STUDENTS' AND TEACHER'S PERCEPTION OF USING MICROSOFT TEAMS IN SPEAKING CLASS AT SMP BRAWIJAYA SMART SCHOOL MALANG (8TH GRADE STUDENTS)

THESIS

By:

Imra'atul Mufidah

NIM. 18180018

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG

August, 2022

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Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of the Requirement for the Bachelor Degree of English Language Teaching (S.Pd.) in the English Education Department

By:

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NIM. 18180018

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

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APPROVAL SHEET

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MICROSOFT TEAMS IN SPEAKING CLASS AT SMP BRAWIJAYA

SMART SCHOOL MALANG (8TH GRADE STUDENTS)

THESIS

by:

Imra'atul Mufidah

NIM. 18180018

Has been approved by the advisor for further approval by the Board of Examiners

Advisor,

Nur Fitria Anggrisia, M. Pd
NIP. 19890901 20180201 2 156

Acknowledged by

Head of English Education Department,

Dr. H. Langgeng Budianto, M. Pd
NIP. 19711014 200312 1 001

LEGITIMATION SHEET

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MICROSOFT TEAMS IN SPEAKING CLASS AT SMP BRAWIJAYA
SMART SCHOOL MALANG (8TH GRADE STUDENTS)

THESIS

By:

Imra'atul Mufidah (18180018)

Has been defendedin front of the board of examiners at the date of _____
and declared PASS

Accepted as the requirement of the Degree of English Language Teaching (S, Pd)
in the English Education Department, Faculty of Education and Teacher Training.

The Board of Examiners   Signature

1. Basori, M. S. Ed   Chairman
    NIP. 198604112019031008
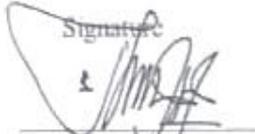
2. Nur Fitria Anggrisia, M. Pd   Secretary/Advisor
    NIP.198909012018020112156

3. Dr. H. Langgeng Budianto, M.
    Pd
    NIP.197110142003121001

Approved by

Dean of Education and Teacher Training Faculty

Maulana Malik Ibrahim Malang State Islamic University

Prof. Dr. H Nur Ali, M, Pd
NIP. 196504031998031002

iii

Nur Fitria Anggrisia, M. Pd
Lecturer of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University, Malang

THE OFFICIAL ADVISOR'S NOTE

Page   : Thesis of Imra'atul Mufidah   Malang, August 10, 2022
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The Honorable,
Dean of Education and Teacher Training Faculty
Maulana Malik Ibrahim Malang State Islamic University
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Malang

Assalamu'alaikum Wr. Wb
After conducting several times of guidance in terms of content, language,
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Name	: Imra'atul Mufidah
Student ID Number	: 18180018
Department	: English Education
Thesis	: Students' and Teacher's Perception of Using Microsoft Teams in Speaking Class at SMP Brawijaya Smart School Malang (8th Grade Students)

Therefore, we believed yjay the thesis of Imra'atul Mufidah has been
approved for further approval by the board of examiners.

Wassalamualaikum Wr. Wb.

Advisor,

Nur Fitria Anggrisia, M. Pd
NIP. 19890901 20180201 2 156

APPROVAL

This is to certify that thesis of Imra'atul Mufidah has been approved by the advisor for futher approval by the broad examiners.

Malang, 10 August, 2022

Advisor,

Nur Fitria Anggrisia, M. P.d

NIP. 19890901 20180201 2 156

DEDICATION

This thesis is proudly dedicated to my beloved father (Anwar)

My beloved mothers (Alm. Junari and Annisa)

My beloved sister (Nur Rizki Amalia)

My family, and all of my friends. Thank you for supporting me

love you all.

MOTTO

"Do not put too much expectation for human being. One and only the real

expectence is just from Allah SWT"- Im 2018

STATEMENT OF AUTHORSHIP

Bismillahirrahmanirrahim,

Here with I,

Name   : Imra'atul Mufidah

NIM   : 18180018

Department   : English Education

Address   : RT.05/RW.03 Sari-Sape, Bima, West Nusa Tenggara, 84182.

