

**UTILIZING “MICROSOFT TEAMS” AS A PLATFORM
FOR EFL TEACHING AND LEARNING : A TEACHER
AND STUDENT VIEW**

THESIS

Submitted in Partial Fullfillment of the Requirements
For gaining the degree of Bachelor of Education
in English Education Department



By:
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**UTILIZING “MICROSOFT TEAMS” AS A PLATFORM FOR
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I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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Wassalamu'alaikum, wr. wb

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ABSTRACT

Patmawati, Heni . 1603046017. Utilizing “Microsoft Teams” as a Platform for EFL Teaching and Learning: A Teacher and Student View Thesis. English Education Department. State Islamic University of Walisongo Semarang. 2023. Advisor: Lulut Widyaningrum, M. Pd.

EFL Teaching is challenging matter for teachers even though the subject of English has been included in school curriculum since in basic level. However, it is obvious that being a teacher seems never so easy, especially to teach EFL students. The learning system nowadays completely contrast after coronavirus disease. All education levels conduct teaching and learning online. The teaching and learning online process is inseparable from technology. The teacher as the facilitator should be able to adapt to the new environment which relies on technology. The purpose of this research are to explain EFL teachers' perception toward the use of “Microsoft Teams” as a platform for EFL teaching and learning. This study used descriptive qualitative design. Interview and documentation were employed as data collection instrument of the study. The participants of the study were one EFL teacher and student of XI MIPA 1 of Institution SMA Negeri 1 Karanganyar Demak, Central Java. The data results were analyzed qualitatively following some stages such as organize and prepare the data, read or look at all the data, start coding the data, use the coding process, making an interpretation. The implication of the study revealed that the use of “Microsoft Teams” as a platform for EFL teaching and learning is easy because there are many features, and “Microsoft Teams” is perfect application that can be used in teaching and learning. The student can practice and improve their speaking using break out room in Microsoft Teams. However, there are some problems that teacher faced while uses Microsoft Teams, such as need a strong internet connection and device sometimes lagged.

Keywords: *EFL Teacher, EFL Student, Utilizing Microsoft Teams.*

MOTTO

يَتَأْتِيهَا النَّاسُ إِنَّ وَعْدَ اللَّهِ حَقٌّ فَلَا تَغُرَّنَّكُمُ الْحَيَاةُ الدُّنْيَا وَلَا يَغُرَّنَّكُم
بِاللَّهِ الْغُرُورُ ﴿٥﴾

“Human beings! Surely the Promise of Allah is true; therefore let not the life of the world deceive you. Let not the deceivers deceive you with Allah (having you trust in His Forgiveness).”¹ (QS. Faathir ayat 5)

¹ ‘Al Fatir’, p. 5 <http://www.islaminquran.com/en-US/surah-35/fatir/ayat-5/quran_ayats.aspx> [accessed 27 March 2020].

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In the name of Allah, the Lord of the world, , the most mercies and the most merciful, all praises always be given to Him. Prayers and salutations are always offered to our beloved prophet, Muhammad SAW.

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Finally, the writer will happily accept constructive criticism in order to make this thesis better and she hopes this research can be helpful for everyone who needs additional reading related to the topic of this research.

Semarang, June 26th, 2023

The writer



Heni Patmawati

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CHAPTER I

INTRODUCTION

This chapter covers the background of the study, the reason for choosing the topic, research question, objective of the study, limitation of the study and significances of the study.

A. Background of the Study

Indonesia is considered as a country where English is a foreign language or what so called by EFL (English as a Foreign Language). It is not considered as Second Language since most of Indonesian people use vernacular language as mother tongue and Bahasa Indonesia as second language, English is only used in some kind of circumstance for Indonesian. The definition of EFL itself is where English is rarely used at schools and surrounding community. Because of this context, teaching of EFL is a challenging matter for teachers even though the subject of English has been included in school curriculum since in basic level of education.²

English should be included in school curriculum by several reasons, i.e. (1) all of technology access is provided in English, so that it is a demand in the future that our students are

²Akbari, Z. (2015). Current Challenges in Teaching/Learning English for EFL Learners: The Case of Junior High School and High School. *Procedia - Social and Behavioral Sciences*, 199, 394–401

insisted to master English, (2) the effectiveness usage of information era, especially internet, makes English is a necessity for every person to acquire, and (3) English facilitates people to do exchanges in many aspects around the world. However, it is obvious that being a teacher seems never so easy, especially to teach EFL students. A set of challenging matters are ready to beat both teachers and students when English teaching and learning in classrooms takes place.

The learning system nowadays completely contrasts with the learning system before the coronavirus disease widely spread in Indonesia. Especially with the new government's rules related to the preventing of the spread of Covid-19 which obliges all citizens to stay at home and keep social distancing so that face to face learning at school which has been running as usual cannot be forced to continue. Then, as mentioned in the Circular letter of the Ministry of Education and Indonesia Number 4, 2020 which related to the spread of coronavirus disease, The Ministry of Education and Culture of Indonesia instructed all education levels to conduct teaching and learning process online³. This policy urges all educators of Indonesia who usually held faceto-face teaching processes to convert it into online teaching. The implementing of the teaching and learning online process is inseparable from technology. Therefore, teachers as the facilitator

³Menteri Pendidikan dan kebudayaan Republik Indonesia. Surat edaran Pelaksanaan kebijakan Pendidikan dalam Masa Darurat Penyebaran Corona virus (Covid-19). No.4 Tahun 2020

which become one of the essential elements of the learning process should be able to adapt to the new environment which relies on technology. Moreover, they should be able to choose and operate appropriate technology to provide an effective learning process.⁴

Deciding on virtual learning or online learning as a solution to maintain the teaching and learning process is not only happened in Indonesia but other countries did the same in their education system such as Bulgaria which has used an e-learning system since April 2020 and China which conducted simultaneous online learning exercise to ensure that learning for students was not interrupted.⁵ Meanwhile, some online platforms or applications which are commonly used by Indonesian teachers include WhatsApp, Google meets, Google classroom, zoom, Microsoft Teams etc. In fact, technologies have frequently used in the implementation of learning English based on visual, audio, or audiovisual because it can motivate students in studying English and make them easy to understand the learning material which has been taught. On the other hand, it can improve their English ability in listening, speaking, reading, writing, or another aspect as grammar understanding which is one of the important

⁴Tira Nur fitria, “Teaching English through Online Learning System during Covid-19 Pandemic”. *Pedagogy: Journal of English Language Teaching*. vol.8, no.2, 2020, p.139

⁵Rasmitadila, et.al, “The perceptions of Primary School Teachers of Online Learning during the Covid-19 Pandemic Period: A Case Study in Indonesia”. *Journal of Ethnic and Cultural Studies*, vol. 7, No. 2, 2020, p.91

parts in English for written or spoken communication. Basically, the use of technology has existed long before BC.

This is explained in the Qur'an surah An-Naml: 29-30 which tells the story of the prophet Sulaiman and the queen Balqis.

قَالَتْ يَا أَيُّهَا الْمَلَأُ إِنِّي أُلْقِيَ إِلَيَّ كِتَابٌ كَرِيمٌ إِنَّهُ مِنْ سُلَيْمَانَ وَإِنَّهُ بِسْمِ اللَّهِ
الرَّحْمَنِ الرَّحِيمِ ٧

“Go with this letter of mine and deliver it to them, then stand aside and see how they will respond. The Queen ‘later’ announced, “O chiefs! Indeed, a noble letter has been delivered to me. It is from Solomon, and it reads: ‘In the Name of Allah—the Most Compassionate, Most Merciful.’” From this verse, it can be seen that communication between prophet Sulaiman and queen Balqis was a form of communication with sophisticated technology at that time. Prophet Solomon delivered a message in the form of a letter to queen Balqis through Hud-hud bird so that the message was well-received by the recipient's hand.⁶ Furthermore, some studies have proved the implementation of technology in learning English as the research by Ali Erarslan (2019) entitle Instagram as anEducation Platform for EFL Learners. This study has done in Turkey state university and its finding showed that Instagram is able to enhance students in

⁶Abdul HarisPito, Media PembelajarandalamPerspektif Al-Qur’an, *AndragogiJurnalDiklat Teknis*, vol.4, no.2, 2018, p.111-112

learning English.⁷ Another study explained the effectiveness of the use of video materials to improve students' reading comprehension which has been done by Amir Mohammadian, et.al (2018) under the title *The Effect of Using Video Technology on Improving Reading Comprehension of Iranian Intermediate EFL Learners*. 30 students of high schools in Chababar, Iran were chosen as the subject of the experiment.⁸ There is also research that reveals the positive effect of implementing Google meet in learning English. The result showed that using Google meet makes students more enthusiastic about learning English. This research has done by Rizal Wahid (2022) entitle *Improving the Students' Motivation in Learning English through Google Meet during online Learning*.⁸ However, the implementation of technologies in the learning process during this pandemic is different from the conventional learning process because it is done over a distance.

Whereas, one of the applications regularly used by English teachers of SMAN 1 Karanganyar is Microsoft Teams which is accompanied by video learning material as a learning medium to make students easy in understanding the topic that had been taught. Microsoft Teams is a proprietary business

⁷Amir Mohammadian, “ The Effect of Using Video Technology on Improving Reading Comprehension of Iranian Intermediate EFL Learners ”. *Advances in Language and Literary Studies*, Vol.9, No. 2, 2018, p.17

⁸Rizal Wahid, “ Improving the Students' Motivation in Learning English through Google Meet during the Online Learning”, *English Learning Innovation*, Vol. 2, No. 1,2022, p. 35

communication platform developed by Microsoft, as part of the Microsoft 365 family of products. Teams primarily competes with the similar service Slack, offering workspace chat and video conferencing, file storage, and application integration. Microsoft Teams replaced other Microsoft-operated business messaging and collaboration platforms, including Skype for Business and Microsoft Classroom.

Considering all the issues stated above, the researcher explained Utilizing “Microsoft Teams” as a Platform for EFL Teaching and Learning: A Teacher and Student View.

B. Reason for Choosing the Topic

The researcher is interested in describing EFL teachers’ and students’ perception toward Utilizing "Microsoft teams" as a platform for EFL teaching and learning for several reasons:

1. Based on those explanations, this study is conducted to know the teachers’ and students’ perception of the use of Microsoft Teams’ and also to know the problems while implemented it during the learning process and how they cope with it.
2. Microsoft Teams for Education allows teachers to distribute, provide feedback, and grade student assignments turned in via Teams using the Assignments tab through Office 365 for Education subscribers.

C. Research Question

Based on the background of study above, the researcher formulates some problem as follows :

1. How is the teachers' and the students' perception toward the use of "Microsoft teams" as a platform for EFL teaching and learning?
2. What kinds of problems are faced by the teachers in using "Microsoft teams" during the teaching process?

D. Objective of the Study

Dealing with the above research question, the purpose of the study are determined as follow:

1. To explain the teachers' and students' perception toward the use of "Microsoft teams" as a platform for EFL teaching and learning
2. To describe the problems faced by the teacher in using "Microsoft teams" as a platform for EFL teaching and learning.

E. Limitation of the Study

The researcher explained Utilizing "Microsoft Teams" as a Platform for EFL Teaching and Learning: A Teacher and Student View. Because of the limit time and access to EFL Teacher, the participants of this research only one EFL Teachers and one class of eleventh grade at SMA N 1 Karanganyar Demak. The research focus on what participant's perception

toward concept theory of view in role play activity for improving students' speaking skills.

F. Significance of Study

1. Theoretical benefit

The researcher wishes that this result of the study give additional information to the readers. "Microsoft teams" as a platform for EFL teaching and learning.

2. Practical benefit

a. For the teacher

Through this study, the teacher can get more information about Utilizing "Microsoft Teams" as a Platform for EFL Teaching and Learning: A Teacher and Student View.

b. For the writer

From the result of this research the writer hopefully can take and give the benefits of this research to many people.

c. For the next researchers

Hopefully by reading the findings of this study, the next researchers will get more information about the concept of theory of view in

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the explanation of the related kind of literature, conceptual framework, and previous research supporting this research to analyze the data and answer the research question.

A. Previous Research

Considering the topic discussed in this thesis, there are some studies that have been done related to this topic. They are:

1. A number of researchers have conducted a study related to the use of Google Classroom which is one of the online applications mostly used nowadays and the use of video material as the learning media in teaching English. Those previous studies are as follows: The first study conducted by NurmalaDewi, Eva Zahroni, &Meiva Eka Sri Sulistyawati (2020) entitled The Implementation of Google Classroom in Improving Students' Reading Comprehension at MAN 4 Jakarta. This research had done by, The objective of this research is to investigate the implementation of Google Classroom in increasing students reading comprehension, knowing the perceptions of students toward the use of Google Classroom in the learning process, and knowing some problems during implementing it in the learning

process. The method applied in this study is the quantitative and qualitative method as known as mixed-method. The number of participants who were involved in this research is 27 students in grade XI from Madrasah Aliyah Negeri (MAN) 4 Jakarta. The researcher stated that Google classroom is able to improve students' reading comprehension regarding their good scores after the given test. In addition, they prefer to learn English using Google Classroom because it provides more options in material and tasks are alike learning through textbook even though they faced some difficulties during operating it such as unstable internet connection and error application system that consuming time to be fixed. ⁹ The similarity between this research and the writer's research is the objective of the research, to knowing the problems during implementation online platform. The Difference is the participant, the participant of this research is students only, and the writer's research are student and teacher.

2. Second, research from Kevin Armando B. F & Federico Soto Peralta under the title Google Classroom: An Effective Virtual Platform to Teach Writing in an EFL Composition Course. This study was conducted by applying an action research design to analyze the impact of using Google

⁹NurmalaDewi, et.al, "The Implementation of Google Classroom in Improving Students' Reading Comprehension at MAN 4 Jakarta". *Lingual*, vol.10, no.1, 2020, p.2

classroom on the students' writing skill development outside the classroom and explain the implementation of information communication technologies (ICT) to practice writing skills out of the classroom. 20 EFL students of Universidad Nacional, Coto Campus who are taking a writing course as known as composition were involved in this research. Its finding showed that both of the platforms are helpful in teaching and learning writing not only for teachers but also for students. Besides, Students and teachers are more satisfied to use Google Classroom as a learning platform than another one.¹⁰ The similarity between this research and the writer's research is using online teaching Platform. The Difference is the research design, this research is using action research design, and the writer's research is using descriptive qualitative design.

