft Teams kan online ya kak, jadi bisa sambil tiduran, bisa ditinggal aktivitias lainnnya"*
> It means he feels less focused, because when learning is usually while doing other activities.

Another result was supported positive perception is SD. SD argues:

> *"Ya kalau fokus itu kurang ya, soalnya saya sendiri jujur kurang memperhatikan pas pembelajaran online pakai Microsoft Teams"*
> It means he is less focused because when learning does not pay attention to the teacher's explanation.

9) Statement number 9

The statement is students' perception that learning English with Microsoft Teams was effective during the Covid-19 pandemic. Based on the questionnaire results, it can be seen that in the first statement, as many as 3,2% of students from the total respondents, 31 respondents chose "strongly agree", which means that one respondent chose the statement. Then 22,6 % of students from the total 31 respondents chose " agree ", which means that 7 respondents chose the statement. Then 51,6 % of students chose " neutral" from the 31 respondents, which means that 16 respondents chose the statement. Then 19,4 % of students from the total 31 respondents chose "disagree, " meaning that 6 respondents chose the statement. The last 3,2 % of students from the total 31 respondents choose " strongly disagree", which means that 1 respondent choose the statement.

Based on the results of the questionnaire above, it can be concluded that students were given neutral responses about the first statement, which is the effectiveness of English learning with Microsoft Teams during the Covid-19 pandemic, by obtaining 14 answers.

In the results, the researcher interviewed respondents of students of class XI-IPS 2 at SMAN 2 Sragen about the effectiveness of Microsoft Teams most students have a negative perception. The students feel using Microsoft Teams in English Learning during the Covid-19 pandemic is ineffective. And it was supported by the student's responses to the interview.

The first student who has a negative perception is EBP. EBP answered:

" Menurut saya kurang efektif kak, karena sinyalnya ini yang harus bagus Kalau sinyalnya jelek, materi yang disampaikan guru tidak jelas, jadi susah pahamnya" It means that she feels learning with Microsoft Teams is not effective because of signal problems so the teacher's explanation is difficult to understand.

The second responden answered negative perception is OED. OED answered   :

"Kurang efektif kak, kadang kalau belajar pakai aplikasi online itu mau fokusnya susah. Tapi kadang kalau ujian harus mempelajari materi dari Microsoft Teams. Jadi mau gak mau ya harus belajar dari Microsoft Teams juga" it means that she feels learning using online learning is less effective because she cannot focus on understanding in learning.

Another results was supported with negative respons is INR. She answered:

"Kurang efektif kak, karena pada saat pembelajaran ada yang banyak tidak memperhatikan, ada yang ditinggal makan, tidur, dan mandi" It means she feels online learning using Microsoft Teams is not effective because students do other activities such as eating, sleeping, and bathing.

10) Statement number 10

Based on questionnaire results The third statement is student perception of Learning English with Microsoft Teams can improve their ability to understand English subject matter. Based on the questionnaire results, it can be seen as many as showed 12,9% of students from the 31 respondents chose "agree". This means that 4 respondents choose the statement. Then 51,6% students from the 31 respondents choose " neutral ". This means that 16 respondents choose the statement. Lastly, 35,5% of students from the 31 respondents choose "disagree", which means that 11 respondents choose the statement. Based on the statement questionnaire, it can be concluded that students chose neutral as to the most answers for the fourth statement about student perception of Learning English with Microsoft Teams can improve the ability to understand English subject matter. It showed the middle between agreeing and disagreeing with the statement.

But in the result of interview, mostly students have negative perception The first who have negative perception is AT. AT argues:

"Pas offline itu lebih jelas, bertanya pun enak. Kalau pakai Microsoft Teams kurang paham. Pakai Microsoft Teams itu dari

kelas 10 ya kak, jadi belum tau karakter gurunya kaya gimana" It means she feels that she doesn't understand when learning using Microsoft Teams and feels she can't be close to the teacher to understand the characters because of online learning.

The second respondent who have negative perception is DGP. DGP argues:

"Jujur saya tidak mudah paham. Kan mainan hp terus jadinya suntuk, mata jenuh, kadang ngantuk. Jadi saya tinggal pas pembelajaran Bahasa Inggris, jadi pelajarannya ga masuk banget" It means he finds difficult to understand because he feels bored online learning us ing microsoft teams.

The third respondent who have negative perception is NAK. NAK answered:

"Kurang sih kak. Soalnya pas offline kan kita belajar Inggris aja kesusahan. Nah ditambah online learning kan kurang paham, lebih cepat paham pas offline menurut saya." It means that she felt didn't understand. Because understanding English learning is basically already difficult, especially online, it is more difficult to understand.

2. **Student's Perceptions of the advantages on the use of Microsoft Teams Applications in English online learning**

Based on the interview conducted by the researcher, the students stated advantages about using Microsoft Teams in English Online Learning. The first students who have perceptions about advantages of Microsoft Teams is AT. She answered:

"ada kelebihannya di dibanding aplikasi lain. Bisa mengundang teman lainnya ketika pembelajaran sudah mulai. kemudian misalkan ada tugas itu muncul notifnya sehingga kita tidak lupa mengerjakan. Ada juga deadline waktu pengumpulan nya juga, jadi lebih gampang mengumpulkan tugas". This means that students are comfortable using Microsoft Teams because the advantages of the Microsoft Teams application can make it easier for them to learn

The second students who have percetions is EBP. EBP answered:

"Kelebihan Microsoft Teams itu fiturnya lengkap kak. Biasanya aplikasi belajar online itu kaya Zoom itu kurang lengkap cuma bisa video call, tapi kalau Microsoft Teams ada fitur chatnya, bisa edit PPT di aplikasinya dan ada notifikasi kalau ada tugas" students argue that the features in Microsoft Teams are complete compared to other online learning media. One of them is the power point editing feature which can be accessed by all students in the Microsoft Team during learning

The third students who have perceptions is NAK:

"Enaknya ngumpulin tugas, tinggal ngirim file sama ada fitur angkat tangan yang responnya cepet pas sedang video call berlangsung" meaning that Microsoft Teams offers other convenience facilities such as the raise your hand feature which makes it easier for students to ask questions or discuss with friends or teachers in learning. So that teachers can receive notifications and respond to student notifications that press the raise hand feature quickly.

B. **Discussion**

1. **Student's Perceptions on the Use of Microsoft Teams Applications in English Online Learning**

   Based on the research finding, the researcher will discuss the finding of the research. This discussion concerns students' perception of using Microsoft Teams applications in English Learning during the Covid-19 pandemic at the Eleventh Grade SMAN 2 Sragen and the advantages on the use of Microsoft Teams in English Online Learning at Eleventh Grade SMAN 2 Sragen. According Irwanto (2002:71) perception is seen from the perspective of the individual, after perceiving an object through an interaction. Perception can be divided into 2 types, positive and negative

perception.In this study there are 2 indicators to investigate what are the student's perception of the use Microsoft Teams in English learning during Covid-19 pandemic at the Eleventh grade SMA N 2 Sragen in academic year 2021/2022. The indicator would be explained as follows:

a. Positive perception

The first statement is about the delivery of material by the teacher. The result based on questionnaire and interview, respondents have a positive perception. They argue that in delivering the material, the teacher is clear, and the material delivered is complete. It's just that some students feel that English is a complicated subject, so their ability is limited comprehension. This is also in accordance with Karim in Ulamatullah, et al (2017), stating that explaining skills are very important for teachers, because most of the teacher's conversations that influence student understanding are in the form of explanations.

The second statement is about activeness. Based on the results of the data from questionnaire and interview mostly have a positive perception. They argued that in English Learning used Microsoft Teams, students actively asked questions even through personal chat when they did not understand the lesson. The teacher usually re-explains the material that has been explained. It is similar to statement by Flinders University (in Riyana, 2018) in online learning, technology is believed to be able to increase the activeness of students. Technology is a tool to facilitate and provide various things that can improve the activeness of students.

The third statement is about collecting assignments. The resulting based on the questionnaire and interview data, mostly students have positively perceived it. It is similar to Irwanto (2002:71) positive perception is a perception that describes all knowledge or everything that is known and responses that are continued with efforts to use it. The respondents argued that in English Learning, they answered always collect assignments because the ease of features in Microsoft Teams makes students always collect assignments, besides that, it is more practical to collect assignments by taking photos or sending files. They do not need to collect in the office, the deadline for submitting assignments depends on the teacher.