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The Researcher,

Imra'atul Mufidah
NIM. 18180018

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بِسْـــــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

In the name of Allah SWT, the Beneficent, the Merciful

All praises be to Allah, the almighty God, for the stregth, health, and determination to complete this thesis as her final study assignment. Peace and salutations to be Prophet Muhammad SAW, the rescue of humanity, who has brought from the darkness to the lightness, namely al-islam.

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Finally, the writer recognizes that this thesis is still far from ideal. Despite the assistance provided by the enumerated people, there are mistakes in this theses that are the writer's responsibility. Thus, she accepts any suggestions for improving her writing.

Malang, August 10, 2022
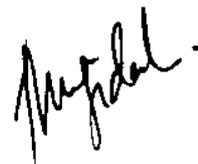
Imra'atul Mufidah

LATIN ARABIC TRANSLITERATION GUIDANCE

Arab-Latin translation writing in this thesis uses transliteration guidelines based on the decision with the Indonesian Minister of Region and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543.b/u/1987 which in an outlines can be described as follows:

A. Alphabet

ا	= a		ز	= z		ق	= q
ب	= b		س	= s		ك	= k
ت	= t		ش	= sy		ل	= l
ث	= ts		ص	= sh		م	= m
ج	= j		ض	= dl		ن	= n
ح	= h		ط	= th		و	= w
خ	= kh		ظ	= zh		ه	= h
د	= d		ع	= '		ء	= '
ذ	= dz		غ	= gh		ي	= y
ر	= r		ف	= f			

B. Long Vowel

Long vowel (a)	=	Â
Long Vowel (i)	=	Î
Long Vowel(u)	=	Û

C. Diphthong Vowel

أو	=	Aw
يأ	=	Ay
أو	=	Û
يِا	=	Î

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LIST OF ABBREVIATION

Abbreviation	Meaning
SMP	Sekolah Menengah Pertama
BSS	Brawijaya Smart School
Ms	Microsoft
COVID-19	Corona Virus
PTMT	Pembelajaran Tatap Muka Terbatas
PTM	Pembelajaran Tatap Muka
PPKM	Pembelajaran Tatap Muka Terbatas
LMS	Learning Management System
SA	Strongly Agree
A	Agree
N	Neutral
DA	Disagree
SDA	Strongly Disagree
P	Percentage
F	Frequency
N	The Number of Sample
I-1	Interviewee 1
I-2	Interviewee 2
I-3	Interviewee 3
I-4	Interviewee 4
I-5	Interviewee 5

LIST OF APPENDICES

ABSTRACT

Mufidah, Imra'atul. 2022. *Students' and Teacher's Perception of Using Microsoft Teams in Class of English Speaking at SMP Brawijaya Smart School Malang (8th Grade Students)*. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Advisors: Nur fitria Anggrisia, M.Pd

Key Words: Perception, Microsoft Team, speaking.

Speaking is one of productive skill in learning English which this skill must to be mastered by students. Teaching speaking is not easy for teacher, especially since the learning system has changed due Covid-19 pandemic. Microsoft Teams is one of the platform that can be used during learning process specifically in speaking class. Thus, the researcher conducted research on how the students' and teacher's perception on use Microsoft Teams especially in speaking class.

The purpose of this study was to investigate the students' and teacher's perception use Microsoft Teams in learning English specifically in speaking class at SMP Brawijaya Smart School Malang. This research was conducted using qualitative methods and using a case-study design. The subjects of the study were an English teacher of VIII class and all the students in VIII-A with 15 female and 16 male. Data collection techniques in this study used questionnaire and interviews. Then the data were analyzed qualitatively; data reduction, data display, and drawing conclusions.

The result of this study showed; (1) on aspect of students knowledge while using Ms Teams, it shows that students does not know Ms Teams before it used as the main learning media in school. Then, the students know how to use Ms Teams because it easy to used. (2) students experiences while using Ms Teams, shows that Ms Teams is an effective, good, and complete application that can be used during learning process. Ms Teams is a complete application because it has several features such as for sending messages, holding meetings privately or with group, sharing files, and those can be used especially in learning speaking. (3) students have some problems faced while use Ms Teams and the most crusial problem is with internet connection. (4) the teacher opinions that Ms Teams is a perfect application because it already has several features that can help during the teaching process especially during English lessons. (5) Ms Teams can improve students speaking skill through the Features of Ms Teams, they are; break out room, chat, and microphone.