3. A study that has been done by Kamarullah, Asnawi, dan Abdul Manan (2018) entitled "Applying English Video Learning Materials in Teaching Listening." This research was located at the State of Vocational High School of Fishery of Ladong Aceh. It aims to find out the different achievements between students who taught using English video material and some students who had taught by audiotape. The researchers decided to conduct this study in

¹⁰Kevin Armando B. F & Federico Soto P, "Google Classroom: An Effective Virtual Platform to Teach Writing in EFL Composition Course ". *International Journal of English Language Teaching*, Vol.6, No.1, 2019, p.27

order to increase students listening achievement because they have a low grade of the standard passing grade. The method used in this study was an experimental design where there are the control group and experimental group who had done pre-test and post-test while the data were analyzed using chi-square formula. The population is 5 classes of second-year students at the State Vocational High School of Fishery Ladong. After testing, analyzing, and comparing the data it concluded that the group who are taught through video learning material got a higher score than those who taught using audiotape. Hence this study showed that video learning material positively increase students listening ability.¹¹ The similarity between this research and the writer's research is using online teaching (video). The Difference is the research design, this research is using experimental design, and the writer's research is using descriptive qualitative design.

4. The next is a study from Harits Agung Wicaksono & Rahayu Pristiwati (2022) entitled The Suitability of Video Learning Media on Youtube with Poetry Writing Learning Materials Curriculum. The objective of this study is analyzing the results of the suitability of video learning media on Youtube with the curriculum of writing poetry in the tenth grade of senior high school students. This study

¹¹Kamarullah, K., Asnawi Muslem, & Abdul Manan, "Applying English Video Learning Materials in Teaching Listening". *English Education Journal (EEJ)*, 9(4), 2018, p. 529

applied qualitative descriptive method. To collect the data related to the suitability of video learning media on Youtube writing poetry teaching material, the researcher used a note sheet. The findings showed that there are four videos which appropriate with the 2013 curriculum. In addition, there are some indicators of suitability related to the writing poetry namely theme, diction, language style, image, structure, and character.¹² The similarity between this research and the writer's research is the method, using qualitative descriptive method. The Difference is the online platform, this research is using Youtube, and the writer's research is using Microsoft Teams.

5. The research has been done by Virginia Tompkinsa, The Ohio State University at Lima, Lima, OH, United States. On title "Speaking Your View: Language and Narrative in Young Children's Theory of View Development."¹³This research consistently finds that language and theory of view are interrelated. The content and qualities of language that specifically predict theory of view remain under investigation and the question of why language might impact theory of view development is open. In this chapter we analyze and highlight current findings and theory addressing theory of

¹²Harits Agung Wicaksono&RahayuPristiwati, "The Suitability of Video Learning Media on Youtube with Poetry Writing Learning Materials Curriculum". *International Journal of Active Learning*, 2022, 6(1), p.10

¹³Tompkins, Farrar, and Montgomery, LVI.

view and language. The principal focused on upon typically developing children between ages 2 and 5, a period characterized by extensive development in language and social understanding. We propose that the study of young children's narrative development can inform how and why language and theory of view are connected. False belief understanding and narrative comprehension share many similarities and this association provides a promising avenue for future work. The similarity between this research and the writer's research is the theory, theory of view. The Difference is the participant, the participant of this research are children between ages 2 and 5, and the writer's research are student of grade eleventh in Senior High School.

B. Theoretical Review

In this theoretical review, there are five points, those are: Teaching and Learning English as a Foreign Language, Theory of View and Learning, Speaking, Role Play, Types of Role Play.

1. Theory of View

Language is a system of vocal sounds and combination of such sounds to which meaning is attributed, used to the expression or communication of thought and feeling.¹⁴ While Hornby states that language is human and non-intensive

¹⁴Michael Agnes, Webster's New World College Dictionary 4th Edition, (Canada, Wiley Publishing, 2002), p.805

method of communicating ideas, feelings and desires by means of a system of sounds and sound symbols.¹⁵

It can be concluded that language is a tool of communication that is used by many people to express their feelings, ideas, desires in order to the people can understand what they mean. According to Harmer, English as a foreign language is generally taken to apply the students who are studying general English at the school and institution in their own country as transitory visitor in a target language country.¹⁶ It means that students learn English and only have chance to practice it every time in their daily activities school or university. Talking about English as a foreign language, in our country, the government has decided that English should be taught to the students from elementary school (as localcontent) up to University. It is expected that the students should have the ability or knowledge of English which can be used to communicate. English must be taught in order to the students are able to compete in this global era. Many of the requirements, like getting jobs and continuing study, need English skill. In teaching English as foreign language, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with

¹⁵A.S Hornby, Oxford Advanced Learners Dictionary, (Oxford: Oxford University Press, 1987), p.437

¹⁶Jeremy Harmer, How to Teach Writing,(Pearson Education Limited. London, 2004), p.39

interesting technique as Brown states, teaching is showing or helping student to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand.⁴ It means that teacher have to make the students feel comfort and interest in studying subject especially English by using a creative technique so the students will focus on learning process. The conclusion of explanation above, it is clear that by learning English students are expected to be able to apply their English skill for International communication. In teaching, especially teaching English, teacher should prepare the concept of teaching as well as possible and he or she is demanded to create the fun learning, because some students blame that English is most difficult subject. Fun learning will increase students' motivation to learn English as much as possible.

2. Theory of view

Theory of view is a theory in (thoughts, feelings, etc.) of the view is the only thing being directly observed so the existence of a view is inferred. The presumption that others have a view is termed a theory of view because each human can only intuit the existence of their own view through introspection, and no one has direct access to the view of another so its existence and how it can only be inferred from

observations of others. ‘Theory of View’ refers to the cognitive capacity to attribute mental states to self and others. Other names for the same capacity include “commonsense psychology,” “naïve psychology,” “folk psychology,” “viewreading” and “mentalizing.” Mental attributions are commonly made in both verbal and non-verbal forms. Virtually all language communities, it seems, have words or phrases to describe mental states, including perceptions, bodily feelings, emotional states, and propositional attitudes (beliefs, desires, hopes, and intentions). People engaged in social life have many thoughts and beliefs about others’ (and their own) mental states, even when they don’t verbalize them.¹⁷

“Theory of view” refers to the ability to interpret people in relation to their mental states and characteristics. Theory of view describes the mental states of others and themselves such as what do we know, think, want, and feel. Daily individuals describe and predict human behavior, which is basically mentalistic. They describe actions in relation to wishes, hopes, beliefs, and ideas of the actor and believe that their personal behavior is the result of such mental states and attitudes. In brief, this causal description scheme is that a

¹⁷Alvin I Goldman and others, *Theory of View*, ed. by Eric Margolis (Britain: Oxford Handbook of Philosophy and Cognitive Science, 2012).

belief-desire structure for creating action. For example, if someone frowns, one may determine that they are frustrated if a man is running to a bus, one may possibly conclude that he is attempting to catch it. The term ‘theory’ is used with these types of mentalistic inferences. Assigning mental states demands a theory, because (1) mental states are hidden, therefore, are inferred like theoretical terms in science and (2) behavior can be better predicted based on these inferred mental states. Since understanding about views is causal-explanatory in nature, it resembles scientific theories.

For example, provide the following explanation for the man who is running to catch the bus. “We explain the man running towards the bus as wanting to be on the bus, and thinking it is going to pull away soon. We predict that he will be relieved if he makes it and disappointed if he does not. We also can predict that certain actions might ensue if he does not: that he will try to notify others of his late arrival by telephone that he will try to hail a taxi, or that he will consult a schedule regarding the next bus. What mediates these further actions are his mental states: thinking that calling will accomplish that, and so on. Hence we can describe our understanding of others’ mental states as a theory of view.”

Based on their acknowledgment, irrespective of how children rationalized the behavior, when they initially observed the behavior, they identified it in terms of theory of

view. Anybody who observes somebody running towards a train could think that they would like to catch the train; but when asked why the man was running, some could be more apt to say, 'Because he wanted to catch the train' and others might state, 'Because the train was leaving'.

Children use their theory of view to consider the contents of their personal and others' views. Developmental psychologists are continuously interested in understanding how children develop the ability to ascribe mental states to others, because they use their mental states to understand the others' behavior. For instance, everybody knows that Cinderella wishes to go to the ball, is not aware that her fairy godmother will soon show up to grant her wish, but she falsely believes she will devote another evening sewing clothes by the chimney. Another example that shows the difference in the individuals' knowledge about views when they interpret and understand others is the children's story of Little Red Riding Hood. In rectifying the individuals' mentalistic understanding, the story is rather satirical. A woodcutter conveys to Little Red Riding Hood that her grandmother is sick. She carries a basket of treats to her grandmother's home. When she arrives to her grandmother's house, she discovers a wolf in her grandmother's bed. The wolf jumps out and rushes after Little Red Riding Hood.

An analysis using a theory of view as a guide provides a more understanding, comprehensible, and stimulating story: Little Red Riding Hood hears from the woodcutter that her grandmother is sick. She wishes to make her grandmother feel better (she is generous and considerate). She assumes that a basket of treats can provide comfort; therefore, Little Red Riding Hood carries the basket through the woods to her grandmother's home (beliefs and desires lead to actions). When she reaches her grandmother's house, she discovers that the wolf is in her grandmother's bed; but she falsely believes that the wolf is her grandmother (appearances can be deceiving). When she realizes that it is a wolf, she is scared and escapes; because she understands that wolves can hurt her. The wolf, who actually would like to eat her, jumps out of the bed, chases her, and attempts to capture her. An analysis of the others' mental states in theory of view makes them more justifiable, conceivable, and thought-provoking. Individuals consider and assess the others' mental states and the intentions for their behavior to the extent that they are considered human views. Socially children have numerous concepts and beliefs about others' (and their own) mental states.¹⁸

¹⁸Olivia N. Saracho, 'Theory of View: Understanding Young Children's Pretence and Mental States', *Early Child Development and Care*, 184.8 (2014), 1281–94 <<https://doi.org/10.1080/03004430.2013.865617>>.

Through having a theory of view we can recognize that another person's knowledge is different from our own. I know what's behind the rock, but he doesn't, because, from where he is, he cannot see that there is a scorpion. Having a theory of view allows us to manipulate other people's behavior by manipulating their beliefs. Having a theory of view enables many important human interactions other than deception, in particular teaching. But deception is important in the study of theory of view because of its association with false beliefs. In order to explain people's behavior on the basis of their views, we need to have some idea of what is in their views. The ability to acquire knowledge about other peoples' beliefs and desires is called 'mentalizing' or 'view reading'. Our understanding of the mechanisms underlying this ability remains rudimentary. In everyday speech we frequently explain behavior in terms of mental states.¹⁹

It is typically assumed that others have views analogous to one's own, and this assumption is based on the reciprocal, social interaction, as observed in joint attention, the functional use of language, and the understanding of others' emotions and actions. Having theory of view allows one to attribute thoughts, desires, and intentions to others, to predict or explain their actions, and to posit their intentions. As

¹⁹Chris Frith and Uta Frith, 'Quick Guide Theory of View', *Advances in Clinical Neuroscience & Rehabilitation: ACNR*, January 2005, 2016 <<https://www.researchgate.net/publication/232296544>>.

originally defined, it enables one to understand that mental states can be the cause of—and thus be used to explain and predict—the behavior of others. Being able to attribute mental states to others and understanding them as causes of behavior implies, in part, that one must be able to conceive of the view as a "generator of representations". If a person does not have a complete theory of view, it may be a sign of cognitive or developmental impairment.

3. Theory of view and learning.

Let us transform theory of view hypothesis to a classroom where teacher is teaching a story or a history lesson. Almost all the educationist undoubtedly emphasized that learning is efficient when child is fully engrossed in the learning process. It simply means that child should be able to feel the story i.e. develop empathy for the characters and situations depicted in the learning content.

One must remember that empathy via imagination is only possible if it could be reconstructed from the available elements collected, classified and assimilated for further use. This reconstruction happens in all social as well as physical experiences for which we react strongly favorably or unfavorably. This is where author would like to differ from existing explanations for autism only in terms of social world. Subject of science or mathematics supposedly abstract

in nature but still we need theory of view to grasp the content.

In fact social behavior is much more abstract and subtle compare to learning content where one needs to understand even the unsaid behaviors for which even gestures may be ambiguous. On the other hand in case of science matter behaves consistently irrespective of social context, at the same time abstract entities behind the scene are working to make the world a reality. How atomic and sub atomic particles are arranged in matter and how they behave and change with external conditions like temperature, pressure etc. and how they result in electricity needs great amount of imagination to understand. Many of the theories of science (e.g. theory of relativity, theory of aromaticity etc.) have been put forward by sheer empathy about nature of the particles involved rather than empirical experiments.

The nature of particle (as electron is negative with negligible mass whereas proton is positive 1836 times heavier than electron) decides its behaviour and guide our imagination. Thus not only social learning physical learning also requires empathy, we may call it as 'physical empathy' as corollary to 'social empathy' for social learning. The only missing link is awareness of using theory of view for all these things. Further what are skills working behind the scene which makes theory of view effective and how these skills

could be learnt? Theory of view can be distinguished from empathy for reason as former is understanding of other's state of view where as latter is matching with other's state of view. But it is hardly possible to understand or analyze other's state of view without matching with other's state of view. There is a relationship between the degree of ToM development and the ability to learn by instruction and collaboration, and that ToM skills are linked to the development of scientific and critical thinking. Klein found those students' skills in predicting or explaining a doll or cartoon character's behavior correlated with their abilities to plan controlled experiments and explain the causes of events.