The fourth statements about Microsoft Teams can improve students learning mostly students have positive perceptions and argued that learning English using Microsoft Teams can improve learning value. They feel that their value increases when learning with Microsoft Teams because the material delivered by the teacher is usually taken from the internet and then shared through Microsoft Teams. Therefore, it is easier for students to do assignments because they can search on the internet or in Microsoft Teams, this greatly affects students' value.

The fifth statement about comfortness used in Microsoft Teams. Based on the questionnaire and interview data, students have a positive perception. According to Rahmat (2005:14), if the perceived object is in accordance with appreciation and can be accepted rationally and emotionally, humans will perceive it positively or tend to respond

according to the perceived object. Due to situations and conditions where offline schools are not allowed, they feel they enjoy learning with Microsoft Teams over time. In addition, because schools provide alternative learning with Microsoft Teams, students must follow directions properly to create learning.

The sixth statement about Students perceive the ease of using the Microsoft Teams application in Learning English during the Covid-19 pandemic. Based on the questionnaire and interview data, mostly students have a positive perception. The student In the result of the interview, most students have a positive perception. Students think that the features on Microsoft Teams look attractive and make it easier for them to learn. The complete features in Microsoft Teams also increase their knowledge about the development of online learning media.

The seventh statement is student perception about the features of the Microsoft Teams application being more complete than other online learning apps. In the result of questionnaire and interview, mostly students have positive perception. The advantages of Microsoft Teams compared to other applications is that it has no time limit and accommodates many users. They can also invite other users during lessons, so they can study together without leaving the lesson. Another advantages is the assignment notification that can help students remember the assignments that must be completed by students.

b. **Negative Perceptions**

The eight statement about focus during English learning with Microsoft Teams have negative perception about students focused on English learning with Microsoft Teams. Students complain of not being focused because of the pandemic situation students get bored quickly, and when learning, students also do other activities. Another problem is bad signal constraints make students learning unfocused. It is similar to Mufida (2021) the obstacles experienced during the online learning process using the Microsoft Teams application are only due to the network or signal. The use of the Microsoft teams application requires a stable network.

The nine statement is students' perceptions about the effectiveness of using Microsoft Teams, mostly students have negative perceptions. They argued that using Microsoft Teams was less effective during the pandemic. It is similar to Irwanto (2002:71), negative perception is a perception which describes all knowledge and inappropriate responses to the object being perceived. It will be continued by disagreeing with or rejecting the perceived object. In the statement, wrong signals are the main factor in English learning. Besides, some students also don't pay attention to explanations from teachers, so this is less effective in learning using Microsoft Teams during the pandemic.

The ten statement is about students' understanding. The results based on questionnaire and interview, mostly students have negative perceptions of understanding the learning material used Microsfot Teams. Some students complain that they have difficulty

understanding the material because online lessons with Microsoft Teams are boring, different from offline learning, so they feel bored, and the material doesn't fully understand. Online learning makes teachers and students unable to meet face to face, this makes students less able to understand the learning material. This is in accordance with the opinion of Hadisi and Muna (2015) that the lack of interaction when online learning causes the teaching and learning process to be less than optimal.

So based on the discussion, the researchers found that most students gave positive responses about using Microsoft Teams in learning English during the Covid-19 pandemic. It is similar to Irwanto (2002:71) positive perception is a perception that describes all knowledge or everything that is known and responses that are continued with efforts to use it. Microsoft Teams, as an online learning media, helps students learn English from home during the Covid-19 pandemic

2. **Student's Perceptions of the advantages on the use of Microsoft Teams applications in English online learning during Covid-19 pandemic**

Microsoft Teams is a team collaboration program in office 365 that brings together all the individuals, tools, and content created for a team/grub somewhere in the same place. Based on the results of

questionnaires and interviews, Microsoft Teams also have advantages that students faced in this study:

a. To make easier in group management

Based on the results of the interviews, students perception are they can invite their friends when the meeting takes place. This helps students communicate virtually with teachers or learning groups in class. This feature also makes it easy to gather students by using the join video call feature in meetings so that students are comfortable using Microsoft Teams. This is in accordance with the opinion of Widiyarso and Sutama (2021) regarding the advantages of using Microsoft Teams which state that managing work groups or study groups can be easily done with the help of the Microsoft Teams application, so that users can manage their activities.

b. Raise Hand features

Based on the interview result, In addition, there is also a task reminder feature that is a .favorite of students. When there is an assignment from the teacher, the assignment notification will appear on each student's mobile phone so that the student feels reminded, and it becomes easier to collect the assignment.

c. It provides file editing and sharing features

Microsoft Teams offers free PPT-like assignment editing that can make it easier for students to share ppt and complete their tasks in groups through Microsoft Teams. This helps when online learning students don't need to meet to complete their group

assignments and can share through Microsoft Teams. It is similar to statement by Widiyarso and Sutama (2021) feature in Microsoft provides file editing services that can be edited anywhere nad anytime without having to open other applications.

In this case, it can be concluded that students perceptions on the use of Microsoft Teams in English online learning process led to several positive perceptions, including: (1) Teacher involvement in delivering clear material, (2) Students actively ask questions during learning, (3) Students diligently collect assignments, (4) Students increase student grades, (5) Students enjoy learning with Microsoft Teams, (6) Microsoft Teams facilitate students in learning, (7) Complete the features and support for Microsoft Teams learning

However, online learning with Microsoft Teams also creates some negative perceptions, including: (1) students have difficulty focusing on learning, (2) learning is less effective due to limited communication, (3) students have difficulty understanding learning material

Although there are positive and negative perceptions of students about using Microsoft Teams, there are also advantages that students feel in learning, including: (1) To make it easier in group management, (2) Raise Hand features, (3) It provides file editing and sharing features.

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

Based on the findings, this research aimed to identify students' perceptions toward the use of Microsoft Teams while used in SMA N 1 Sragen and advantages of using Microsoft Teams in English Learning. There are two types of perceptions found from the data analysis in the previous chapter.The result of this study mostly students have positif perceptions. There were several conclusions that could be drawn from the research finding:

1. The results of the study show that students feel that the delivery of material by the teacher through Microsoft Teams is clear and the material is complete. The teacher distributes material in the form of power points or word files and youtube links for learning materials. Then during learning, the teacher also opens a question and answer session so that students actively ask questions and help students who do not understand the material presented

2. The students feel comfortable because students' scores mostly increase when they use Microsoft Teams in English class. Students can easily read the material presented by the teacher through the Microsoft Teams application because the material is already shared in the Microsoft Teams application.

3. Students also said it was easier to submit assignments through Microsoft Teams in online learning during the Covid-19 pandemic. Sometimes, there are those who are late in collecting, but they still do the assignments given by the teacher.

4. On other hand, there is a negative perceptions,. Students have difficulty understanding learning because English is a difficult subject so students are more comfortable when studying offline. This makes students feel less focused when taking English classes using Microsoft Teams because they feel bored easily in learning and students also do other activities during learning. In addition, online learning using Microsoft Teams sometimes has problems with poor signals, as a result, students do not understand the material presented by the teacher through Microsoft Teams**.**

5. The advantages used Microsoft Teams in English Learning is features in the Microsoft Teams application are easy for students to learn and also complete compared to other applications. 1) To make it easier in group management. There is a chat feature that can facilitate communication between students and teachers, also students can video call with no time limit and no user quota limit., (2) There is a Raise Hand features to help students talk at meetings, (3) It provides file editing and sharing features. Microsoft Teams offers free Power Point like assignment editing that can make it easier for students to share ppt and complete their tasks in groups through Microsoft Teams

So in conclusion, according to students, the Microsoft Teams application has a positive perception and in terms of benefits it is still feasible and can help learn English from home during the Covid-19 pandemic.

B. Suggestion

According to the findings above, the significant suggestion is delivered by the researcher as follows:

1. For students

   In learning English using Microsoft Teams during the Covid-19 pandemic, students are expected to be able to focus on understanding the material and not do other activities when learning takes place even though it is only textual. For understanding problems, students can also get other references on the internet and discuss with friends online to increase understanding. Students must also be enthusiastic about learning and be active in online learning in order to motivate themselves to study in pandemic conditions.