ABSTRAK

Mufidah, Imra'atul. 2022. *Persepsi Murid dan Guru Terhadap Penggunaan Microsoft Teams pada kelas Bahasa Inggris Berbicara di SMP Brawijaya Smart School (8th Grade Students)*. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Pembimbing: Nur fitria Anggrisia, M.Pd

Kata Kunci: Persepsi, Microsoft Teams, speaking.

Kemampuan berbicara merupakan salah satu keterampilan produktif yang terdapat dalam belajar Bahasa Inggris. Hal ini dikarenakan kemampuan berbicara digunakan sebagai alat komunikasi. Mengajarkan berbicara bukanlah hal yang mudah bagi guru apalagi sistem pendidikan berubah akibat pandemi Covid-19. Microsoft Teams adalah salah satu aplikasi yang bisa digunakan untuk membantu kegiatan belajar mengajar khususnya pada mata pelajaran Bahasa Inggris. Oleh karenanya, peneliti melakukan penelitian tentang bagaimana perspektif guru dan murid terhadap menggunaan Microsoft Teams khususnya pada saat kelas Bahasa Inggris speaking.

Tujuan dari penelitian ini ialah untuk mengidentifikasi perspektif dari guru dan murid terhadap penggunaan Microsoft Teams pada pembelajaran Bahasa Inggris khususnya pada kelas VIII-A SMP Brawijaya Smart School Malang. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif dan menggunakan desain studi kasus. Subjek penelitian ini adalah guru Bahasa Inggris di kelas delapan dan murid kelas VIII-A dengan 15 perempuan dan 16 laki-laki. Teknik pengumpulan data pada penelitian ini menggunakan angket dan wawancara. Kemudian data dianalisis secara kualitatif; reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil dari penelitian ini menunjukkan; (1) pada aspek pengetahuan murid selama menggunaan Ms Teams menunjukkan bahwa murid kurang mengetahui Ms Teams sebelum Ms Teams digunakan di sekolah. Kemudian, murid mngetahui bagaimana cara menggunakan Ms Teams karena itu mudah digunakan. (2) pengalaman murid selama menggunakan Ms Teams, menunjukkan bahwa Ms Teams merupakan salah satu aplikasi yang efektif, bagus, dan lengkap yang bisa digunakan selama pembelajaran. Ms Teams merupakan aplikasi yang lengkap karena memiliki beberapa fitur seperti untuk mengirim pesan, mengadakan pertemuan bisa secara privat dan bersama grup, membagikan file, yang mana itu semua bisa digunakan khususnya pada saat belajar berbicara. (3) siswa memiliki beberapa kendala selama menggunakan Ms Teams dan yang paling krusial ialah masalah koneksi internet. (4) guru perpendapat bahwa Ms Teams ini merupakan aplikasi yang sempurna karena sudah memiliki beberapa fitur yang bisa membantu selama proses pengajaran khususnya pada saat pelajaran Bahasa Inggris. (5) Ms Teams bisa meningkatkan kemampuan berbicara siswa dengan menggunakan beberapa fitur seperti; break out room, chat, microphone.

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مستخلص

المفيدة امرأة. 2022. وجهة نظر الطلبة والمعلمين لاستخدام Microsoft Teams في فصل التحدث باللغة الإنجليزية في المدرسة المتوسطة الأهلية براويجايا (الطلبة فيالفصل الثامن). البحث الجامعي. قسم تعليم اللغة الإنجليزية. كلية علوم التربية والتعليم. جلمعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة : نور فيتريا أنجغريسيا الماجستير.

الكلمات المفتاحية: الإدراك، Microsoft Teams ، مهارة الكلام.