First through fifth graders use science strategies that are dependent on their ToM development. Most 6-year-olds understand the concept of evidence, and 8-year-olds can distinguish between ambiguous and unambiguous evidence. Younger children often hold on to prior beliefs despite evidence to the contrary, whereas older children can revise their beliefs.

Likewise, younger children manipulate multiple variables when planning science experiments, failing to hold any factor constant, whereas older children and adults understand the concept of testing only one variable at a time and holding the other factors constant. In school children need to be able to discuss mutual understandings and

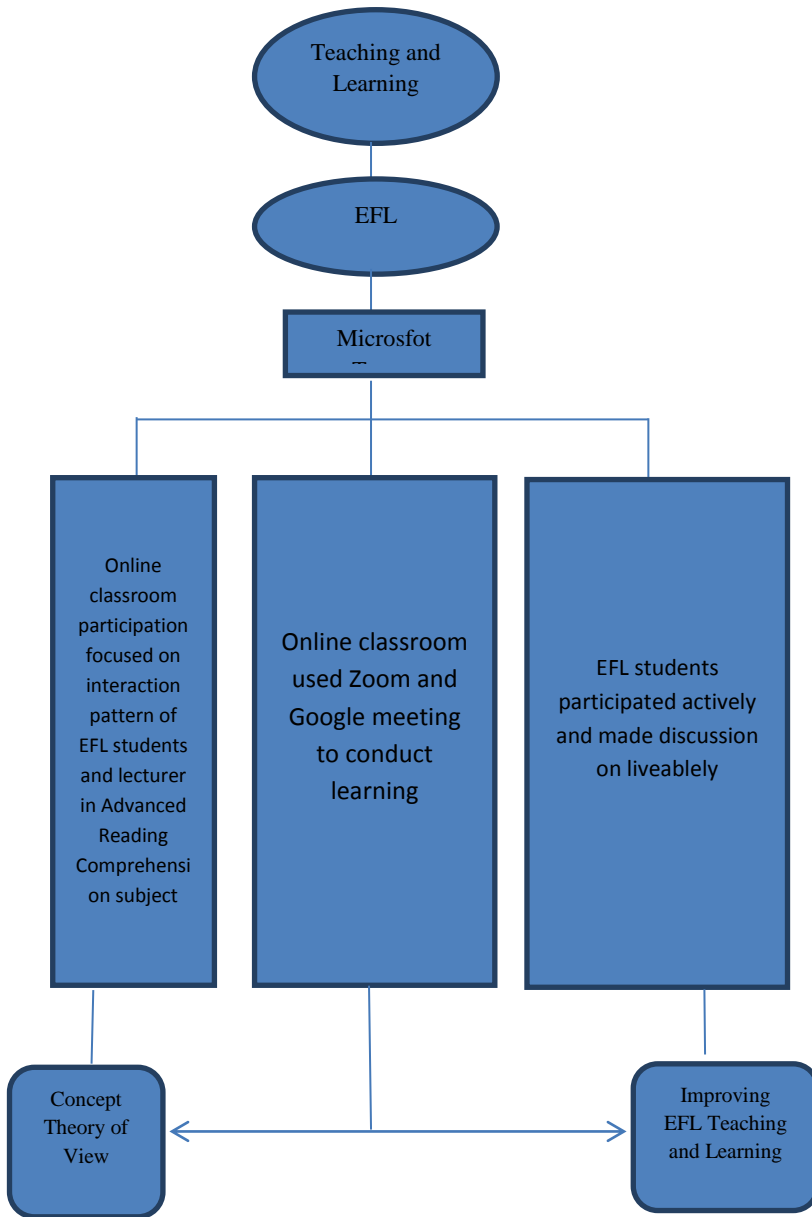
misunderstandings and their own beliefs and those of others and to make conceptual changes. These activities all require ToM skills. Helping students to reflect on and talk about their thinking may help improve ToM abilities. Teachers report that children with more advanced ToM skills have better social skills as well as academic performers.²⁰

C. Conceptual Framework

Online classroom participation was used to describe the interaction between EFL students and teacher of Advanced Reading Comprehension subject online on the Zoom and Google Meeting platform. Online classroom conducted weekly meeting for learning and presented materials. In the class, the EFL students hoped to be active and participate well their classmates and teacher. This research conducted the theory from Wenger theory about online classroom participation. This theory was used to measure the online classroom participation of EFL students in Advanced Reading Comprehension subject to investigate their participation in online class. For more detail about the conceptual framework as follows:

²⁰Vijay Grover, 'Theory of View: Concept and Application for Classroom Learning Theory of View: Concept and Application for Classroom Learning', *European Academic Research* , January, 2015.

A conceptual framework is needed in every research as a guideline in determining the direction of the research. This is needed, so research remains focused on the study. In this research, English Foreign Language Teachers', they teach students for long time and they know students character. There are concept Theory of View might be used. By this, EFL teachers perception were analyzed. Beside the perception, the implementation Role Play activity related to concept Theory of View were analyzed. To make it easier to see the thinking flow of English Foreign Language Teachers' Perception toward concept Theory of View in role play activity in improving students' speaking skill can be seen in this figure:



CHAPTER III

RESEARCH METHOD

This chapter explains the methodology of the study including types and research approach, research setting and time, data source, techniques of data collection, participants and techniques of data analysis.

A. Research Design

In this research, the researcher used qualitative method. Qualitative approach is concerned with qualitative phenomenon. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem²¹. Phenomenological approaches however, approach research from the perspective that human behavior is not as easily measured as phenomena in the natural sciences. In this research, researcher obtained teacher opinion on their point of view based on teacher experience in classroom.

In this research, the writer conducted a descriptive qualitative research to investigate the English Foreign Language Teachers' Perception toward concept Theory of View in Role Play activity for improving Students' speaking skill. Descriptive research is designed to obtain information about the status of

²¹Creswell John, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th edn (SAGE Publications, 2014).

symptoms when the study was conducted. The purpose of this study is to describe the variable or condition "what is" in a situation.²²

B. Research Setting and Time

This study is conducted on 09th – 13th June 2023 at SMA N 1 Karanganyar Demak.

C. Data Source

The data source of this study are one English Teacher and students in grade XI MIPA 1 at SMA N 1 Karanganyar Demak.

D. Research Focus

This research was focused to analyze what Utilizing “Microsoft Teams” as a Platform for EFL Teaching and Learning: A Teacher and student View. The subject of the study one English Teacher and students in grade XI at SMA N 1 Karanganyar Demak.

E. Technique of Data Collection

Researcher used interview to collect data from participant with open format question type then the respondent is free to answer in their own content and style.²³

²²Furchan Arif, *Pengantar Penelitian Dalam Pendidikan* (Yogyakarta: Pustaka Pelajar, 2007).

²³Philip Emmert, William D. Brooks, and Robert G. Lurdick, *Books on Research Methods, Communication Booknotes*, 1971, <https://doi.org/10.1080/10948007109489547>.

F. Research Instrument

The instrument in this study used interview, questionnaire and documentation.

Interviewing is a commonly used method of collecting information from people. In many walks of life we collect information through different forms of interaction with others. There are many definitions of interviews. An interview involves an interviewer reading questions to respondents and recording their answers. Interview is a verbal interchange, often face to face, though the telephone may be used, in which an interviewer tries to elicit information, beliefs or opinions from another person. Any person-to-person interaction, either face to face or otherwise, between two or more individuals with a specific purpose in view is called an interview.²⁴ The writer used questionnaire to collect the data from the students, to support the data.

The writer also used documentation to collect the data beside an interview. The documentation was gotten from book. Here the researcher analyzed a book from Alvin I. Goldman on title Theory of View Oxford Handbook of Philosophy and Cognitive Science to obtain the answer of the objective of the research.

²⁴Ris Kumar, *Research Methodolgy a Step-by-Step Guide for Beginners* (SAGE Publications, 2011), III.

In this research, Utilizing “Microsoft team” as a platform for EFL teaching and learning : A View from EFL Teachers. Then, researcher decides to used interview and documentation, because researcher has to take intensive talk with the participant as competent people who handle student every day. Here the researcher analyzed EFL Teachers’ opinion to obtain the answer of the objective of the research. The entire participant is teachers of Institution of SMAN 1 Karanganyar Demak. Each interview spends for about 5-7 minutes and record with participants’ permission. The interview guide is adapted from focusing on English Foreign Language teachers’ perception toward concept theory of view in role play activity for improving students’ speaking skill.

G. Data Analysis

Based on Creswell (2014) a methods discussion in a qualitative proposal needs also to specify the steps in analyzing the various forms of qualitative data. In general, the intent is to make sense out of text and image data.

- a. Organize and prepare the data for analysis. This involves transcribing interviews, optically scanning material, typing up field notes, cataloguing all of the visual material, and sorting and arranging the data into different types depending on the sources of information.

- b. Read or look at all the data. This first step provides a general sense of the information and an opportunity to reflect on its overall meaning. What general ideas are participants saying? What is the tone of the ideas? What is the impression of the overall depth, credibility, and use of the information? Sometimes qualitative researchers write notes in margins of transcripts or observational field notes, or start recording general thoughts about the data at this stage. For visual data, a sketchbook of ideas can begin to take shape.
- c. Start coding all of the data. Coding is the process of organizing the data by bracketing chunks (or text or image segments) and writing a word representing a category in the margins. It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, often a term based in the actual language of the participant (called an *in vivo* term).
- d. Use the coding process to generate a description of the setting or people as well as categories or themes for analysis. Description involves a detailed rendering of information about people, places, or events in a setting. Researchers can generate codes for this

description. This analysis is useful in designing detailed descriptions for case studies, ethnographies, and narrative research projects.

- e. A final step in data analysis involves making an interpretation in qualitative research of the findings or results. Asking, “What were the lessons learned?” captures the essence of this idea. These lessons could be the researcher’s personal interpretation, couched in the understanding that the inquirer brings to the study from a personal culture, history, and experiences. It could also be a meaning derived from a comparison of the findings with information gleaned from the literature or theories. In this way, authors suggest that the findings confirm past information or diverge from it.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

There are two sections presented to answer the research problem. The first is the research findings and the second is the discussion. This chapter provides the collected data of the study. The data are collected from questionnaires and interviews.

A. Research Finding

1. Students' Perception of Using Microsoft Teams

This section is presented data from a questionnaire of students at the XI MIPA 1 grade about students' perception of using Microsoft Teams in EFL teaching and learning. There are 20 multiple choice questions that students have to answer related their perception. (see table 4.1).

Table 1

Tabulation Data from the Questionnaire

| No. | Question | Alternative answer | | | | | Total |
|-------------------------------------|---|--------------------|----------|---------------|---------------|-----------|-------|
| | | SA | A | N | DA | SD A | |
| Knowledge of Microsoft Teams | | | | | | | |
| 1 | I already known Microsoft Teams before Microsoft Teams used as a main | 16, 1 % | 6,5 % | 12, 9 % | 38, 7 % | 25,8 % | 100% |

| | | | | | | | |
|---|--|-----------|-----------|-----------|----------|----|------|
| | platform for online learning at SMAN 1 KARANGANYAR Demak | | | | | | |
| 2 | Microsoft Teams contain a feature for private discussion and public discussion. | 58, 1% | 32, 3% | 6,5 % | 3,2 % | 0% | 100% |
| 3 | Microsoft Teams have some features that facilitate user for communicate with other people. | 25, 8% | 67, 7% | 6,5 % | 0% | 0% | 100% |
| 4 | I think, Microsoft teams is a complete platform because it can integrate some features like chat, meeting, files, and can connect with other applications. | 41, 9% | 45, 2% | 12, 8% | 0% | 0% | 100% |
| 5 | Microsoft Teams have features Microphone and camera used for user during learning and those are useful specifically in EFL teaching and learning. | 45, 2% | 41, 9% | 12, 9% | 0% | 0% | 100% |
| Experiences of using Microsoft Teams | | | | | | | |

| | | | | | | | |
|---|--|-----------|-----------|-----------|----------|----|------|
| 6 | I belived that Microsoft Teams is a good platform used for learning. | 41, 9% | 38, 7% | 19, 4% | 0% | 0% | 100% |
| 7 | I understand the use of Microsoft Teams as a learning platform. | 29 % | 38, 7% | 29 % | 3,2 % | 0% | 100% |
| 8 | I feel comfortable when I used Microsoft Teams in EFL teaching and learning. | 32, 3% | 35, 5% | 32, 3% | 0% | 0% | 100% |

| | | | | | | | |
|----|---|-----------|-----------|-----------|----------|----|------|
| 9 | I think the features of Microsoft Teams can help to simplify me during learning at home (online learning). | 41, 9% | 38, 7% | 19, 4% | 0% | 0% | 100% |
| 10 | I think Microsoft Teams is one of effective platform used for teaching and learning during online learning. | 29 % | 48, 4% | 22, 6% | 0% | 0% | 100% |
| 11 | Using Microsoft Teams makes me understand about the materials | 9,7 % | 51, 6% | 35, 5% | 3,2 % | 0% | 100% |

| | | | | | | | |
|----|---|-----------|-----------|-----------|-----------|----|------|
| | especially in speaking class. | | | | | | |
| 12 | Microsoft Teams has good quality of video, especially during EFL teaching and learning. | 16, 1% | 25, 8% | 38, 7% | 19, 4% | 0% | 100% |
| 13 | Microsoft Teams has clear quality of audio, especially during EFL | 16, 1% | 45, 2% | 22, 6% | 16, 1% | 0% | 100% |

| | | | | | | | |
|----|--|-----------|-----------|-----------|----------|----------|----------|
| | teaching and learning. | | | | | | |
| 14 | I can see clearly when teacher explained the materials used sharescreen feature in speaking class. | 12, 9% | 32, 3% | 45, 2% | 6,5 % | 3,2 % | 100 % |
| 15 | I can understand about the instruction that teacher explained by using Microsoft Teams specifically during | 16, 1% | 64, 5% | 19, 4% | 0% | 0% | 100 % |

| | | | | | | | |
|----------------------|---|-----------|-----------|-----------|-----------|-----------|------|
| | EFL teaching and learning. | | | | | | |
| Problem faced | | | | | | | |
| 16 | I have an obstacle while I used Microsoft Teams. | 16, 1% | 29 % | 51, 6% | 0% | 3,2 % | 100% |
| 17 | One of the problem that I faced is Microsoft Teams need a strong internet connection. | 41, 9% | 41, 9% | 12, 9% | 3,2 % | 0% | 100% |
| 18 | I can not use some features in Microsoft Teams. | 3,2 % | 22, 6% | 25, 8% | 32, 3% | 16, 1% | 100% |

| | | | | | | | |
|----|---|----|-------|-------|-------|-------|------|
| 19 | I can not understand how to use Microsoft Teams. | 0% | 6,5% | 16,1% | 51,6% | 25,8% | 100% |
| 20 | I can not use Microsoft Teams because it has many features. | 0% | 12,9% | 12,9% | 51,6% | 22,6% | 100% |

Annotation :

SA : Strongly Agree

DA : Disagree

A : Agree

N : Neutral

SDA : Strongly Agree

The table above showed the percentage of students responses. The questionnaire divided into three part of questions, the first part is about the knowledge of Microsoft Teams started from number 1-5, the second part is experiences of using Microsoft Teams started from question number 6-15, and the last part is questions of problem faced by the students while using Microsoft Teams started from number 16-20.