2. For teachers

   It is recommended for teachers to maximize the use of Microsoft Teams and improve their skills in operating Microsoft Teams to facilitate the learning process. Teachers also need to develop other creative media so that the teaching and learning process during the Covid-19 pandemic can create interesting and effective learning during the pandemic.

3. For school

   Hopefully, school should pay attention to the obstacles faced by students in carrying out online learning using Microsoft Teams. Schools must also conduct evaluations to find solutions so that students can learn effectively. School should also facilitate teachers with regular training of learning applications, so that teachers when learning have mastered the learning media

4. For other researchers

   This research is far from perfect. For other researchers to conduct similar research using this research as a reference, it is advisable to conduct better and more focused research

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APPENDIX I

LIST OF STUDENTS XI – SOCIAL SCIENCE 2

No	Name	Gender
1.	Adhiyaksa Vian Nugroho	Male
2.	Apriliani Putri Utami	Female
3.	Ayu Trisqiana	Female
4.	Bintang Annas Arrasyid Purnomo	Male
5.	Destia Nur Khasanah	Female
6.	Devian Annas Tawadzu	Male
7.	Devon Hugo Putra	Male
8.	Dhafin Irham Faza	Male
9.	Dinar Flamboyan Pamikatsih	Female
10.	Dzahab Galuh Prasetya	Male
11.	Elviana Anggraini	Female
12.	Ervant Brilliant Permana	Male
13.	Fajar Ahmad Setyanto	Male
14.	Felicia Anastasya Putri Diwantara	Female
15.	Fransiska Dewi Ramadhani	Female
16.	Isya Naira Rianda	Female
17.	Ivanta Praditya Cendy Pranata	Male
18.	Jerryko Teguh Parlindungan	Male
19.	Khanza Prisilia	Female
20.	Lailla Khoirrisa	Female

21.	Mutiara Yuningtyas	Female
22.	Nabila Anggraini Kusumawati	Female
23.	Nirmala Sifa Sabila	Female
24.	Olivia Eka Dwiyanti	Female
25.	Primadita Amanda Pangestika	Female
26.	Risky Dewi Sholekah	Female
27.	Samuel Hasian Joshelyo	Male
28.	Saskara Dewayana	Male
29.	Suci Titik Nurwati	Female
30.	Umi Latifah Arrosyid	Female
31.	Zefanya Praschawening Prasetyo	Female

APPENDIX II

NO	INDIKATOR KUISIONER	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	*Persepsi siswa tentang penyampaian materi oleh guru melalui Microsoft Teams*					
2.	*Persepsi siswa tentang keaktifan selaam pembelajaran Bahasa inhgris melalui Microsoft Teams*					
3.	*Persepsi siswa tentang penugasan melalui Microsoft Teams*					
4.	*Persepsi siswa tentang penilaian selama*					

	pembelajaran melalui Microsoft Teams				
5.	*Persepsi siswa tentang kenyamanan pembelajaran melalui Microsoft Teams*				
6.	*Persepsi siswa tentang kemudahan dalam penggunaan aplikasi Microsoft Teams*				
7.	*Persepsi siswa tentangfitur aplikasi Microsoft Teams*				
8.	*Persepsi siswa tentang tingkat kefokusan selama pembelajaran melalui Microsoft*				

	Teams					
9.	*Persepsi siswa tentsng keaktifan penggunaan Microsoft Teams dalam pembelajaran Bahasa Inggris*					
10.	*Persepsi siswa tentang kemampuan memahami materi dalam pembelajaran Bahasa Ingris melalui Microsoft Teams*					

APPENDIX III

THE RESULT QUESTIONNAIRE FROM GOOGLE FORM

Selama pembelajaran dengan Microsoft Teams pada mapel Bahasa Inggris guru menyampaikan materi dengan jelas, lengkap, dan mudah dipahami

31 jawaban
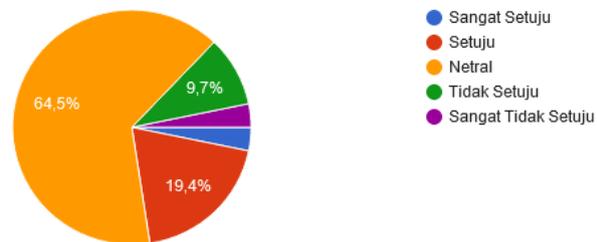
- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

64,5% 9,7% 19,4%

Saya aktif bertanya ketika belum paham atas materi yang disampaikan oleh guru melalui Microsoft Teams

31 jawaban

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

51,6% 19,4% 22,6%

Saya selalu mengumpulkan tugas yang diberikan oleh guru melalui Microsoft Teams

31 jawaban

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

32,3% 41,9% 19,4%
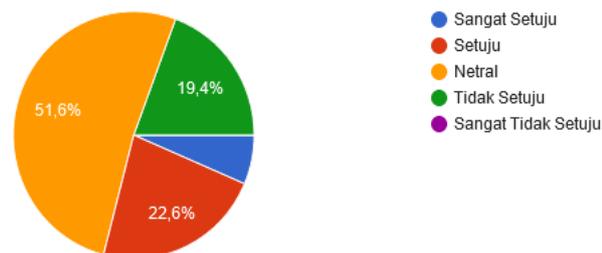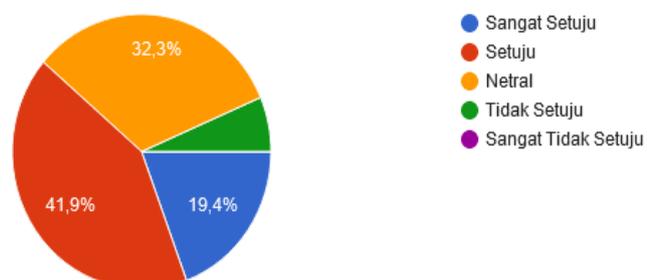
Saya merasa pembelajaran Bahasa Inggris menggunakan Microsoft Teams dapat meningkatkan nilai belajar

31 jawaban
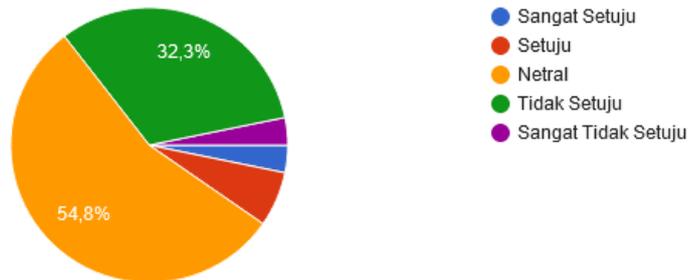
- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

32,3%

54,8%

. Saya menikmati pembelajaran bahasa Inggris melalui Microsoft Teams selama pandemi Covid-19

31 jawaban

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

9,7%

64,5%

16,1%
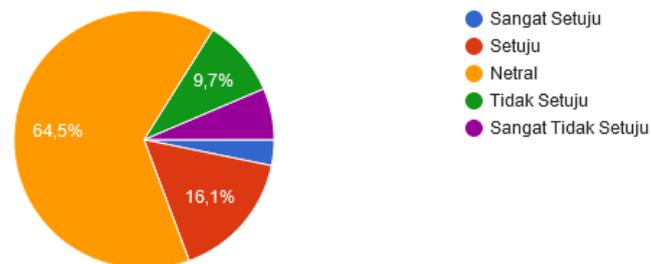
Saya merasa mudah menggunakan Microsoft Teams untuk mengikuti pembelajaran Bahasa Inggris selama pandemi Covid-19
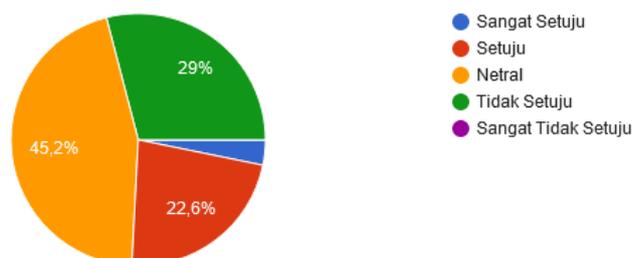
31 jawaban