مهارة الكلام هو أحد من المهارات الإنتاجية الموجودة في تعلم اللغة الإنجليزية. وذلك لأن مهارة الكلام تستخدم كوسيلة للاتصال. تعليم التحدث ليس بالأمر السهل على المعلمين، خاصة وأن نظام التعليم قد تغير بسبب جائحة الوباء كوفيد-19. يعد Ms Teams أحد التطبيقات التي يمكن استخدامها للمساعدة في أنشطة التعليم والتعلم، خاصة في مواد اللغة الإنجليزية. لذلك، قامت الباحثة بحثا حول كيفية وجهات نظر المعلمين والطلبة حول استخدام مايكروسوفت فرق، خاصة أثناء الفصول الدراسية الناطقة باللغة الإنجليزية.

الأهداف من هذا البحث هو لتحديد وجهات نظر المعلمين والطلبة حول استخدام Ms Teams في تعلم اللغة الإنجليزية ، وخاصة في الفصل الثامن ـ أ من المدرسة المتوسطة الأهلية براويجايا مالانج . تم إجراء هذا البحث باستخدام نهج نوعي واستخدام تصميم دراسة حالة. وكان موضوعات هذا البحث مدرسي اللغة الإنجليزية في الصف الثامن وطلاب الصف الثامن ـ ألف مع 15 امرأة و 16 رجلا. استخدمت تقنية جمع البيانات في هذا البحث الاستبية والمقابلة. ثم يتم تحليل البيانات نوعيا. تقليل البيانات وعرض البيانات ورسم الاستنتاج.

وأظهرت نتائج هذه الدراسة ما يلي: (1) في جانب معرفة الطلاب أثناء استخدام Ms Teams يظهر أن الطلاب ليسوا على دراية ب Ms Teams قبل استخدام Ms Teams في المدارس. ومع ذلك، يعرف الطلاب كيفية استخدام Ms Teams.(2) توضح تجربة الطالب أثناء استخدام Ms Teams أن Ms Teams هو أحد التطبيقات الفعالة والجيدة والكاملة التي يمكن استخدامها أثناء التعلم Ms . Teamsهو تطبيق كامل لأنه يحتوي على العديد من الميزات مثل إرسال الرسائل، وعقد الاجتماعات يمكن أن يكون خاصا ومع المجموعات ، ومشاركة الملفات ، والتي يمكن استخدامها خاصة عند تعلم التحدث. (3) يواجه الطلاب بعض العقبات أثناء استخدام Ms Teams وأهمها مشكلة الاتصال بالإنترنت. (4) يتفق المعلمون على أن Ms Teams هو تطبيق مثالي لأنه يحتوي بالفعل على العديد من الميزات التي يمكن أن تساعد أثناء عملية التدريس ، خاصة أثناء دروس اللغة الإنجليزية. Ms Teams (5) تحسين مهارات التحدث لدى الطلاب باستخدام العديد من الميزات مثل ؛ غرفة الاستراحة والدردشة والميكروفون.

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CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, research problem, research objectives, the significants of the study, the limitation of the study, and the definition of the key terms.

1.1 Background of the Study.

Speaking is essential for students because it is a crucial tool used for communications. Through speaking, students can produce sentences that they want to speak. Richards (2008) stated that speaking needs ability to know how the speaker organizes the information to become understandable and the speaker knows how to use proper intonation, repetition, and know the use of discourse markers, etc. It means that the speaker must know well when use oral language specifically English language for communicate or give information to anyone else.

Speaking is one of the skill that students and teacher must take deeply hard effort to achieve the goal of learning speaking. English speaking has some significant components that must speaker understand, such as vocabulary, grammar, pronunciation, fluency, and comprehension (Leong & Ahmadi, 2017). However, there are some kinds of speaking in islam perspective, one of them is *Qoulan Baligha.* One of the verses in Al-Quran that express about *Qoulan Baligha* is in QS An-Nisa' (3) verse 63:

اُولٰۤىِٕكَ الَّذِيْنَ يَعْلَمُ اللهُ مَا فِيْ قُلُوْبِهِمْ فَاَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَّهُمْ فِيْٓ اَنْفُسِهِمْ قَوْلًا بَلِيْغًا ۟

1

This means; *those the ones who (are) only Allah knows about what is in their heart. Therefore, turn away from them and give them advice with the words that will afflict their souls (QS. An-Nisa': 63).*

Qoulan Baligha in QS. An-Nisa' (3) verse 63 above means, someone speaks have to use an accurate word, clear meaning, understandable, straight to the point, and fluent speech so that the listener can understand what the speaker means. Indeed, the style of speech and the words of choice in every person has different especially communicating in education field. In education, the teacher must use understandable sentences in teaching English speaking.