The first part is about the students' knowledge of Microsoft Teams there were five questions in number one until number five. The first statement showed that 38,7% disagreed and 25,8% strongly disagreed with the statement that students know Microsoft Teams before it used as the main platform during online learning. Meanwhile, 16,1% students strongly agreed and 2,5% agreed that students know about Microsoft Teams which means that most of the students of XI MIPA 1 did not know about Microsoft Teams before it used as the main platform in the school.

The second statement was, "Microsoft Teams contain a feature for private discussion and public discussion". It showed 58,1% strongly agreed and 32,3% agreed that Microsoft teams has a feature for communicate with other people not only in privacy but also with a group of people. In addition, the students stated neutral (6,5%) and 3,2% of students disagreed and 0% strongly disagreed that Microsoft Teams can not be used for communicate in private or public. It means that, the students can used Microsoft Teams privately and with many people.

The third statement showed that 67,7% agreed and 25,8% strongly agreed that Microsoft Teams can be used for communicate with other people. Meanwhile, no one of the students answered disagreement and strongly disagreed (0%). Which means that, most of the students stated Microsoft Teams can be use for communicate with other people.

Then, statement number 4 said that 41,9% answered strongly agreed (SA) and nearly half of the students chosen (45,2%) agreed that Microsoft Teams is a complete platform. Whereas, none of the students (0%) disagreed (DA) and strongly disagreed (SDA), although other small showed neutral (N) (12,8%). This result showed dominant of the students stated Microsoft Teams is a complete platform because it can integrate some features like chat, meeting, files, and can connect with other applications just in one application.

The fifth statement showed that 41,9% strongly agreed and 38,7% agreed with the statement that Microsoft Teams have useful features such as Microphone and camera used during learning specifically in EFL teaching and learning. 12,9% students answered neutral because there is still the an error while the students used the feature. In addition, no one of the students expressed strongly disagreed and agreed (0%). It means that during learning specifically in EFL teaching and learning, the students can use features microphone and camera to help them during learning process.

Furthermore, statement number 6 until number 16 is focused on the students' experiences of using Microsoft Teams. The sixth statement presented 41,9% students strongly agreed and 38,7% students agreed that Microsoft Teams is a good platform especially when students are used for learning. To compare, the

other students showed neutral (19,4%) and none of the students chosen strongly disagreed and disagreed. Thus, it indicate that most of the students have positive perception when students used Microsoft Teams but 19,4% of the students stated neutral because there are still problems in Microsoft Teams.

Further, statement number 7 is the students understand the use of Microsoft Teams as a learning platform. The result showed that 29% strongly agreed (SA) and 38,7% agreed (A). There are 29% chosen neutral (N) and there were only 3,2% disagreed (DA), and no one of the students stated strongly disagreed (0%). This is showed that most of the students said Microsoft Teams is an understandable platform that students can use during learning. However, other students said neutral because there are some features that the students rarely used and students does not know about the usage.

Then, point number 8 showed 32,3% students strongly agreed and neutral, and 35,5% students agreed that students feel comfort by used Microsoft Teams in EFL teaching and learning. There were no students stated disagreed and strongly disagreed. 32,3% of the students stated neutral and it is because the students while EFL teaching and learning feel uncomfortable with Microsoft Teams. In other hand, the dominant of the students showed a positive perception that students can feel comfortable in the use of Microsoft Teams specifically in EFL teaching and learning.

The statement number 9 presented that 41,9% of the students strongly agreed and 38,7% of the students agreed that Microsoft Teams can help students to simply during learning at home. Other students chosen neutral (19,4%) and no one of the students chosen strongly disagreed and disagreed. This result showed that the students can be helped by Microsoft Teams because it can simply they learning process.

Furthermore, the finding in point 10 showed that 29% of students strongly agreed and 48,4% of students agreed that Microsoft Teams is one of the effective platform used during online learning. There were neutral answered (22,6%) and no one of the students stated disagreed and stongly disagreed. Thus, it means that the students expressed positive perspective which is Microsoft Teams can be categorized as an effective platform during learning. While other students that stated neutral, because they still have a problems and thought that sometimes it is runs well.

Then, statement number eleven is the students can understand with the material when the students are using Microsoft Teams. The result showed that 9,7% strongly agreed (SA) and 51,6% agreed (A). There are 35,5% chosen neutral (N) because the students sometimes can accept the material easily and can automatically understand with the material, and there were only 3,2% disagreed (DA), and no one of the students stated strongly

disagreed (0%). This is showed that using Microsoft Teams during learning can make positive impact for the students, one of that is students can understand with the material.

Next is statement number 12. This statement related to the video quality in Microsoft Teams. the statement indicated that 16,1% of students strongly agreed and 25,8% of students agreed that the quality of the video in Microsoft Teams is good. Other students stated neutral (38,7%) and disagreed (19,4%), and none of the students chosen strongly disagreed. It means that, during using Microsoft Teams especially in EFL teaching and learning, the students still have good and sometimes bad quality of the video because it depends on students and teacher's own internet connection.

In addition, point 13 showed 16,1% strongly agreed (SA) that the quality of audio in Microsoft Teams is clear and nearly half of students agreed (A) (45,2%) and neutral (22,6%). While 16,1% of students disagreed (DA) and no one of the students stated strongly disagreed (SDA). This result means during learning specifically in EFL teaching and learning, the students have positive perspective that is the quality of audio is clear.

The next is point 14 which concerned with students' perception about the visual appearance in Microsoft Teams. The result indicated that 12,9% of students strongly agreed, and 32,3% of students agreed that the students can see clearly when the

teacher explained the materials used sharescreen specifically in EFL teaching and learning. 45,2% of students stated neutral because students and teacher sometimes got bad internet connection, it made the students freezed screen or forced close, and 6,5% disagreed while only 3,2% of students strongly disagreed. So, it implied that some of the students can see clearly with the visual appearance in Microsoft Teams when the teacher use sharescreen feature. However, another students also said neutral or they sometimes had a problems with the screen appearance.

Then, point 15 showed 16,1% Strongly agreed (SA) and 64,5% agreed that the students can understand with the instruction that teacher explained by using Microsoft Teams. Other students stated neutral (19,4%) and no one students stated disagreed (DA) and strongly disagreed (SDA) (0%). Thus, it indicated that in EFL teaching and learning by used Microsoft Teams the students agreed that the teacher's instruction was understandable. In order, students said neutral because sometimes the students got trouble with Microsoft Teams, like error, and also the students not really got the point of the instructor.

The statement number 16 to 20 are focused on problem faced by the students used Microsoft Teams. The statement number 16 that is the students have an obstacle while used Microsoft Teams and the result showed that 16,1% students

strongly agreed (SA), 29% students agreed (A), and half of students stated neutral (N) (51,6%). While only 3,2% stated strongly disagreed (SDA). It can be said that nearly a half of the students have an obstacle in used Microsoft Teams and a half of the students answered neutral because a big problem while used Microsoft Teams is about the connection and most of the students in that class have good internet connection and sometimes students does not faced the problems.

The statement in point 17 is written, “one of the problem that i faced is Microsoft Teams need a strong internet connection”. The result showed that 41,9% of students strongly agreed and agreed. In addition, other students chosen neutral (12,9%), disagreed (3,2%) and none of the students chosen strongly disagreed. So, it can be said that the internet connection is an important thing when the students use Microsoft Teams because it is need strong internet connection.

Furthermore, the finding in point 18 showed there were only 3,2% strongly agreed that the students can not use some features of Microsoft Teams and 22,6% agreed. Then, there were 25,8% of students said neutral, 32,3% of students said disagreed and no one of the students stated strongly disagreed. Therefore, based on the result, it indicated that most of the students disagreed with the statement that the students can not use some features in Microsoft Teams.

The next statement is number 19. It presented that no one of students chosen strongly agreed (0%) and only 6,5% of students chosen agreed that the students can not understands how to use Microsoft Teams. Also, other students stated neutral (16,1%) and most of the students disagreed (51,6%) which 25,8% of students strongly disagreed. It means that, the students most of the students understand about how to use Microsoft Teams.

The last statement is number 20 that focused on the learners can not use Microsoft Teams because it has many features. The result on this statement indicated that none of the students answered strongly agreed (0%) and only several students chosen agreed and neutral (12,9%). While most of the students, stated strongly disagreed (51,6%) and disagreed (22,6%) with this statement. Thus, it can be said the most of the students' problem is not about students can not use Microsoft Teams because of it has many features.

In addition, the researcher interviewed to support the answer from students' perception of using Microsoft Teams in EFL teaching and learning. The interview included four questions. The first statement is the students perceived that using Microsoft Teams during EFL teaching and learning is effective and smooth. While using Microsoft Teams, they said it is smoothly run well and effective.

He said, *“I think it is very good because it has a lot of features and it helps the online learning process run smoothly”* (Interviewee 4)., *“while used Microsoft Teams, learning English is quite smooth and effective because there are many features that can be used”* (Interviewee 5). *“I think it is simple, efficient, and smoothly. But, it depends to the internet connection of the teacher and students”* (Interviewee 3).

It indicated the students perceived that the use of Microsoft Teams during EFL teaching and learning effective and smoothly. Moreover, the students stated that Microsoft Teams is a complete application because it has many features.

One of them said, *“in terms of features of Microsoft Teams, I think it is quite complete. It can be used to start a conversation in group. Also Microsoft Teams is really suitable as learning media especially during online learning”* (interviewee 2).

The other students thoughts that it is very complete, they said: *“very complete because Microsoft Teams saved all the contacts of all BSS students, so you can search for contacts and contact other students easily. We can add friends, then you can chat, video call, make regular calls, then you can submit assignments, do assignments, and the features are very complete”* (Interviewee 3), *“yes, very complete because it has many features such as can help us to submit the task through assignment feature; teacher can schedule; and others. Another features are chat, and*

we can create our own meetings, and we can even create our own groups where we can add our friends in the group” (Interviewee 4), “I think Microsoft Teams is very complete because it can be used for meeting, chat with teacher and friends, and also we can submit the assignment, and those are just in one application” (Interviewee 5).

It proved that Microsoft Teams can be categorized as a complete application that has many features such as chat, meeting, calls, assignment, and others just in one single application. Then, because there so many features of Microsoft Teams. The students argued that it can helps students during learning in EFL teaching and learning.

One of the student said, *“yes. feature that helps during learning activities I think there are raise hand and break out room. Well, break out room is very useful for example when we do group work or discuss with the other students” (Interviewee 1). Another students said: “yes it can because there are several features such as sharescreen, we can also send our feedback about the lesson through the reaction feature. Then, you can also chat, if a microphone error. You can turn on and off the camera, then there is also a whiteboard for like drawing as well as in offline class” (Interviewee 3). “yes, in my opinion it can because Microsoft Teams is supported by feature like meeting and it the meeting has*

Microphone that can be used for speaking and it is quite smooth when we used it” (Interviewee 5).

Based on the interview result, it indicated that using the features of Microsoft Teams during learning can help students especially in EFL teaching and learning.

However, the students also faced the obstacles in using Microsoft Teams. based on one student stated, *“if I use mobile phone, sometimes error happened and it must to close the application first then open it again so the application starts to work. In addition, the sound is intermittent because of the bad connection”* (Interviewee 1). Other students said: *“for the problem that often happened probably just from bugs. For example; force close by the application; or suddenly the application was glitch; then sometimes the screen was freezed. But, insyaallah when we restart the application it will be right again. Next, in my opinion the problem faced that quite crucial is internet connection because Ms Teams really needs a high internet network to hold a meeting while camera is on”* (Interviewee 2). *“when we use the raise hand feature, it depends on whether the host will see it or not because if the host is in a do not disturb status or do not disturb it, our notification will not be delivered. Internet connection can also be a problem but it depends on the teacher or students’ internet connection. So, I think it is true that students have to own wi-fi with high speed which is it usually smoother”* (Interviewee 3).

“sometimes there is a glitch in Ms Teams that makes students can not login to Ms Teams which requires us to restart the device. I think internet connection is not the problem, because my own internet connection supports while using Ms Teams” (Interviewee 4).

From those statement implied that, there are some obstacles faced while using Microsoft Teams such as sometimes happened glitch, error, force close, freezing screen, and internet connection but about internet connection it depends on each students’ network. However, those problems can be fixed by restart the application and use the high internet connection.

2. Teacher’s Perception of the Use of Microsoft Teams in EFL teaching and learning

This part explains the data which is obtained from teacher’s perspective on the use of Microsoft Teams in EFL teaching and learning. The interview was conducted with Mrs. DSPI on 10th of June 2022. The researcher asked some questions. First, the researcher asked about teacher’s understanding while use Microsof Teams the opinion during use Microsoft Teams.