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

29%

45,2%

22,6%

Fitur yang tersedia pada aplikasi Microsoft Teams lebih lengkap daripada aplikasi pembelajaran lainnya

31 jawaban
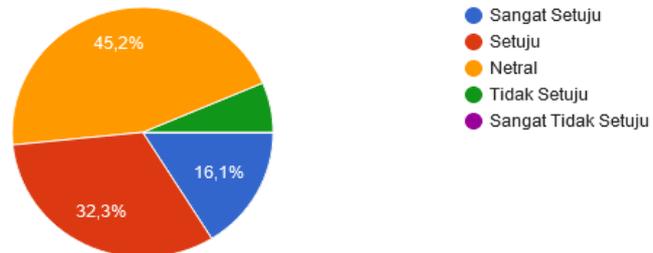
- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

Saya merasa kurang fokus dan mudah bosan saat pembelajaran Bahasa Inggris dengan Microsoft Teams

31 jawaban

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

Saya merasa pembelajaran Bahasa Inggris dengan Microsoft Teams efektif dilaksanakan pada masa pandemi Covid-19

31 jawaban

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju
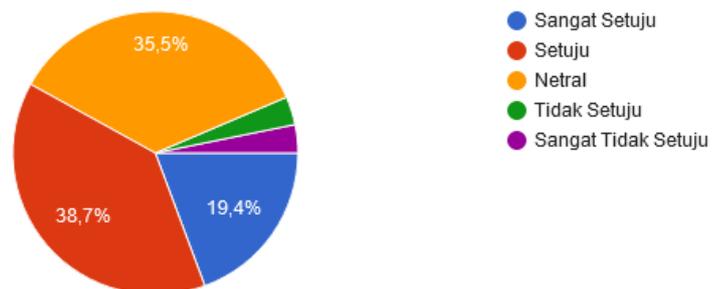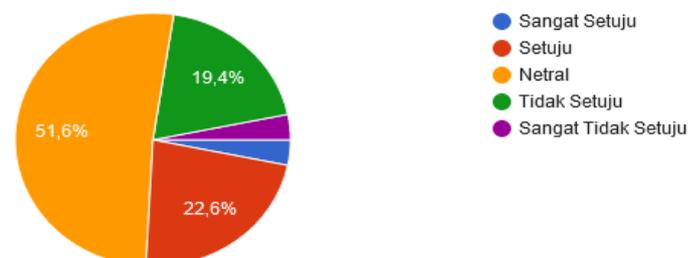
Saya merasa pembelajaran Bahasa Inggris dengan menggunakan Microsoft Teams dapat meningkatkan kemampuan saya dalam memahami materi pelajaran Bahasa Inggris

31 jawaban
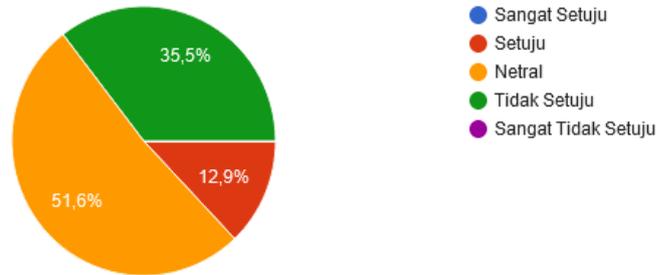
APPENDIX IV

INTERVIEW GUIDELINESS

1. *Apakah selama pembelajaran dengan microsoft teams pada mapel Bahasa Inggris guru menyampaikan materi dengan lengkap jelas mudah dipahami?*

2. *Apakah kamu bertanya kepada guru saat mengalami kesulitan dalam memahami materi yang disampaikan melaui Microsoft Teams?*

3. *Apakah kamu selalu mengumpulkan tugas yang diberikan oleh bu guru?*

4. *Apakah kemampuan atau nilai kamu meningkat selama mengikuti pembelajaran Bahasa Inggris dengan menggunakan Microsoft Teams?*

5. *Apakah kamu menikmati pembelajaran dengan Micosoft Teams?*

6. *Menurut kamu apakah menggunakan Microsoft Teams mempermudah dalam pembelajaran Bahasa Inggris?*

7. *Apa kelebihan Microsoft Teams dibandingkan aplikasi pembelajaran lainnya?*

8. *Apakah kamu kurang fokus dan mudah bosan dalam pembelajaran Bahasa Inggris menggunakan Microsoft Teams?*

9. *Bagaimana menurut pendapat kamu apakah pembelajaran dengan aplikasi Microsoft Teams merupakan cara efektif untuk belajar bahasa Inggris selama pandemi Covid-19?*

10. *Apakah kamu merasa lebih mudah dalam memahami pelajaran atau materi yang diberikan oleh guru selama pembelajaran Bahasa Inggris menggunakan Microsoft Teams?*

APPENDIX V

Students Interview Trancripts 1

Date   : Friday, 10th June 2022

Activity   : Inteview with student of XI-IPS 2

Respondent 1 : Ayu Trisqiani (AT)

Researcher   : Nendi Lestari (N)

 N   *: Apakah selama pembelajaran dengan microsoft teams pada mapel*

     Bahasa Inggris guru menyampaikan materi dengan lengkap jelas mudah

     dipahami?

 AT   *: Dalam menjelaskan guru sudah jelas, guru kadang juga memberikan*

     materi berbentuk file atau link video Youtube untuk dipelajari sendiri.

 N   *: Apakah kamu bertanya kepada guru saat mengalami kesulitan dalam*

     memahami materi yang disampaikan melaui Microsoft Teams?

 AT   *: Ketika saya belum paham, biasanya saya aktif tanya. Selain itu guru juga*

     menanyakan lagi sampai mana pemahaman kita, sudah paham atau belum

 N   *: Apakah kamu selalu mengumpulkan tugas yang diberikan oleh bu guru?*

 AT   *: Kalau saya selalu mengumpulkan tugas kak. Karena untuk mendapatkan*

     nilai mau ga mau harus rajin mengumpulkan

 N   *: Apakah kemampuan atau nilai kamu meningkat selama mengikuti*

     pembelajaran Bahasa Inggris dengan menggunakan Microsoft Teams?

AT   : Kalau nilai kayanya aku merasa meningkat ya, soalnya kita bisa cari referensi di internet, nilainya sepertinya malah meningkat

N   : Apakah kamu menikmati pembelajaran dengan Micosoft Teams?

AT   : Menikmati kak, mau gak mau ya menikmati, satu-satunya cara biar pembelajaran berjalan dari sekolah ngasihnya Microsoft Teams ya harus dijalani kak

N   : Menurut kamu apakah menggunakan Microsoft Teams mempermudah dalam pembelajaran Bahasa Inggris?

AT   : Menurut saya, fitur di aplikasi Microsoft Teams mempermudah. Soalnya kadang ketika ibu guru memberikan tugas, di aplikasi Microsoft Teams ada notifikasinya terakhir pengumpulan tugas. Selain itu kita bisa mengundang teman yang belum masuk ke Microsoft Teams beda dengan aplikasi pembelajaran lainnya. Susahnya itu kak ketika log in. Kita dapat email dan sandi dari sekolah, kemudian kita juga punya kata sandi pribadi buat log in. Kadang itu keluar sendiri dari aplikasinya, jadi harus masukin sandi dan email lagi.

N   : Apa kelebihan Microsoft Teams dibandingkan aplikasi pembelajaran lainnya?

AT   : ada kelebihannya di dibanding aplikasi lain. Bisa mengundang teman lainnya ketika pembelajaran sudah mulai. kemudian misalkan ada tugas itu muncul notifnya sehingga kita tidak lupa mengerjakan. Ada juga

deadline waktu pengumpulan nya juga, jadi lebih gampang mengumpulkan tugas.

N : Apakah kamu kurang fokus dan mudah bosan dalam pembelajaran Bahasa Inggris menggunakan Microsoft Teams?

AT : Kalau saya fokus kak, kalau soal bosan terkadang saya jujur bosan, nyaman pembelajaran offline tidak bosan, bisa bertemu dengan teman.

N : Bagaimana menurut pendapat kamu apakah pembelajaran dengan aplikasi Microsoft Teams merupakan cara efektif untuk belajar bahasa Inggris selama pandemi Covid-19?

AT : Kalau menurut saya efektif kak, selama pandemi itu kan tidak bisa sekolah, tidak bisa tatap muka secara langsung nih kak, jadi sangat membantu pembelajaran.

N : Apakah kamu merasa lebih mudah dalam memahami pelajaran atau materi yang diberikan oleh guru selama pembelajaran Bahasa Inggris menggunakan Microsoft Teams?

AT : Pas offline lebih jelas, bertanya pun enak. Kalau pakai Microsoft Teams kurang paham. Pakai Microsoft Teams itu dari kelas 10 ya kak, jadi belum tau karakter gurunya kaya gimana .

Students Interview Trancripts 2

Date   : Friday, 10th June 2022

Activity   : Inteview with student of XI-IPS 2

Respondent 2 : Dzahab Galuh Prasetya (DGP)

Researcher   : Nendi Lestari (N)

N   : Apakah selama pembelajaran dengan microsoft teams pada mapel Bahasa Inggris guru menyampaikan materi dengan lengkap jelas mudah dipahami?

DGP   : Kalau neranginnya pas sinyal jelek kadang kurang paham kak

N   : Apakah kamu bertanya kepada guru saat mengalami kesulitan dalam memahami materi yang disampaikan melaui Microsoft Teams?

DGP   : Kalau saya kadang-kadang betanya misalkan belum paham sama penjelasan guru

N   : Apakah kamu selalu mengumpulkan tugas yang diberikan oleh bu guru?

DGP   : Saya setiap ada tugas mengerjakan dan ngumpulin kak walaupun kadang telat ngumpulin

N   : Apakah kemampuan atau nilai kamu meningkat selama mengikuti pembelajaran Bahasa Inggris dengan menggunakan Microsoft Teams?

DGP   : Kalau saya nilainya meningkat kak, karena misalkan dapat tugas itu bisa searching di internet, jadi nilainya meningkat

N : *Apakah kamu menikmati pembelajaran dengan Micosoft Teams?*

DGP : *dinikmati kak ikut aturan sekolah gimana ya pasti kita ngikut aja*

N : *Menurut kamu apakah menggunakan Microsoft Teams mempermudah dalam pembelajaran Bahasa Inggris?*

DGP : *Fitur di Microsoft Teams lengkap dan juga mudah dipelajari kak.*

N : *Apa kelebihan Microsoft Teams dibandingkan aplikasi pembelajaran lainnya?*

DGP : *menurut saya kelebihannya itu adanya notif tugas atau pengingat tugas kak. Selain itu kita juga bisa calling sama temen jadi bisa berkomunikasi kak*

N : *Apakah kamu kurang fokus dan mudah bosan dalam pembelajaran Bahasa Inggris menggunakan Microsoft Teams?*

DGP : *Kurang fokus kak pastilah. Biasanya pas pembelajaran apalagi bahasa Inggris, itu susah ditambah lagi online, jadi kurang fokus, gampang bosennya sih kak lihat hp terus*

N : *Bagaimana menurut pendapat kamu apakah pembelajaran dengan aplikasi Microsoft Teams merupakan cara efektif untuk belajar bahasa Inggris selama pandemi Covid-19?*

DGP : *kurang efektif kak, karena Microsoft Teams itu pakai sinyal, jadi misalkan sinyalnya jelek, kadang ketika guru menjelaskan suaranya*

kurang jelas, jadi saya kurang paham dengan materinya. Di tmbah lagi kadang ada siswa yang tidur juga pas pembelajaran.

N   : *Apakah kamu merasa lebih mudah dalam memahami pelajaran atau materi yang diberikan oleh guru selama pembelajaran Bahasa Inggris menggunakan Microsoft Teams?*

DGP   : *Jujur saya tidak mudah paham. Kan mainan hp terus jadinya suntuk, mata jenuh, kadang ngantuk. Jadi saya tinggal pas pembelajaran Bahasa Inggris, jadi pelajarannya ga masuk banget*

Students Interview Trancripts 3

Date   : Friday, 10th June 2022

Activity   : Inteview with student of XI-IPS 2

Respondent 3 : Ervant Brilliant Permana (EBP)

Researcher   : Nendi Lestari (N)

N   : Apakah selama pembelajaran dengan microsoft teams pada mapel Bahasa Inggris guru menyampaikan materi dengan lengkp jelas mudah dipahami?

EBP   : Guru menyampaikan dengan jelas, cuma sayanya saja yang kurang memahami karena bahasa Inggris menurut saya susah kak

N   : Apakah kamu bertanya kepada guru saat mengalami kesulitan dalam memahami materi yang disampaikan melaui Microsoft Teams?

EBP   : saya jujur jarang bertanya pada saat online karena tidak nyaman dan cepat bosan, berbeda dengan offline saya sering bertanya.

N   : Apakah kamu selalu mengumpulkan tugas yang diberikan oleh bu guru?

EBP   : Iya mengumpulkan tugas kak. Pas online kan guru memberi soal yang materinya dapat dari internet, jadi saya bisa cari refrensi jawaban di internet juga

N   : Apakah kemampuan atau nilai kamu meningkat selama mengikuti pembelajaran Bahasa Inggris dengan menggunakan Microsoft Teams?

EBP   : *iya pakai Microsoft Teams meningkat kak, soalnya bisa googling kak*

N   : *Apakah kamu menikmati pembelajaran dengan Micosoft Teams?*

EBP   : *sebenarnya enak offline ya, tapi keadaannya pandemi ya kita berusaha menikmati*

N   : *Menurut kamu apakah menggunakan Microsoft Teams mempermudah dalam pembelajaran Bahasa Inggris?*

EBP   : *menurut saya fiturnya lengkap kak, sudah bagus daripada aplikasi pembelajaran lainnya.*

N   : *Apa kelebihan Microsoft Teams dibandingkan aplikasi pembelajaran lainnya?*

EBP   : *Kelebihan Microsoft Teams itu fiturnya lengkap kak. Biasanya aplikasi belajar online itu kaya Zoom itu kurang lengkap cuma bisa video call, tapi kalau Microsoft Teams ada fitur chatnya, bisa edit PPT di aplikasinya dan ada notifikasi kalau ada tugas*

N   : *Apakah kamu kurang fokus dan mudah bosan dalam pembelajaran Bahasa Inggris menggunakan Microsoft Teams?*

EBP   : *mudah bosan terus nanti jadi kurang fokus kak.Kadang pada saat VC kan sinyal putus terus ini penyebabnya kak jadi bosan karena tidak paham sma yang disampaikan*

N   : *Bagaimana menurut pendapat kamu apakah pembelajaran dengan aplikasi Microsoft Teams merupakan cara efektif untuk belajar bahasa Inggris selama pandemi Covid-19?*

EBP   : *Menurut saya kurang efektif kak, karena sinyalnya ini yang harus bagus. Kalau sinyalnya jelek, materi yang disampaikan guru tidak jelas, jadi susah pahamnya.*

N   : *Apakah kamu merasa lebih mudah dalam memahami pelajaran atau materi yang diberikan oleh guru selama pembelajaran Bahasa Inggris menggunakan Microsoft Teams?*

EBP   : *Menurut ku kurang efektif sih kak, pas pandemi itu semua online, tidak bisa sekolah tatap muka, pastilah materi nya tidak mudah dipahami*

Students Interview Trancripts 4

Date : Friday, 10th June 2022

Activity : Inteview with student of XI-IPS 2

Respondent 4 : Zefanya Praschawening Prasetyo (ZPP)

Researcher : Nendi Lestari (N)

N : Apakah selama pembelajaran dengan microsoft teams pada mapel Bahasa Inggris guru menyampaikan materi dengan lengkp jelas mudah dipahami?

ZPP : menurut saya sudah lengkap materi yang dikirimkan di Microsoft Teams. Ibu guru juga sudah jelas dalam menyampaikan materi Bahasa Inggris. Selama pembelajaran alhamdulillah dapat memahami

N : Apakah kamu bertanya kepada guru saat mengalami kesulitan dalam memahami materi yang disampaikan melaui Microsoft Teams?