She said: *“I understand how to use Microsoft Teams, because before it use as the main platform in this school. School already organized workshop about Microsoft Teams. In addition, the students also understand and know Ms Teams after it used as*

the main platform in this school. They understand how to use Microsoft Teams since Microsoft Teams is the main platform in this school during online learning or study from home”, she also added : “Microsoft Teams is a perfect platform that can be use for teaching and learning because it has many features. However, there are some obstacles that I faced such as; first internet connection because it is needs strong internet connection, and second the device, sometimes the device was lagged...”.

Second, the researcher asked about teacher’s opinion while use Microsoft Teams especially when teaching English Speaking. She said, *“it was runs smoothly, fun, and enjoyed...”*. In addition the researcher asked the teacher’s perception about the features of Microsoft Teams that usually used during teaching.

She said, *“for teaching speaking, I usually used raise hand feature used for students when they have to answer the questions from me, then on and off camera and microphone, background, break out room, feature people to check the attendents of the students, chat box if their microphone error, recording, and the most that I used is sharescreen when I showed the materials”*. She also added, *“Usually when I teach English especially speaking, for break out room feature, I divided students toward several group and then I make break out room and put the students toward each room. The students can discuss with the member of group. I usually join into each room one by one aims to check the activeness of the students.*

With this feature is intended that the students can discuss with the member of group and also to avoid the confusion and fear of the students when they are speaking". Then the researcher also asked teacher opinion about the usage of Microsoft Teams that can increase students speaking skill. She stated: "I think yes, it can improve students speaking skill." she also added, "however, it depends on the students and the teacher, if the teacher can make the class active and the students cooperate with the teacher which means students active in speaking. I think the media can be use anything but basically it depends on how the teacher makes the students speaks and the students also wants to active speaking".

This indicated that the teacher's perception toward the use of features' Microsoft Teams is there so many features that can teacher used while teaching speaking, such as; break out room when the teacher divided students into several group; sharescreen; on and off camera and microphone; chat; and also recording. Actually, that is true that the features of Microsoft Teams can helps during teaching and learning process, but in term of improving students speaking skill the teacher said it can improve students speaking skill with some of the features as she said before.

The researcher found that the teacher's perception while using Microsoft Teams during teaching especially when teaching speaking was fun and enjoyed. The students understand about the

use of Microsoft Teams and it has many features that can be used, such as raise hand, microphone, break out room, chat, sharescreen, and recording. Besides, teacher also faced some problem such as internet connection and with the device. Moreover, Microsoft Teams can be use for increase EFL teaching and learning but it depends on the teacher and students it self.

Based on the theory of technology acceptance model (TAM), Microsoft Teams is one of the platform that can be categorized that has two aspect of users can accept the system, that are; perceived of usefulness and perceived of ease to use. Perceived of usefulness is proved when Microsoft Teams has many usefull and complete features that students and teacher can be used. Moreover, perceived ease to use can be proved that most of the students understand about how to use of Microsoft Teams by teacher guidance.

B. Discussion

In this section, the researcher explained the result of the research that has been done at SMAN 1 Karanganyar Demak about students' and teacher's perception of use Microsoft Teams specifically in EFL teaching and learning at XI MIPA 1 class. This section shows the problem of the research that has been stated in chapter I. Students' perception on the subject of the study and how teacher delivered the lesson is important in teaching and learning process because in developing teaching lessons and materials, the

teacher, lecturers, and instructors must think about students' preferences

1. Students Perception of Using Microsoft Teams in EFL teaching and learning

The students claimed that, using Microsoft Teams is a new experiences for the students before it used as the main platform in the school. It means that, the students did not know about Microsoft Teams before it used as the main platform. It same with the result of the study of Rojabi (2020) stated that Microsoft Teams can be categorized as the new platform for the students.

Most of the students strongly agree that Microsoft Teams contain a feature for private discussion and public discussion. Microsoft (2018) stated that Microsoft Teams is a cloud platform that allows people to collaborate with other people by sharing files, meeting, chatting, in privat or group and also can integrate with other platforms. Also, Ilag (2018)), said that the users have flexibility to send the messages or do conversation with privately or with many people.

The result of the research showed the dominant of the students stated that Microsoft Teams as a complete platform because could used for learning. Thus, based on the result of the questionnaire and interview above concluded that some of the students have positive perception in in term of students knowledge

of Microsoft Teams. The result of the study is supported by other studies. Based on a study from Vu et al. (2021) on fifty non-English major students at University of Da Nang have shown the result of the study is Microsoft Teams has outstanding features that can be used in learning. The features can organizing virtual classroom such as; chatting, calling, meeting, recording calls and meetings, sharing screen, assigning and responding students' assignment which those are can be done just in one application whereas it can be conclude that Microsoft Teams is a complete platform that has many features that can utilize for learning. It also supported by Hubbarb and Bailey (2018) stated that Microsoft Teams can be called super application because it has many features with a lot of benefits included just in one application. However, other students stated neutral because the students sometimes did not taught that Microsoft Teams is not really complete platform and also the features of Microsoft Teams can not used perfectly because there are some problem with the platform and internet connection (I- 1, 2022).

Furthermore, the students also perceived that Microsoft Teams can helps during learning process. This result was supported by the data of Wea and Dua Kuki (2021) which conducted that Microsoft Teams can helps students during learning process. Students available to communicate and interact with other students and the lecturers. In addition, according to Buchal and Sangsore (2019) which stated that Microsoft Teams has the

function for collaborative work such as can make conversation, chat, and sharing documents and contents. Thus, Microsoft Teams helped students communicate and collaborate with other students and also the teacher.

Students claimed that the problem while using Microsoft Teams was because of the internet connection. Microsoft Teams requires a strong internet connection. This relevant with the result of study by Ly et al. (2021) that dominant (89,6%) of the respondents from 144 EFL students through google form answered students had problems with internet connection during studying online. In order that, most of the students (91,7%) also found the problems such as the laptop errors and system of Microsoft Teams errors. In addition, the majority of the answers (60%) said Microsoft Teams is not difficult to use. Moreover, the study from Wea and Dua Kuki (2021) with the result of the questionnaire from students perception showed that some of the students was agreed that the internet connection becomes one of the factor of obstacle. It means that, the result of study above is same with the result of this study based on the questionnaire point 17. Nearly half of the students perceived that students had obstacles, but half of the students answered neutral. It means that, not all of the students had obstacles while used Microsoft Teams. In addition, the problems that students faced such as; internet connection which majority of the students agreed that Microsoft Teams needs strong internet connection and only several students answered neutral because

some of the students have own strong internet connection. As mentioned by I-4 in interview section, internet connection is not the problem, as well as the students has own strong internet connection it can not becomes the problem. Most of the students disagreed that the other problem included the students does not know the use of the features of Microsoft Teams. Based on the teacher interview, the most of the students understand how to use Microsoft Teams because Microsoft Teams is the main application during online learning. The problem that students often experienced was about the system of Microsoft Teams sometimes error, the screen did not appeared, force close, glitch, and notification is not delivered because the status of teacher is do not distrub (I-1, I-2, I-3, I-4, 2022).

According to the questionnaire of students experienced in the use of Microsoft Teams in EFL teaching and learning, most of the students agreed with the statements. Firstly, the students understand about the used of Microsoft Teams during in EFL teaching and learning. However, other students perceived neutral because as the teacher said in interview section,

EFL Teacher said: *“the students understand about the use of Microsoft Teams, but because Microsoft Teams has many features and the features that students most used are chat, meeting, assignment, on and off camera, background, recording, and share*

screen besides those features students does not understand because it not usually apply by the teacher”.

The students in EFL teaching and learning are understand with the instructor from the teacher. Although, Microsoft Teams can not directly improve students speaking skill, but the usage of features of Microsoft Teams can be use for learning especially in EFL teaching and learning. As the teacher stated in interview section,

she said: *“it depends on the teacher and the students. As long as the teacher and students willing to collaborate each other to achieve the goal of English especially speaking skill, so the learning process will run smoothly and it can improves students’ speaking skill”*

During EFL teaching and learning, most of the students agreed that the quality of video in Microsoft Teams was good but some students answered neutral which means that sometimes the quality of video in Microsoft Teams can be bad resolution and it depends on the internet connection. This is similar with the study from Andika (2021) that half of the students agreed that Microsoft Teams does not work well when the image displayed in the monitor of students. As well It was explained by I-2 (2022) that if the user open the camera video it will not appear and it is needs strong internet connection, the screen was freezed and force close.

Moreover, teacher stated that: *“sometimes while I am sharing files or video through sharescreen feature, it becomes error and does not appear in students’ monitor”*.

In addition, it same with the students stated about the quality of the audio in Microsoft Teams. Most of the students perceived that the audio was clear. Other students answered neutral, because sometimes the audio did not clear or discontinuous because of the bad internet connection (I-2, 2022). In addition, the other statement is the students agreed that students can see clearly the materials that teacher shared through sharescreen feature. However, nearly half of the students responded it neutral which means that it depends on the students’ situation. Based on I-2 (2022) stated that sometimes happened glitch which made the screen froze.

Almost all the students answered the statement that said the features that helps students during learning especially in EFL teaching and learning are microphone and camera. There is none of the students answered disagreed and just some of the students answered neutral. In interview section, the students answered the features that helped in EFL teaching and learning are raise hand and break out room (I-1, 2022). One of the students mentioned noise suppression and also Microphone and camera helped learning process (I-2, 2022). In addition, I-3 (2022) answered share screen can be used and also chat box is useful when the microphone can not be used or error.

From those statements above, it concluded that, during EFL teaching and learning the students understand about the usage of the features of Microsoft Teams and understand with the instruction's given by the teacher. Besides, most of the students have positive perception during EFL teaching and learning because it proved with several positive answered such as audio was clear and video was good, and the material shared by the teacher through sharescreen feature appeared clear. Thus, this related with the theory of how the users accept the system by Davis (1986). The users can accept the system with two factors, they are; because of the usefulness and how the system ease to use. The students perceived that Microsoft Teams is a platform that has several features with benefits. The students perceived that the features of Microsoft Teams can be used in learning process, specifically speaking. The features that can be used such as: microphone, camera, break out room, sharescreen, raise hand, noice suppression, and also chat box. Moreover, Microsoft Teams is an easy platform that can be use by the students and it proved the students has no difficulties while used Microsoft Teams.

2. Teacher Perception in the Use Of Microsoft Teams in EFL teaching and learning

The teacher indicated that the features of Microsoft Teams was completed. It has complete features for collaborative work, such as chatting, meeting, sharing files, documents and

contents. The result similar with the study by Bsharak and Behak (2020) that Microsoft Teams enables students and teacher communicate each other, sharing files and share contents through sharescreen feature that allow the teacher to display the materials freedomly.

Teacher stated that Microsoft Teams is a perfect platform that can be use for learning and teaching. This is same with the study by Purba (2021), based on the students perception, Microsoft Teams was a perfect application for delivering materials. As well as Hubbard & Bailey (2018) said that Microsoft Teams can combine different features and make it work and it is just in one application. Although, teacher also implied the problem faced while use Microsoft Teams such as; internet connection and the device. As indicated by Yen and Nhi (2021), the teacher and students sometimes got the problem in internet connection.

The researcher revealed that the teacher implied about the process of learning while used Microsoft Teams in EFL teaching and learning was fun, and enjoyed. Usually teacher used break out room feature to divided students into several group. Then, in the room the students can discuss with the member of the group. Next, the teacher will join into each room one by one to check the students activeness. This is similar with the explanation by Ilag (2018) about the usage of Microsoft Teams

for teacher. The teacher can start the meeting through video conference. Then teacher can share files related with the topic. Sharing files also can be allowed for students. And also teacher can give to students assignment through assignment feature. If the teacher wants to make students to do collaborative work, the teacher can put the students into several room through break out room.

Based on teacher's explanation about the features that usually used during teaching in EFL teaching and learning are, raise hand, on and off camera, on and off microphone, break out room, chat box, share screen, people, and recording. In any case, as a mention by Ilag (2018), there are several features of Microsoft Teams, including: chat and conversation, calls and meeting, teams for teamwork which include camera for video calls, share screen for sharing files, and other application of Office 365. However, in the term of improving students speaking skill, Microsoft Teams can improve students speaking skill, such as in some components like fluency, pronunciation, and also vocabulary with break out room feature. Leong and Ahmadi (2017) stated that, there are some components that must speaker understand are, vocabulary, pronunciacion, fluency, comprehension and grammar. In break out room feature, the students can discuss with their friends, do conversations, and it can make them indirectly practice their speaking. There are several techniques that teacher can be used in EFL teaching and

learning such as; do the discussion, forming roleplay, training interview and creating story telling (Leo, 2013). Therefore, Microsoft Teams has features that can helps during learning speaking process. This also related with the theory of tecnology acceptance model by Davis (1986) that teacher perceived about the Microsoft Teams as the useful application. In addition also the teacher stated that Microsoft Teams ease to use for teacher since it already done the workshop how to use Microsoft Teams. Meanwhile, from those benefits features, obviously Microsoft Teams can improve students speaking skill through all the available features like break out room, can improve students fluently in speaking skill, also students can active in conversation, they can practice speaks in right pronunciation with their friends.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter shows the conclusion and suggestion. The researcher write a conclusion based on the findings and discussions in the previous chapter. In addition, this chapter presents several suggestions for the significance of this study.

A. Conclusion

According to the finding in chapter 4, it was explained about the students' and teacher's perception of using Microsoft Teams in EFL teaching and learning at XI MIPA 1 grade students of SMAN 1 Karanganyar Demak. Thus, the conclusion answer the research questions of this study. The students stated that Microsoft Teams is a complete platform that can be used in learning process and the features of Microsoft Teams can helps them during learning process especially in EFL teaching and learning. The teacher perceived that Microsoft Teams is a perfect application that can be used in teaching and learning because it can help teacher simplify during teaching especially when online learning. The researcher concluded that Microsoft Teams is a collaborative platform that can be used by teachers and students in teaching and learning because it has many benefits features.

However, there is crucial problem faced by most of the teacher and students while using Microsoft Teams that was internet connection because Microsoft Teams needs strong internet connection. Furthermore, there were another problems faced by the teacher and students, such as: glitch, freezing screen, and force close. Nevertheless, those problems can be handled by restart the application then it will recover again. Even there are some problem faced by the teacher and students use Microsoft Teams, but the majority of the teacher and students recognized positively. Thus, it can be concluded that the teachers' and students' perceptions on the use of Microsoft Teams in EFL teaching and learning are positive.

B. Suggestion

Following with the conclusion above, the researcher initiated some suggestions for future research. Microsoft Teams is a good platform that can be use for the feature because it has complete features. The researcher gives some suggestions for future research such as; the future research can investigate about how the implementation of Microsoft Teams especially in EFL teaching and learning. Moreover, because Microsoft Teams is a complete platform and probably in the future other platform evolve and has same features with Microsoft Teams, the future research can compare between Microsoft Teams and other platform for teaching and learning

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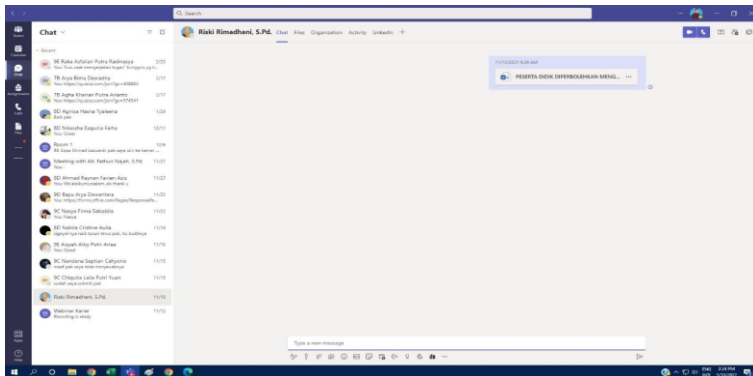
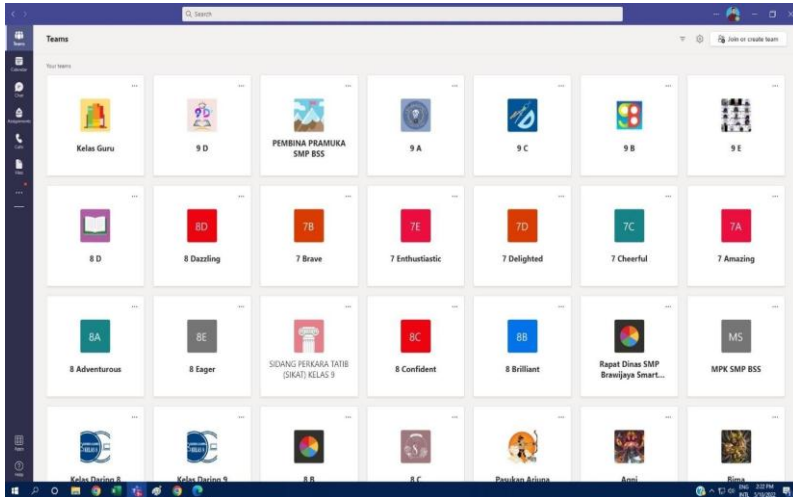
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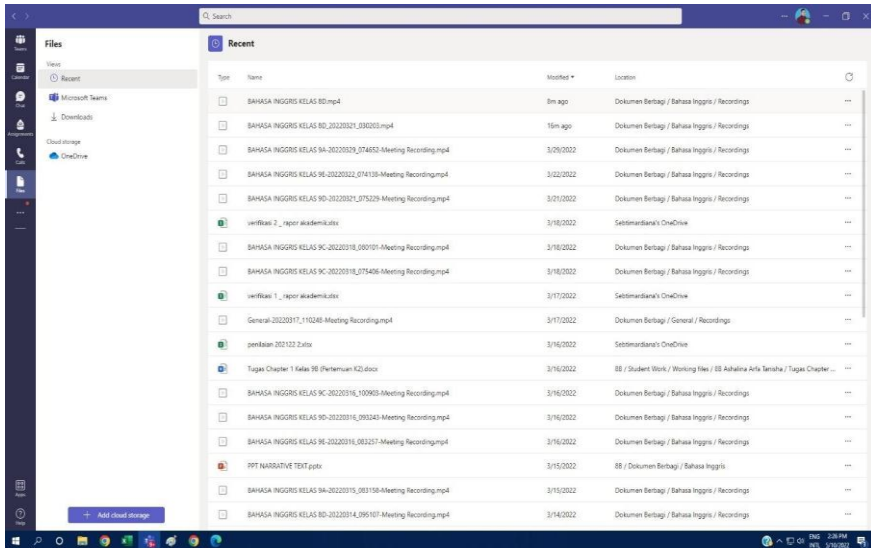
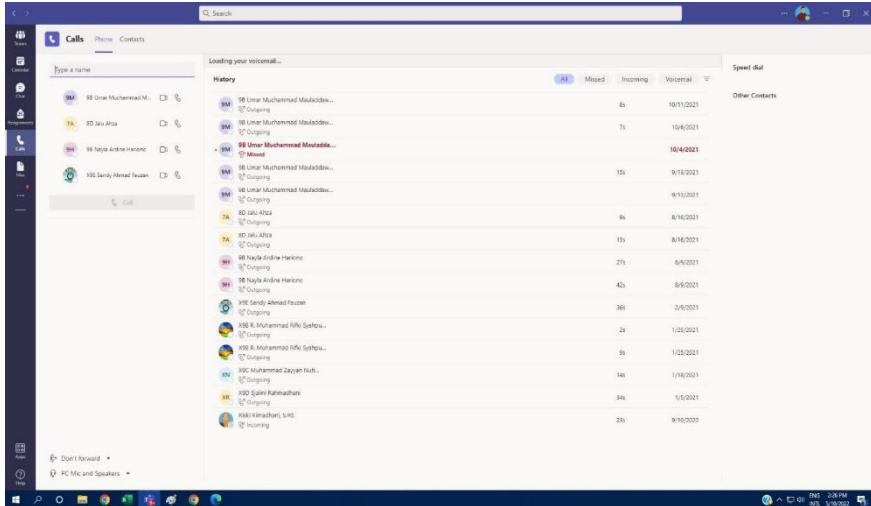
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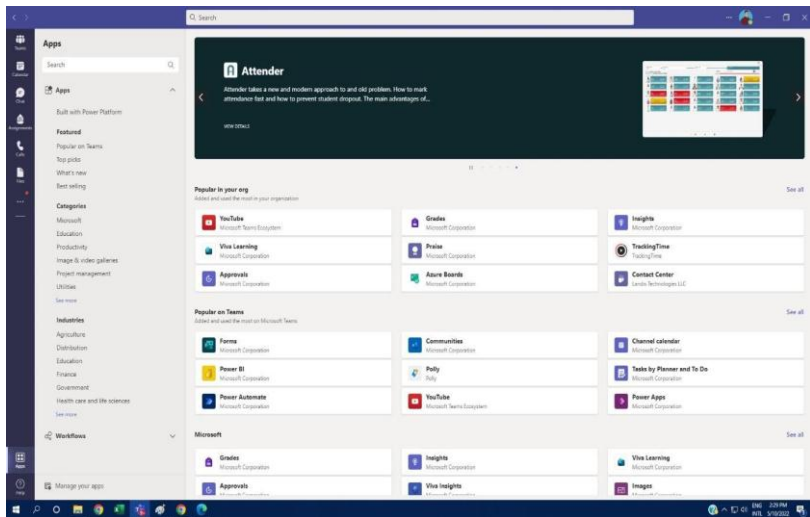
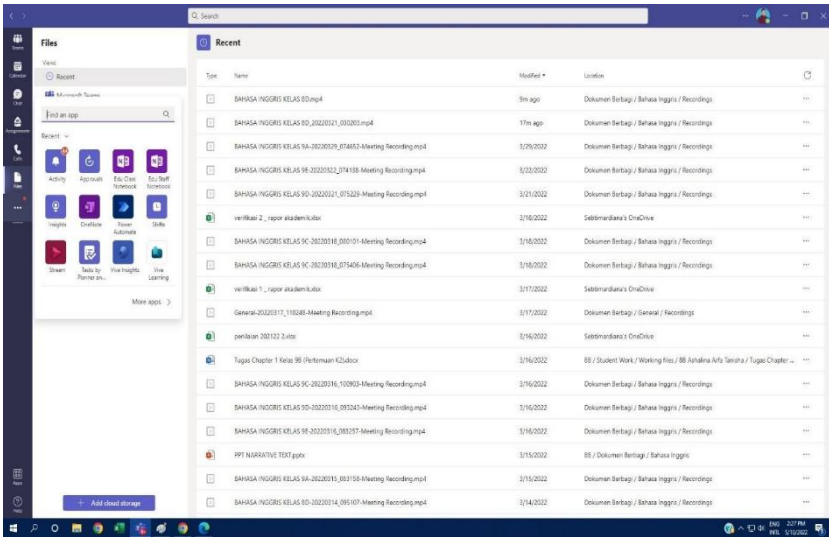
APPENDICES

Appendix 1

Features of Microsoft Teams







Appendix 2

Questionnaire

Questionnaire

| Variable | Indicators | Statements |
|--|----------------------|--|
| Student' perspective of using Microsoft Teams in EFL teaching and learning | Positive Perspective | <ul style="list-style-type: none">● I already known Microsoft Teams before Microsoft Teams used as a main platform for online learning at SMAN 1 KARANGANYAR Demak.● Microsoft Teams contain a feature for private discussion and public discussion.● Microsoft Teams have some features that facilitate user for communicate with other people.● I think, Microsoft teams is a complete platform because it can integrate some features like chat, meeting, files, and can connect with other applications.● Microsoft Teams have features Microphone and camera used for user during learning and those are useful specifically in EFL teaching and learning.● I belived that Microsoft |

| | | |
|--|--|--|
| | | <p>Teams is a good platform used for learning.</p> <ul style="list-style-type: none">● I understand the use of Microsoft Teams as a learning platform.● I feel comfortable when I used Microsoft Teams in EFL teaching and learning.● I think the features of Microsoft Teams can help to simply me during learning at home (online learning).● I think Microsoft Teams is one of effective platform used for teaching and learning during online learning.● Using Microsoft Teams makes me understand about the materials especially in EFL teaching and learning.● Microsoft Teams has good quality of video, especially during EFL teaching and learning.● Microsoft Teams has clear quality of audio, especially during EFL teaching and learning.● I can see clearly when teacher explained the materials used sharescreen feature in EFL teaching and learning. |
|--|--|--|

| | | |
|--|----------------------|---|
| | Negative Perspective | <ul style="list-style-type: none">● I can understand about the instruction that teacher explained by using Microsoft Teams specifically during EFL teaching and learning.● I have an obstacle while I used Microsoft Teams.● One of the problem that i faced is Microsoft Teams need a strong internet connection.● I can not use some features in Microsoft Teams.● I can not understand how to use Microsoft Teams.● I can not use Microsoft Teams because it has many features. |
|--|----------------------|---|

Appendix 3

Result of Questionnaire

| No | Question | Alternative answer | | | | | Total |
|-------------------------------------|---|--------------------|----|---|----|-----|-------|
| | | SA | A | N | DA | SDA | |
| Knowledge of Microsoft Teams | | | | | | | |
| 1 | I already known Microsoft Teams before Microsoft Teams used as a main platform for online learning at SMAN 1 KARANGANYAR Demak. | 5 | 2 | 4 | 12 | 8 | 31 |
| 2 | Microsoft Teams contain a feature for private discussion and public discussion. | 18 | 10 | 2 | 1 | 0 | 31 |

| | | | | | | | |
|---|--|----|----|---|---|---|----|
| 3 | Microsoft Teams have features that facilitate user for communicate with other people. | 8 | 21 | 2 | 0 | 0 | 31 |
| 4 | I think, Microsoft teams is a complete platform because it can integrate some features like chat, meeting, files, and can connect with other applications. | 13 | 14 | 4 | 0 | 0 | 31 |
| 5 | Microsoft Teams have features Microphone and camera used for user during learning and those are useful specifically in EFL teaching and learning. | 14 | 13 | 4 | 0 | 0 | 31 |

| | | | | | | | |
|----|---|----|----|----|---|---|----|
| 6 | I belived that Microsoft Teams is a good platform used | 13 | 12 | 6 | 0 | 0 | 31 |
| 7 | I understand the use of Microsoft Teams as a learning platform. | 9 | 12 | 9 | 1 | 0 | 31 |
| 8 | I feel comfortable when I used Microsoft Teams in speaking class. | 10 | 11 | 10 | 0 | 0 | 31 |
| 9 | I think the features of Microsoft Teams can help to simply me during learning at home (online learning). | 13 | 12 | 6 | 0 | 0 | 31 |
| 10 | I think Microsoft Teams is one of effective platform used for teaching and learning during online learning. | 9 | 15 | 7 | 0 | 0 | 31 |

| | | | | | | | |
|----|--|---|----|----|---|---|----|
| 11 | Using Microsoft Teams makes me understand about the materials especially in speaking class. | 3 | 16 | 11 | 1 | 0 | 31 |
| 12 | Microsoft Teams has good quality of video, especially during EFL teaching and learning. | 5 | 8 | 12 | 6 | 0 | 31 |
| 13 | Microsoft Teams has clear quality of audio, especially during EFL teaching and learning. | 6 | 14 | 7 | 5 | 0 | 31 |
| 14 | I can see clearly when teacher explained the materials used sharescreen feature in speaking class. | 4 | 10 | 14 | 2 | 1 | 31 |

| | | | | | | | |
|----------------------|--|----|----|----|----|---|----|
| 15 | I can understand about the instruction that teacher explained by using Microsoft Teams specifically during speaking class. | 5 | 20 | 6 | 0 | 0 | 31 |
| Problem faced | | | | | | | |
| 16 | I have an obstacle while I used Microsoft Teams. | 5 | 9 | 16 | 1 | 0 | 31 |
| 17 | One of the problem that i faced is Microsoft Teams need a strong internet connection. | 13 | 13 | 4 | 1 | 0 | 31 |
| 18 | I can not use some features in Microsoft Teams. | 1 | 7 | 8 | 10 | 5 | 31 |
| 19 | I can not understand how to use Microsoft Teams. | 0 | 2 | 5 | 16 | 8 | 31 |
| 20 | I can not use Microsoft Teams because it has many features. | 0 | 4 | 4 | 16 | 7 | 31 |