ZPP : biasnaya saya tanya dulu ke teman , misalkan penjelasan dari teman sudah paham saya tidak menanyakan ke ibu guru. Tetapi kalau penjelasan teman masih belum tak pahami biasanya searching atau tanya ke bu guru.

N : Apakah kamu selalu mengumpulkan tugas yang diberikan oleh bu guru?

ZPP : saya ngumpulin tugas terus kak. Enak aja pakai Microsoft Teams tinggal masuk aplikasi gak perlu ngumpulin di kantor, biasanya saya ngumpulin di kantor

N   : Apakah kemampuan atau nilai kamu meningkat selama mengikuti pembelajaran Bahasa Inggris dengan menggunakan Microsoft Teams?

ZPP   : Kadang naik atau kadang turun nilainya. Tapi yang pasti materi yang diajarkan di Microsoft Teams biasanya keluar pas tes kak.

N   : Apakah kamu menikmati pembelajaran dengan Micosoft Teams?

ZPP   : Karena keadaan tidak mungkin kalau tatap muka, jadi saya menikmati online learning pakai Microsoft Teams kak

N   : Menurut kamu apakah menggunakan Microsoft Teams mempermudah dalam pembelajaran Bahasa Inggris?

ZPP   : menurut saya, fitur yang tersedia itu mudah dijalankan, karena dari mulai gambarnya itu bagus. Biasanya saya juga gak pernah download aplikasi pembelajaran. Karena di SMAN 2 Sragen ini harus pakai Microsoft Teams, sekarang jadi harus punya aplikasinya. Jadi bisa tau ini fitur tempat penugasan, ini tempat pembelajaran, mana tempat meeting dan juga cara mengidupkan mic. Saya jadi tambah ilmu tentang teknologi juga kak

N   : Apa kelebihan Microsoft Teams dibandingkan aplikasi pembelajaran lainnya?

ZPP   : Aplikasi Microsoft Teams itu bisa menampung banyak orang tanpa harus membatasi waktu. Berbeda dengan Zoom yang hanya 60 menit saja dan pesertanya juga terbatas. Selain itu sih Microsoft Teams mudah dipelajari, bisa online semau kita, lebih praktis sih kak

N   : *Apakah kamu kurang fokus dan mudah bosan dalam pembelajaran Bahasa Inggris menggunakan Microsoft Teams?*

ZPP   : *menurut saya kak, kalau fokus tidaknya itu tergantung sinyal. Kadang saya fokus tetapi kadang juga kalau tertinggal materi pas VC jadi ngeblank. Tapi saya langsung membaca materi lagi kalau sudah selesai*

N   : *Bagaimana menurut pendapat kamu apakah pembelajaran dengan aplikasi Microsoft Teams merupakan cara efektif untuk belajar bahasa Inggris selama pandemi Covid-19?*

ZPP   : *Sangat efektif kak. Karena pada saat pandemi orang tidak boleh berkumpul berada di tempat yang sama. Jadi saya merasa senang juga sih, soalnya saya juga memanfaatkan waktu dengan baik, meskipun di rumah saja, saya tetap produktif. Kebetulan saya suka bahasa Inggris juga sih kak.*

N   : *Apakah kamu merasa lebih mudah dalam memahami pelajaran atau materi yang diberikan oleh guru selama pembelajaran Bahasa Inggris menggunakan Microsoft Teams?*

ZPP   : *Kalau paham materi itu tergantung siswanya masing-masing ya kak. Kadang paham, kadang enggak. Tapi karena aku suka bahasa Inggris, jadi aku masih mempelajari lagi, buka materi di Microsoft Teams.*

.

Students Interview Trancripts 5

Date   : Friday, 10th June 2022

Activity   : Inteview with student of XI-IPS 2

Respondent 5 : Nabilla Anggraini Kusumawati (NAK)

Researcher   : Nendi Lestari (N)

N   : Apakah selama pembelajaran dengan microsoft teams pada mapel

Bahasa Inggris guru menyampaikan materi dengan lengkap jelas mudah

dipahami?

NAK   : saya jujur ga gampang memahami materi kak, soalnya gimana ya

bahasa inggris kan susah, apalagi kalau neranginnya pas online jadi suka

ga paham

N   : Apakah kamu bertanya kepada guru saat mengalami kesulitan dalam

memahami materi yang disampaikan melaui Microsoft Teams?

NAK   : saya sendiri kurang aktif kak. Misalkan belum paham materi saya nanya

nya ke teman, baca materi di Microsoft Teams lagi

N   : Apakah kamu selalu mengumpulkan tugas yang diberikan oleh bu guru?

NAK   : ngumpulin kak, menurut saya sih praktis, bisa searching di internet

kemudian disalin dan mudah juga ngirim tugas di Microsoft Teams.

N   : Apakah kemampuan atau nilai kamu meningkat selama mengikuti

pembelajaran Bahasa Inggris dengan menggunakan Microsoft Teams?

NAK   *: kalau saya merasa nilai saya meningkat kadang juga turun kak. Jadi sedang aja nilai saya tidak ada perubahan*

N   *: Apakah kamu menikmati pembelajaran dengan Micosoft Teams?*

NAK   *: Menikmati apa enggaknya sih yang penting dijalani aja kak*

N   *: Menurut kamu apakah menggunakan Microsoft Teams mempermudah dalam pembelajaran Bahasa Inggris?*

NAK   *: Fiturnya mudah dan lengkap bagus kak. Kalau dibandingkan Zoom lebih lengkap dan bagus Microsoft Teams sih kak*

N   *: Apa kelebihan Microsoft Teams dibandingkan aplikasi pembelajaran lainnya?*

NAK   *: Enaknya ngumpulin tugas, tinggal ngirim file sama ada fitur angkat tangan yang responnya cepet pas sedang video call berlangsung*

N   *: Bagaimana menurut pendapat kamu apakah pembelajaran dengan aplikasi Microsoft Teams merupakan cara efektif untuk belajar bahasa Inggris selama pandemi Covid-19?*

NAK   *: menurut saya kurang efektif kak, karena guru itu kadang cuma absen dan juga sinyalnya jelek itu jadi kendalanya.*

N   *: Apakah kamu merasa lebih mudah dalam memahami pelajaran atau materi yang diberikan oleh guru selama pembelajaran Bahasa Inggris menggunakan Microsoft Teams?*

NAK   : *Kurang sih kak. Soalnya pas offline kan kita belajar Inggris aja kesusahan. Nah ditambah online learning kan kurang paham, lebih cepat paham pas offline menurut saya.*

Students Interview Trancripts 6

Date   : Friday, 10th June 2022

Date   : Friday, 10th June 2022

Activity   : Inteview with student of XI-IPS 2

Respondent 6 : Risky Dewi Sholekah (RDS)

Researcher   : Nendi Lestari (N)

N   : Apakah selama pembelajaran dengan microsoft teams pada mapel Bahasa Inggris guru menyampaikan materi dengan lengkap jelas mudah dipahami?

RDS   : Saya setuju karena menurut saya guru menjelaskannya sudah jelas dan mudah dipahami

N   : Apakah kamu bertanya kepada guru saat mengalami kesulitan dalam memahami materi yang disampaikan melaui Microsoft Teams?

RDS   : saya tanya kak kalau ada yang belum paham. Guru juga menjelaskan lagi ketika banyak yang belum paham

N   : Apakah kamu selalu mengumpulkan tugas yang diberikan oleh bu guru?

RDS   : Ngumpulin tugas itu pasti kak, kadang telat ngumpulin padahal udah ada batas waktunya

N   : Apakah kemampuan atau nilai kamu meningkat selama mengikuti pembelajaran Bahasa Inggris dengan menggunakan Microsoft Teams?

RDS   : Nilai saya menurun, karena tidak seperti pas offline yang bisa tanya langsung

N : *Apakah kamu menikmati pembelajaran dengan Micosoft Teams?*

RDS : *Selama pandemi Covid-19 saya menikmati kak*

N : *Menurut kamu apakah menggunakan Microsoft Teams mempermudah dalam pembelajaran Bahasa Inggris?*

RDS : *fitur pada Microsoft Teams bagus sekali. Banyak fitur yang bermanfaat untuk belajar dan lengkap daripada media pembelajaran lainnya*

N : *Apa kelebihan Microsoft Teams dibandingkan aplikasi pembelajaran lainnya?*

RDS : *Enaknya itu video call nya tidak ada batasan waktu kak, jadi pas pembelajaran pun tidak ribet takut log out seperti aplikasi lainnya*

N : *Apakah kamu kurang fokus dan mudah bosan dalam pembelajaran Bahasa Inggris menggunakan Microsoft Teams?*

RDS : *Saya bisa fokus kak, cuma kalau bosan itu ya pernah merasa bosan*

N : *Bagaimana menurut pendapat kamu apakah pembelajaran dengan aplikasi Microsoft Teams merupakan cara efektif untuk belajar bahasa Inggris selama pandemi Covid-19?*

RDS : *Kurang efektif kak, karena sinyalnnya susah. Kadang guru itu sebenarnya menjelaskan sudah jelas, tapi karena kendala sinyal tadi, jadi suaranya putus-putus kurang jelas*

N   : *Apakah kamu merasa lebih mudah dalam memahami pelajaran atau materi yang diberikan oleh guru selama pembelajaran Bahasa Inggris menggunakan Microsoft Teams?*

RDS   : *Saya kurang paham Bahasa Inggris, tapi pas pandemi guru menjelaskan di Microsoft Teams saya agak masuklah boleh.*

Students Interview Trancripts 7

Date   : Friday, 10th June 2022

Activity   : Inteview with student of XI-IPS 2

Respondent 7 : Olivia Eka Dwiyanti (OED)

Researcher   : Nendi Lestari (N)

N   : Apakah selama pembelajaran dengan microsoft teams pada mapel Bahasa Inggris guru menyampaikan materi dengan lengkap jelas mudah dipahami?

OED   : menurut saya kak, penyampaian guru sudah jelas. Tapi kitanya yang susah mengerti. Bahasa Inggris kan susah dipelajari juga kak

N   : Apakah kamu bertanya kepada guru saat mengalami kesulitan dalam memahami materi yang disampaikan melaui Microsoft Teams?

OED   : iya biasanya saya tanya kak tapi secara personal aja chat ke guru

N   : Apakah kamu selalu mengumpulkan tugas yang diberikan oleh bu guru?

OED   : aktif ngumpulin tugas kak, karena ya harus dikerjain walaupun pas pandemi mau ga mau tetep ngumpulin sesuai perintah guru

N   : Apakah kemampuan atau nilai kamu meningkat selama mengikuti pembelajaran Bahasa Inggris dengan menggunakan Microsoft Teams?

OED   : iya meningkat kak, soalnya pas online pakai Microsoft Teams, materinya diambil sama kaya di internet. Jadi bisa googling gitu sih kak

N : *Apakah kamu menikmati pembelajaran dengan Micosoft Teams?*

OED : *Walaupun pemahaman nya nggak 100% tapi tetep saya menikmati juga kak*

N : *Menurut kamu apakah menggunakan Microsoft Teams mempermudah dalam pembelajaran Bahasa Inggris?*

OED : *Kalau fiturnya saya merasa sudah gampang dan lengkap kak. Ada fitur pengingat tugas dan ulangan*

N : *Apa kelebihan Microsoft Teams dibandingkan aplikasi pembelajaran lainnya?*

OED : *Kelebihannya menurut saya misalkan ada tugas tanggal berapa. Nah di Microsoft Teams itu ada tampilannya tugas yang selesai atau belum selesai jadi kita tahu mana yang harus diselesaikan*

N : *Apakah kamu kurang fokus dan mudah bosan dalam pembelajaran Bahasa Inggris menggunakan Microsoft Teams?*

OED : *kadang fokus, kadang juga tidak. Kalau bosan iya agak bosan kak.*

N : *Bagaimana menurut pendapat kamu apakah pembelajaran dengan aplikasi Microsoft Teams merupakan cara efektif untuk belajar bahasa Inggris selama pandemi Covid-19?*

OED : *Kurang efektif kak, kadang kalau belajar pakai aplikasi online itu mau fokusnya susah. Tapi kadang kalau ujian harus mempelajari materi dari*

Microsoft Teams. Jadi mau gak mau ya harus belajar dari Microsoft Teams juga.

N   : *Apakah kamu merasa lebih mudah dalam memahami pelajaran atau materi yang diberikan oleh guru selama pembelajaran Bahasa Inggris menggunakan Microsoft Teams?*

OED   : *Netral kak. Kadang kalau diskusi gak secara langsung itu susah kalau cuma denger suara aja.Kalau sinyalnya nge lag, guru gak tau kan kita bisa denger apa enggak*

Students Interview Trancripts 8

Date   : Friday, 10th June 2022

Activity   : Inteview with student of XI-IPS 2

Respondent 8 : Isya Naira Rianda (INR)

Researcher   : Nendi Lestari (N)

N   : Apakah selama pembelajaran dengan microsoft teams pada mapel Bahasa Inggris guru menyampaikan materi dengan lengkap jelas mudah dipahami?

INR   : Iya jelas kak, pas pembelajaran menggunakan Microsoft Teams, guru selalu mengadakan sesi tanya jawab, kalau belum paham guru menerangkan lagi

N   : Apakah kamu bertanya kepada guru saat mengalami kesulitan dalam memahami materi yang disampaikan melaui Microsoft Teams?

INR   : Iya jelas kak, kadang ada sesi tanya jawab dari ibu gurunya, kalau belum paham ibu guru ya menerangkan

N   : Apakah kamu selalu mengumpulkan tugas yang diberikan oleh bu guru?

INR   : iya kak saya ngumpulin tugas kalau ada tugas ya, biar dapat nilai juga kak

N   : Apakah kemampuan atau nilai kamu meningkat selama mengikuti pembelajaran Bahasa Inggris dengan menggunakan Microsoft Teams?

INR : untuk nilai sih meningkat kak. Ketika ada tugas bisa lihat lagi di Microsoft Teams

N : Apakah kamu menikmati pembelajaran dengan Micosoft Teams?

INR : Menurut saya, mau ga mau kan harus pakai microsoft teams, jadi lama kelamaan terbiasa menikmati juga kak, enjoy aja. Cuma kendala di sinyal aja kak

N : Menurut kamu apakah menggunakan Microsoft Teams mempermudah dalam pembelajaran Bahasa Inggris?

INR : Fitur Microsoft Teams itu lengkap dan lebih mudah mengumpulkan siswa dengan menggunakan fitur join VC . Ada juga fitur pengingat tugas nya kak, jadi lebih mudah mengumpulkan tugas

N : Apa kelebihan Microsoft Teams dibandingkan aplikasi pembelajaran lainnya?

INR : Lebih hemat kuota kak ketimbang Zoom, kalau Zoom bisa habis sampai 1gb 1 mata pelajaran, kalau Microsoft Teams biasanya cuma 500 mb

N : Apakah kamu kurang fokus dan mudah bosan dalam pembelajaran Bahasa Inggris menggunakan Microsoft Teams?

INR : Kalau pas online itu fokus nya tidak begitu ya kak, wajar sih kak kalau bosan

N   *: Bagaimana menurut pendapat kamu apakah pembelajaran dengan aplikasi Microsoft Teams merupakan cara efektif untuk belajar bahasa Inggris selama pandemi Covid-19?*

INR   *: Kurang efektif kak, karena pada saat pembelajaran ada yang banyak tidak memperhatikan, ada yang ditinggal makan, tidur, dan mandi*

N   *: Apakah kamu merasa lebih mudah dalam memahami pelajaran atau materi yang diberikan oleh guru selama pembelajaran Bahasa Inggris menggunakan Microsoft Teams?*

INR   *: Menurut saya mudah memahami materi kak, karena saya orangnya mudah menerima pelajaran, ya enjoy saja kak*

Students Interview Trancripts 9

Date   : Friday, 10th June 2022

Activity   : Inteview with student of XI-IPS 2

Respondent 9 : Ivanta Praditya Cendy Pranata (IPCP)

Researcher   : Nendi Lestari (N)

N   : Apakah selama pembelajaran dengan microsoft teams pada mapel Bahasa Inggris guru menyampaikan materi dengan lengkap jelas mudah dipahami?