Annotation:

SA : Strongly

Agree A : Agree

N : neutral

DA : Disagree

SDA : Strongly Agree

Appendix 4

Content outline of Teacher Interview Guideline

| Variable | Sub-variable/Aspect | Indicator | Question number |
|---|---------------------|---|-----------------|
| Utilizing “Microsoft Teams” as a Platform for EFL Teaching and Learning: A Teacher and Student View | 1. Human Resources | a. Knowledge b. Understanding c. Work experiences | 1-4 |
| | 2. Process | a. The Problems b. Teaching and learning process | 5-6 |
| | 3. Evaluation | a. Features mastery b. Improve students’ skill | 7-9 |

Interview Guideline

Teacher Interview Guideline

| No. | Questions |
|-----|--|
| 1 | Do you understand about the use of Microsoft Teams as learning media? |
| 2 | In your opinion, does the students understand about the usage of Microsoft Teams? |
| 3 | What do you think about the usage of Microsoft Teams? |
| 4 | What are the advantages of Microsoft Teams? |
| 5 | In your opinion, what kind of problems/difficulties you faced while using Microsoft Teams? |
| 6 | What do you think about the process of teaching while use Microsoft Teams in EFL teaching and learning ? |
| 7 | What are the features do you usually use when English EFL teaching and learning ? |
| 8 | Do you know the function of all the features of Microsoft Teams? |
| 9 | Does Microsoft Teams can be used to improve students speaking skill? |

Content outline of Student Interview Guideline

| Variable | Sub-variable/Aspect | Indicator | Question number |
|---|---------------------|--|-----------------|
| Utilizing “Microsoft Teams” as a Platform for EFL Teaching and Learning: A Teacher and Student View | 1. Process | a. Knowledge b. Learning Process c. The Problems | 1-4 |

Students Interview Guideline

| No | Questions |
|----|--|
| 1 | What do you think about the process of teaching English speaking by using Microsoft Teams? |
| 2 | In your opinion, is Microsoft Teams a complete platform? |
| 3 | What do you think about the features of Microsoft Teams? it is useful for you in class of English speaking ? |
| 4 | What are the obstacles do you faced when using Microsoft Teams? |

Appendix 5

Result of Interview

Result of Teacher's Interview

| | | |
|----------------|----------|--|
| Subject | : | Teacher |
| Date | : | 10th Juni 2022 |
| Coding | : | A (Interviewer) DSP (Teacher) |

| | | |
|-----------------|--|---|
| A | | Do you understand about the use of Microsoft Teams as learning media? (<i>Apakah anda paham dalam penggunaan Microsoft Teams?</i>) |
| D SP | | I understand how to use Microsoft Teams, because before it use as the main platform in this school. School already organized workshop about Microsoft Teams. (<i>Saya memahami penggunaan Microsoft Teams karna sebelum Microsoft Teams digunakan sebagai media utama di sekolah, sebelumnya telah dilaksanakan workshop atau seminar yang membahas tentang Microsoft Teams</i>). |

| | | |
|---------|--|---|
| A | | In your opinion, does the students understand about the usage of Microsoft Teams? <i>(Menurut anda, apakah murid paham ketika menggunakan Microsoft Teams?)</i> |
| D SP | | I think most of them understand how to use Microsoft Teams since Microsoft Teams is the main platform used in this school during online learning or study from home. <i>(Saya pikir sebagian besar dari murid khususnya kelas 8-A paham dalam menggunakan Microsoft Teams karena itu merupakan media utama yang digunakan di sekolah selama pembelajaran online atau belajar dari rumah).</i> |
| A | | What do you think about the usage of Microsoft Teams? <i>(Bagaimana pendapat anda tentang penggunaan Microsoft Teams?)</i> |
| D SP | | I think Microsoft Teams is a perfect platform that can be use for teaching and learning. It also has complete feature. <i>(Menurut saya Microsoft Teams merupakan aplikasi yang sempurna untuk pembelajaran. Pada Microsoft Teams terdapat banyak fitur juga yang bisa digunakan)</i> |
| A | | In your opinion, what are the advantages of Microsoft Teams? <i>(Menurut anda, apa saja kelebihan dari Microsoft Teams?)</i> |

| | | |
|---------|--|---|
| D SP | | <p>I think the features is complete. Teacher and students can do the meeting through meeting feature which is while teaching teacher can use several features like chat box, sharescreen, people for check students' attendance, I can manage the timeline of the homework or task through assignment feature. <i>(Menurut saya fitur-fitur Microsoft Teams sudah lengkap. Guru dan murid bisa melakukan sebuah pertemuan melalui fitur converence yang mana guru bisa menggunakan beberapa fitur yang sudah tersedia seperti chat box, sharescreen, people untuk cek kehadiran murid, saya bisa mengatur jadwal</i></p> |
| | | <p><i>pengumpulan tugas atau pekerjaa rumah melalui fitur assignment).</i></p> |
| A | | <p>In your opinion, what kind of problems/difficulties you faced while using Microsoft Teams? <i>(Menurut anda, kendala apa saja yang biasa anda hadapi selama menggunakan Microsoft Teams?)</i></p> |
| D SP | | <p>There are some obstacles that I faced such as; first internet connection, because this application need strong internet connection, and second the device, sometimes the device was lagged like when I want to share the material the process will take a long time. <i>(Ada beberapa kendala yang saya pernah hadapi, antara lain seperti masaalah koneksi internet, Microsoft Teams ini tipe aplikasi yang membutuhkan koneksi internet yang kuat, dan yang kedua masaalah alat yang digunakannya. Terkadang alat yang digunakan itu loading yang mana itu membutuhkan waktu misal ketika membagikan materi melalui fitur share screen).</i></p> |

| | |
|---------|--|
| A | <p>What do you think about the process of teaching while use Microsoft Teams in EFL teaching and learning ? (menurut anda, <i>bagaimana proses pengajaran bahasa Inggris selama menggunakan Microsoft Teams?</i>)</p> |
| DS P | <p>It was run smoothly, fun, and enjoyed. Microsoft Teams is very helpfull in teaching prosess. Usually when I teach English especially speaking, I divided students toward several group and then I make break out room and put the students toward each room. The students can discuss with the member of group. I usually join into each room one by one aims to check the activeness of the students. With this feature is intended that the students can discuss with the member of group and also to avoid the confusion and fear of the students when they are speaking. <i>(Itu berjalan lancar, menyenangkan dan juga saya menikmatinya. Ini sangat membantu selama proses pengajaran. Ketika saya mengajarkan bahasa Inggris khususnya terkait berbicara (speaking), biasanya saya membagikan murid beberapa kelompok. Kemudian saya membuat beberapa room melalui fitur break out room lalu memasukan setiap kelompok ke dalam room yang telah dibuat. Disana murid bisa berdiskusi dengan teman satu kelompoknya. Lalu biasanya saya masuk ke setiap room untuk cek keaktifan setiap siswa. Dengan fitur ini, dapat menghindari terjadinya keramaian atau memfasilitasi dalam bekerja kelompok supaya murid bisa berdiskusi dengan teman kelompoknya).</i></p> |

| | | |
|---------|--|---|
| A | | <p>What are the features do you usually use in EFL teaching and learning? (<i>Fitur apa saja yang biasa digunakan selama mengajarkan bahasa Inggris khususnya pada saat mengajar berbicara (speaking)?</i>)</p> |
| D SP | | <p>For teaching speaking, I usually used raise hand feature used for students when they have to answer the questions from me, then on and off camera and microphone, background, break out room, feature people to check the attendents of the students, chat box if their microphone error, recording, and the most that I used is share screen when I showed the materials. (<i>Untuk pengajaran berbicara, fitur-fitur yang biasa saya dan murid gunakan yaitu menyalakan dan mematikan kamera dan mikrofon, background, break out room, fitur people untuk cek kehadiran murid, chat box jika mikrofon terjadi error, recording, dan yang paling sering digunakan yaitu share screen untuk menyajikan materi</i>)</p> |
| A | | <p>Do you know the function of all the features in Microsoft Teams? (<i>Apakah anda mengetahui semua kegunaan dari fitur Microsoft Teams?</i>)</p> |
| D SP | | <p>Probably not all of the features i understand about the function. Bu, I understand about the features that usually use for teaching</p> |
| | | <p>and learning. I do not understand the fuction of the features that i have never used during teaching and learning process. (<i>Jika dibilang semua mungkin tidak, yang saya pahami itu fitur yang biasa digunakan selama belajar mengajar saja. Untuk fitur yang tidak pernah saya pakai yaa saya tidak paham bagaimana kegunaannya karena tidak pernah digunakan proses belajar mengajar</i>)</p> |

| | | |
|---------|--|---|
| A | | Do Microsoft Teams can used for improve students speaking skill? (<i>Apakah Microsoft Teams ini bisa digunakan untuk meningkatkan kemampuan berbicara siswa?</i>) |
| D SP | | I think yes, but it depends on the students and the teacher, if the teacher can make the class active and the students cooperate with the teacher which means students active in speaking. I think the media can be use anything but basically it depends on how the teacher makes the students speaks and the students also wants to active speaking. (<i>Menurut saya bisa bisa saja, namun itu tergantung pada guru dan muridnya. Jika guru mampu membawa suasana kelas menjadi aktif sehingga muridnya berbicara dan murid juga harus mau bekerja sama dengan guru dalam artian mau aktif berbicara juga. Menurut saya media bisa digunakan apa saja, namun pada intinya itu</i> |
| | | <i>tergantung pada guru yang membuat murid siswa aktif dan murid yang mau aktif berbicara juga).</i> |

Result of Students Interview

| | | |
|----------------|---|--|
| Subject | : | Students |
| Date | : | May, 10th , 2023 |
| Coding | : | A (Interviewer) GSN (Interviewee I) MZA (Interviewee II) SPR (Interviewee III) RPR (Interviewee IV) AAK (Interviewee V) |

Name : Interviewee 1 (I-1)

| | | |
|---------|--|--|
| A | | Menurut kamu bagaimana proses dari pengajaran bahasa Inggris selama menggunakan Microsoft teams ? <i>(what do you think about the process of teaching English while using Microsoft Teams?)</i> |
| GS N | | Menyenangkan seperti kelas pada umumnya. <i>(it was fun as well as other learning processed)</i> |
| A | | Menurut kamu apakah Microsoft Teams ini merupakan aplikasi yang lengkap? <i>(do you think Microsoft Teams is a complete application?)</i> |

| | | |
|---------|--|--|
| GS N | | <p>Menurut saya itu cukup lengkap. Karena di situ ada banyak fitur yang sebelumnya tidak ada seperti di aplikasi lain. Seperti pada zoom, tidak ada fitur raise hand, sedangkan di Microsoft teams ada fitur tersebut. Jadi ketika ingin berbicara, kita tidak perlu buka mic dan langsung menggunakan fitur raise hand. <i>(I think it is quite complete. Because there are many features that were not find in other applications. As in zoom meeting, there is no raise hand feature while in Microsoft Teams has. So, when we want to talk, we do not need to open the microphone and immediately use the raise hand feature and then talk).</i></p> |
| A | | <p>Menurut kamu selama kegiatan belajar bahasa Inggris khususnya speaking, apakah fitur-fitur dari Microsoft Teams itu bisa membantu kamu selama proses pembelajaran? <i>(in your opinion, during EFL teaching and learning, does the features of Microsoft Teams can help students during learning process?)</i></p> |
| GS N | | <p>Iya. fitur yang membantu selama kegiatan belajar menurut saya ada fitur raise hand dan fitur break out room. nah di situ, fitur break out room sangat berguna kalau misalkan ada kerja kelompok atau misalkan diskusi Bersama. <i>(yes. feature that helps during learning activities I think there are raise hand and break out room. Well, break out room is very useful for example when we do group work or discuss with the other students)</i></p> |

| | | |
|---------|--|---|
| A | | kendala Apa saja sih yang pernah kamu hadapi selama menggunakan Microsoft Teams? (<i>what are the obstacles have you faced while using Microsoft Teams?</i>) |
| GS N | | kalau misalkan saya pakai di mobile phone itu kadang-kadang sering terjadi error dan harus ditutup dulu aplikasinya terus dibuka lagi baru mau bekerja. Lalu, suara putus-putus karena koneksi buruk. (<i>if I use mobile phone, sometimes error happened and it must to close the application then open it again so the application starts to work. In addition, the sound is discontinuous because of the bad connection</i>) |

Name : Interviewee 2 (I-2)

| | | |
|---|--|--|
| A | | Menurut kamu, bagaimana proses dari pengajaran bahasa Inggris selama menggunakan Microsoft Teams? (in your opinion, how is the process of teaching English while using Microsoft Teams?) |
|---|--|--|

| | | |
|---------|--|--|
| MZ R | | <p>Untuk kendala yang sering kami alami dalam pembelajaran bahasa Inggris ini hanyalah masalah dari sharescreen yang kadang-kadang sering tidak muncul atau ngelag. Selain itu lancar dan selama proses belajarnya saya menikmati materi yang diberikan oleh guru, saya juga paham selama menggunakan Microsoft Teams. <i>(The obstacles that we often faced in english learning process was only came form the sharescreen does not appeared and lagged. Overall was running well and during the learning process i enjoyed the material given by the teacher. I also understood while using Microsoft Teams)</i></p> |
| A | | <p>Apakah Microsoft Teams merupakan aplikasi yang lengkap? <i>(does the Microsoft Teams is a complete application?)</i></p> |
| MZ R | | <p>dari segi fitur Microsoft Teams, menurut saya cukup lengkap. Bisa digunakan untuk memulai sebuah conversation atau sebuah percakapan terutama untuk percakapan grup. Dan</p> |
| | | <p>memang cocok banget buat sekolah online. <i>(in terms of features of Microsoft Teams, I think it is quite complete. It can be used to start a conversation in group. Also Microsoft Teams is really suitable as learning media especially during online learning).</i></p> |

| | | |
|---------|--|---|
| A | | <p>selama saat belajar bahasa Inggris khususnya belajar speaking, apakah fitur-fitur dari Microsoft itu bisa membantu selama kegiatan belajar ? (while in EFL teaching and learning, does the features of Microsoft Teams can help during learning process?)</p> |
| MZ R | | <p>Sangat membantu sekali. Terutama pada Microsoft Teams ini ada fitur yang dinamakan “noise suppression” yang membuat suara yang mengganggu atau suara dari luar itu tidak kedengaran jadi, hanya suara kita saja yang terdengar. Kemudian ada fitur untuk menyalakan mic dan menggunakan kamera laptop yang mana itu benar-benar sangat membantu banget saat pembelajaran bahasa Inggris. (<i>it is very helpful. Especially in feature called “noise suppression” which makes annoying sounds or outside sounds not heard. And then, there is the feature to turn on and off microphone and can use camera which is really helpful</i>).</p> |
| A | | <p>Kendala apa saja sih yang pernah kamu hadapi selama menggunakan Microsoft Teams? (<i>what kinds of obstacles have you ever faced while using Microsoft Teams?</i>)</p> |

| | | |
|---------|--|--|
| MZ R | | <p>Kalau untuk masalah yang sering dialami mungkin hanya dari bug yang sering muncul. Contohnya; seperti keluar sendiri atau force close; atau kadang tiba-tiba teams nya nge-glitch; lalu kadang freezing screen. Tetapi, Insyaallah dengan kita mencoba untuk restart aplikasinya nanti bisa benar kembali. Selanjutnya, yang cukup krusial menurut saya adalah masalah koneksi internet, karena Microsoft Teams ini benar-benar membutuhkan jaringan internet yang tinggi untuk melakukan sebuah meeting dengan kamera yang terbuka. <i>(for the problem that often happened probably just from bugs. For example; force close by the application; or suddenly the application was glitch; then sometimes the screen was freezed. But, insyaallah when we restart the application it will be right again. Next, in my opinion the problem faced that quite crucial is internet connection because Ms Teams really needs a high internet network to hold a meeting while camera is on)</i></p> |
|---------|--|--|

Name : Interviewee 3 (I-3)

| | | |
|---------|--|--|
| A | | <p>Bagaimana menurut kamu proses dari pengajaran bahasa Inggris selama menggunakan Microsoft teams? <i>(what do you think about the process of EFL teaching and learning while using Microsoft Teams?)</i></p> |
| SP R | | <p>Simple, efisien, dan lancar. Namun, tergantung koneksi wi-fi guru atau siswa. <i>(simple, efficient, and fluent. But, it depends to the internet connection of the teacher and students)</i></p> |

| | | |
|---------|--|---|
| A | | Menurut kamu, apakah Microsoft Teams merupakan aplikasi yang lengkap ? (<i>in your opinion, do you think Microsoft Teams is a complete application?</i>) |
| SP R | | Sangat lengkap karena Microsoft Teams ini menyimpan semua kontak seluruh murid BSS, jadi bisa mencari kontak dan menghubungi siswa lainnya dengan mudah. Bisa menambah teman, lalu juga bisa chat, video call, teleponan biasa, lalu bisa mengumpulkan tugas, mengerjakan tugas, dan fitur sangat lengkap. (very complete because Microsoft Teams saved all the contacts of all BSS students, so you can search for contacts and contact other students easily. We can add friends, then you can chat, video call, make regular calls, then you can collect |
| | | assignments, do assignments, and the features are very complete). |
| A | | Menurut kamu selama kegiatan belajar bahasa Inggris khususnya pada saat belajar speaking, apakah fitur-fitur dari Microsoft Teams itu bisa membantu kamu selama kegiatan belajar ? (<i>in your opinion, during EFL teaching and learning, does the features of Microsoft Teams help you during learning activities?</i>) |

| | | |
|---------|--|---|
| SP R | | <p>Iya bisa karna ada beberapa fitur seperti sharescreen, bisa juga mengirim tanggapan kita mengenai pelajarannya melalui fitur reaction. Lalu, bisa chat juga kalau misalnya mikrofon error. Bisa menyalakan kamera, lalu juga ada whiteboard untuk kayak menggambar atau itu seperti papan tulis kalau di kelas offline. <i>(yes it can because there are several features such as sharescreen, we can also send our feedback about the lesson through the reaction feature. Then, you can also chat if for example a microphone error. You can turn on and off the camera, then there is also a whiteboard for like drawing as well as in offline class)</i></p> |
| | | <p>Kendala apa saja yang kamu hadapi ketika kamu menggunakan Microsoft teams? <i>(what obstacles do you often faced while using Microsoft Teams?)</i></p> |
| SP R | | <p>ketika kita menggunakan fitur raise hand, itu tergantung host- nya akan melihat atau tidak karena jika host sedang dalam status do not disturb atau jangan mengganggu itu notifikasi kita itu tidak tersampaikan. Koneksi internet bisa juga menjadi kendala tetapi tergantung wi-fi masing-masing karena memang Microsoft Teams ini membutuhkan koneksi yang lancar. Jadi emang itu sih harus punya wi-fi sendiri biasanya lebih lancar. <i>(when we use the raise hand feature, it depends on whether the host will see it or not because if the host is in a do not disturb status or do not disturb it, our notification will not be delivered. Internet connection can also be a problem but it depends on the teacher or students' internet connection. So, I think it is true that students have to own wi-fi with high speed which is it usually smoother)</i></p> |

Name : Interviewee 4 (I-4)

| | |
|---------|--|
| A | <p>Bagaimana menurut kamu proses dari pengajaran bahasa Inggris selama menggunakan Microsoft Teams? (<i>what do you</i></p> |
| | <p><i>think about the process of teaching English speaking while using Microsoft Teams?)</i></p> |
| RP R | <p>Menurut saya itu sangat baik karena memiliki fitur-fitur yang sangat banyak dan membantu proses pengajaran selama online menjadi lancar. (<i>I think it is very good because it has a lot of features and it helps the online learning process run smoothly).</i></p> |
| A | <p>Menurut kamu apakah Microsoft Teams ini merupakan aplikasi yang lengkap? (<i>do you think Microsoft Teams is a complete application?)</i></p> |
| RP R | <p>Iya, sangat lengkap karena memiliki banyak fitur seperti untuk membantu kita mengumpulkan tugas; schedule; dan lain-lain. Fitur lainnya ada chat, dan kita bisa membuat meeting sendiri, dan bahkan bisa membuat grup sendiri yang mana kita bisa memasukkan teman-teman kita sendiri ke dalam grup itu. (<i>yes, very complete because it has many features such as can help us to submit the task through assignment feature; schedule; and others. Another features are chat, and we can create our own meetings, and we can even create our own groups where we can add our friends in the group)</i></p> |

| | |
|---------|--|
| A | Menurut kamu selama kegiatan belajar bahasa Inggris khususnya pada saat belajar speaking, apakah fitur-fitur dari |
| | Microsoft Teams ini bisa membantu kamu selama kamu belajar speaking? (<i>in your opinion, during EFL teaching and learning, does the features of Microsoft Teams helps you while you learning speaking?</i>) |
| RP R | sudah jelas iya, karena banyak fitur yang dapat membantu kita dalam proses belajar speaking, lebih khususnya ke fitur mic yang kita bisa menggunakan fitur tersebut untuk speaking. (<i>obviously yes, because it has a lot of features that can helps in learning speaking, specifically microphone that we can use it for speaking.</i>) |
| A | Kendala apa saja sih yang kamu hadapi selama kamu menggunakan Microsoft Teams? (<i>what kinds of obstacles that you faced during used Microsoft Teams?</i>) |
| RP R | Terkadang Ms Teams terjadi glitch yang membuat kita tidak bisa masuk ke Ms Teams yang mengharuskan kita restart device. Kalau untuk koneksi internet menurut saya tidak menjadi kendala karena koneksi di rumah saya juga mendukung untuk menggunakan aplikasi Ms Teams. (<i>sometimes there is a glitch in Ms Teams that makes students can not login to Ms Teams which requires us to restart the</i> |

| | | |
|--|--|--|
| | | <p><i>device. I think internet connection is not the problem, because</i></p> <p><i>my own internet connection supports while using Ms Teams).</i></p> |
|--|--|--|

Name : Interviewee 5 (I-5)

| | | |
|---------|--|--|
| A | | <p>Bagaimana menurut kamu proses dari pengajaran bahasa Inggris selama menggunakan Microsoft Teams? (<i>what do you think about the process of teaching English speaking while using Microsoft Teams?</i>)</p> |
| AA K | | <p>Selama belajar menggunakan MS Teams pembelajaran bahasa Inggris cukup lancar dan efektif dan juga sangat menyenangkan memakai MS Teams karena terdapat banyak fitur yang bisa digunakan. (<i>while used Microsoft Teams, learning English is quite smooth and effective because there are many features that can be used. It also fun class.</i>)</p> |
| A | | <p>Menurut kamu Apakah Microsoft Teams merupakan aplikasi yang lengkap? (<i>do you think Microsoft Teams is a complete application?</i>)</p> |

| | | |
|---------|--|--|
| AA K | | <p>Menurut saya aplikasi MS teams sangat lengkap karena terdapat tempat meeting sendiri dan bisa chat dengan guru dan teman, dan mengumpulkan pekerjaan kita dalam satu aplikasi. <i>(I think Microsoft Teams is very complete because it can be</i></p> |
| | | <p><i>used for meeting, chat with teacher and friends, and also we can submit the assignment, and those are just in one application)</i></p> |
| A | | <p>Selama belajar bahasa Inggris khususnya pada saat belajar speaking, Apakah fitur-fitur dari Microsoft itu bisa membantu kamu selama kamu belajar ? <i>(in your opinion, during EFL teaching and learning, does the features of Microsoft Teams helps you while you learning speaking?)</i></p> |
| AA K | | <p>Menurut saya iya karena di MS teams itu didukung dengan fitur seperti meeting dan didalam meeting ada mikrofon yang cukup lancar karena bisa digunakan untuk speaking. <i>(yes in my opinion it can because Microsoft Teams is supported by feature like meeting and it the meeting has Microphone that can be used for speking and it is quite smooth when we used it)</i></p> |
| A | | <p>Kendala Apa sih yang kamu hadapi ketika kamu menggunakan Microsoft teams ? <i>(what kinds of obstacles that you faced during used Microsoft Teams?)</i></p> |

| | | |
|---------|--|--|
| AA K | | Kendala yang saya dapatkan dari menggunakan MS teams itu memerlukan banyak data dan harus mempunyai koneksi yang sangat kuat. (<i>the problem that I faced while used Microsoft</i> |
| | | <i>Teams that is it needs a lot of data internet and must have very strong internet connection).</i> |

Appendix 6

Photograph







Appendix 7

Research Documents



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 2861/Un.10.3/D1/TA.00.01/06/2023

Semarang, 08 Juni 2023

Lamp : -

Hal : Pengantar Pra Riset

a.n. : Heni Patmawati

NIM : 1603046017

Yth. Kepala Sekolah
SMAN 1 Karanganyar Demak
di Demak

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Heni Pamawati

NIM : 1603046017

Alamat : Desa Cabean RT.01/RW. 06 Kec. Demak Kab Demak

Judul skripsi : **Utilizing "Microsoft Teams" as a Platform For EFL Teaching and Learning: A View from Teacher ang Students**

Pembimbing :

1. Ibu Lulut Widyaningrum, M.Pd.

2.

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinakan melaksanakan riset selama 5 hari, mulai tanggal 09 Juni 2023 sampai dengan tanggal 13 Juni 2023.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



a.n. Dekan,
Wakil Dekan Bidang Akademik

M. HAFUD JUNAEDI

Tembusan :

Dekan FITK UIN Walisongo (sebagai laporan)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km. 2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 2862/Un.10.3/D1/TA.00.01/06/2023

Semarang, 08 Juni 2023

Lamp :-

Hal : Mohon Izin Riset

a.n. : Heni Patmawati

NIM : 1603046017

Yth. Kepala Sekolah
SMAN 1 Karanganyar Demak
di Demak

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Heni Pamawati

NIM : 1603046017

Alamat : Desa Cabean RT.01/RW. 06 Kec. Demak Kab Demak

Judul skripsi : **Utilizing "Microsoft Teams" as a Platform For EFL Teaching and Learning: A View from Teacher and Students**

Pembimbing :

1. Ibu Lulut Widyaningrum, M.Pd.

2.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 5 hari, mulai tanggal 09 Juni 2023 sampai dengan tanggal 13 Juni 2023.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



a.n. Dekan,

Wakil Dekan Bidang Akademik

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Tembusan :

Deka FITK UIN Walisongo (sebagai laporan)



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SURAT PENELITIAN


Nomor : 432.1/ 504 /2023

Yang bertanda di bawah ini, Kepala Sekolah SMA Negeri 1 Karanganyar Demak. Dengan ini menerangkan bahwa :

Nama : Heni Pamawati
NIM : 1603046017
Pekerjaan : Mahasiswa
Universitas : Universitas Islam negeri Walisongo Semarang
Fakultas / Prodi : Fakultas Ilmu Tarbiyah dan Keguruan
Jenjang : S.1
Alamat : Desa Cabean RT 01 / 02 Kecamatan Demak Kab. Demak

Adalah benar-benar telah melaksanakan Penelitian di SMA Negeri 1 Karanganyar Kabupaten Demak pada tanggal 09 Juni 2023 sampai dengan 13 Juni 2023 untuk melengkapi tugas Skripsi dengan Judul :“UTILIZING MICROSOFT TEAMS AS A PLATFORM”FOR IEFL TEACHING AND LEARNING A VIEW FROM TEACHER AND STUDENTS
Demikian surat keterangan ini kami sampaikan untuk dipergunakan sebagaimana mestinya.

Demak, 14 Juni 2023

Kepala Sekolah

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CURRICULUM VITAE

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