IPCP : Kalau jelasnya guru dalam menerangkan itu tergantung sinyal atau jaringan internet kita ya. Kalau dilihat cara guru yang mengajar ya sudah cukup jelas

N   : Apakah kamu bertanya kepada guru saat mengalami kesulitan dalam memahami materi yang disampaikan melaui Microsoft Teams?

IPCP : Terkadang saya bertanya ketika belum paham kak, tapi tidak begitu aktif juga sih hanya kadang saja

N   : Apakah kamu selalu mengumpulkan tugas yang diberikan oleh bu guru?

IPCP : Kalau ngumpulin tugas praktis sih tinggal foto atau kirim file, jadi enak ga repot

N   : Apakah kemampuan atau nilai kamu meningkat selama mengikuti pembelajaran Bahasa Inggris dengan menggunakan Microsoft Teams?

IPCP   *: Kalau saya merasa nilainya sama saja kak*

N   *: Apakah kamu menikmati pembelajaran dengan Micosoft Teams?*

IPCP   *: Saya menikmati kak, ya mau gimana lagi belajarnya pakai Microsoft Teams ya harus ikut aja sama sekolah*

N   *: Menurut kamu apakah menggunakan Microsoft Teams mempermudah dalam pembelajaran Bahasa Inggris?*

IPCP   *:Kalau fitur sudah sangat komplit, sudah membantu memudahkan pembelajaran bahasa Inggris di kelas.*

N   *: Apa kelebihan Microsoft Teams dibandingkan aplikasi pembelajaran lainnya?*

IPCP   *: lebih praktis digunakan karena semuanya sudah ada di aplikasi Microsoft Teams*

N   *: Apakah kamu kurang fokus dan mudah bosan dalam pembelajaran Bahasa Inggris menggunakan Microsoft Teams?*

IPCP   *: Kurang fokus kak. Kalau pakai Microsoft Teams kan tidak begitu fokus, lebih enak sekolah langsung tatap muka*

N   *: Bagaimana menurut pendapat kamu apakah pembelajaran dengan aplikasi Microsoft Teams merupakan cara efektif untuk belajar bahasa Inggris selama pandemi Covid-19?*

IPCP : *sudah efektif ya karena masa pandemi kita juga belajarnya terbatas jadi dengan adanya aplikasi Microsft Teams menurut saya sudah cukup efektif digunakan pada pembelajaran*

N : *Apakah kamu merasa lebih mudah dalam memahami pelajaran atau materi yang diberikan oleh guru selama pembelajaran Bahasa Inggris menggunakan Microsoft Teams?*

IPCP : *Cukup paham kak. Kalau dibilang 100% paham ya tidak, kalau dibilang gak ngerti banget ya nggak kak. Menurut saya netral cukup lah*

Students Interview Trancripts 10

Date   : Friday, 10th June 2022

Activity   : Inteview with student of XI-IPS 2

Respondent 10: Saskara Dewayana (SD)

Researcher   : Nendi Lestari (N)

N   : Apakah selama pembelajaran dengan microsoft teams pada mapel Bahasa Inggris guru menyampaikan materi dengan lengkap jelas mudah dipahami?

SD   :menurut saya kalau gurunya itu sudah jelas menerangkan kak, kalau untuk pemahaman sih kalau saya jujur kurang paham

N   : Apakah kamu bertanya kepada guru saat mengalami kesulitan dalam memahami materi yang disampaikan melaui Microsoft Teams?

SD   : Saya bertanya kak, pas belum paham sama materinya saya chat guru lewat WA

N   : Apakah kamu selalu mengumpulkan tugas yang diberikan oleh bu guru?

SD   : Ngumpulin tugas kak, Cuma kadang telat sih tapi tetap ngumpulin

N   : Apakah kemampuan atau nilai kamu meningkat selama mengikuti pembelajaran Bahasa Inggris dengan menggunakan Microsoft Teams?

SD : Malah menurun kak. Karena aku gampang bosan pembelajaran online pakai Microsoft Teams dan banyak kendala tadi jadi tidak memperhatikan pembelajaran

N : Apakah kamu menikmati pembelajaran dengan Micosoft Teams?

SD : Kalau saya kurang menikmati kak, karena ya tadi, banyak kendala yang dihadapi kayak sinyal jelek dan saya tidak begitu memahami pelajaran

N : Menurut kamu apakah menggunakan Microsoft Teams mempermudah dalam pembelajaran Bahasa Inggris?

SD : menurut saya fiturnya sudah bagus dan sudah mendukung pembelajaran

N : Apa kelebihan Microsoft Teams dibandingkan aplikasi pembelajaran lainnya?

SD : Kalau Microsoft Teams lebih lengkap kalau dibandingkan aplikasi lainnya, selain itu mau ngumpulin tugas lebh enak karena ada notifikasinya

N : Apakah kamu kurang fokus dan mudah bosan dalam pembelajaran Bahasa Inggris menggunakan Microsoft Teams?

SD : Ya kalau fokus itu kurang ya, soalnya saya sendiri jujur kurang memperhatikan pas pembelajaran online pakai Microsoft Teams

N : Bagaimana menurut pendapat kamu apakah pembelajaran dengan aplikasi Microsoft Teams merupakan cara efektif untuk belajar bahasa Inggris selama pandemi Covid-19?

SD : menurut saya kurang efektif sih kak. Susah sinyal dan banyak kendalanya

N : Apakah kamu merasa lebih mudah dalam memahami pelajaran atau materi yang diberikan oleh guru selama pembelajaran Bahasa Inggris menggunakan Microsoft Teams?

SD : Saya kesusahan dan kurang paham kak. Pembelajaran pas pandemi pakai Microsoft Teams itu membosankan, jadi saya tidak begitu memperhatikan materinya

APPENDIX VI

PICTURES OF INTERVIEW

APPENDIX VII

LETTER OF RESEARCH

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH VI
Jl. RM Said No. 09 Tegalgede Karanganyar Kode Pos 57711 Telp. (0271) 499 2060
E-mail : cabangdisdikwil.6@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 800.2/ 1100

| Dasar | : | 1. | Peraturan Menteri Dalam Negeri Nomor : 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian (SKP). |
| | | 2. | Surat Permohonan Keterangan Penelitian dari Dekan Universitas Islam Negeri Raden Mas Said Surakarta Nomor : B-2092/Un.20/F.V/PP.00.9/05/2022 tanggal 31 Mei 2022. |

M E N E R A N G K A N

Indentitas	:	Mahasiswa Prodi S1 Pendidikan Bahasa Inggris :
		Nama : Nendi Lestari
		NIM : 183221092

Untuk	:	1.	Mengadakan penelitian dalam rangka penyusunan Skripsi dengan judul **"AN ANALISIS OF STUDENT PERCEPTON ON YHE USE MICROSOFT TEAMS APPLICATIONS IN ENGLISH LEARNING DURING COVID-19 PANDEMIC AT THE ELEVENTH GRADE"** yang dilaksanakan di SMA N 2 Sragen pada bulan Juni s.d Juli 2022.
		2.	Selama penelitian yang bersangkutan wajib mentaati semua peraturan dan tata tertib yang berlaku serta tidak mengganggu kegiatan belajar mengajar di Sekolah.
		3.	Setelah selesai melaksanakan penelitian wajib membuat ringkasan penelitian yang ditujukan pada Kepala Cabang Dinas Pendidikan Wilayah VI Provinsi Jawa Tengah.
		4.	Semasa Pandemi harus menaati Protokol Kesehatan dan Jaga Jarak dan setiap pertemuan harus menggunakan Daring/Luring

Demikian untuk menjadikan maklum dan surat keterangan ijin ini dapat dipergunakan sebagaimana mestinya.

Karanganyar, 2 Juni 2022
KEPALA CABANG DINAS PENDIDIKAN
WILAYAH VI

Drs. SUNARNO, M.Pd
NIP. 19660312 199302 1 001

Tembusan Yth :
1. Kepala Disdikbud Prov.Jateng;
2. Dekan Universitas Islam Negeri Raden Mas Said Surakarta;
3. SMA N 2 Sragen;
4. Yang bersangkutan;
5. Pertinggal;