Teaching speaking is not easy for the teacher, especially when the system of education changes because of COVID-19 pandemic. All of the sectors in Indonesia are impacted, specifically in education sector. In education sector, the Ministry of Education firstly issued a circular letter Number 3 of 2020 on Education Unit Decree Number 35962/MPK.A/HK/2020 about the prevention of COVID-19, which instituted online learning or study from home and work from home. Afterward, another rule came from the Government of Indonesia issued about the rules whereby all students in the red zone of COVID-19 should do online learning or study from home which is from face-to-face learning in the classroom change become learning from home by using electronic media. In addition, there is had been out the mutual decision (*Keputusan Bersama Menteri*) among the Ministry of Education and Culture, Ministry of Religion, Ministry of Health,

and Ministry of Home Affairs Republic of Indonesia Number 3/KB/2021, Number 384 Year 2021, HK.01.08/MENKES/4242/2021, Number 440-717 Year 2021 about the guidelines of learning in pandemic COVID-19, some unit of institutions in certain regions should make decisions to do face-to-face learning as limited (*Pembelajaran Tatap Muka Terbatas (PTMT)*) by keeping attention and implementing the health protocol. Also, the following circular letter from the Ministry of Education and Culture number 2 in the year 2022 regulates five important points which is one of them is for the region in enforcement of restriction community activities (*Pemberlakuan Pembatasan Kegiatan Masyarakat (PPKM)*) level 2 must do learning as limited (*Pembelajaran Tatatp Muka Terbatas (PTMT)*) 50% whereas Malang is one of the areas in level 2. Therefore, because of the unstable education system in Indonesia, all of the stakeholders in every school must adapt to the unstable condition, especially for the teacher teaching the English speaking process.

The teacher must notice the changes of the learning system. Moreover, they must know about the technological development for teaching and learning in Indonesia. Based on Davis (1986), there are two factors that users can accept the system, they are perceived of usefulness and perceived of ease to use. The teacher can utilize the use of technology such as electronic media, learning media, platforms, and applications that can be downloaded at the online website or on Playstore freely. Learning media that can be used include; E-learning, Whatsapp Group, Google Classroom, Email, Telegram, Google Form, Zoom Meeting, Meet, Webex Meet, etc (Indiani, 2020).

According to the survey conducted by Institution of Social Economic Digital (2020) the platform that are selected or the most often used during online learning is WhatsApp (48%) with the reason the application is easy to use and familiar; the following applications are Zoom Meeting and Google's platform as much as 18% respondents. However, Hakim (2020) stated that there are shortages of WhatsApp, it just be used for chatting and video calling with limited users and the users of WhatsApp must already update the application. From that case, the school and all stakeholders must find out the media for teaching and learning.

In the view of Islam, there is starting point of Technology-based Learning Media. Based in Al-Qur'an Surah An-Naml (27) verses 28-30:

يَرْجِعُوْنَ مَاذَا فَانْظُرْ عَنْهُمْ تَوَلَّ ثُمَّ اِلَيْهِمْ فَاَلْقِهْ هٰذَا بِّكِتٰبِيْ اِذْهَبْ (28)

كَرِيْمٌ كِتٰبٌ اِلَيَّ اُلْقِيَ اِنِّيْ الْمَلَؤُا يٰٓاَيُّهَا قَالَتْ (29)

الرَّحِيْم الرَّحْمٰنِ اللّٰهِ بِسْمِ وَاِنَّهٗ سُلَيْمٰنَ مِنْ اِنَّهٗ (30)

This is the story when the era of prophet Sulaiman a.s.. The meaning for each verses are; *"(28) Go by (brought) this letter, then drop it to them, then turn away from them, after that pay attention to what they talk about. (29) She said (Balqis): hi the magnifier, actually, had been dropped to me a noble letter, (30) in fact, the noble letter was from Sulaiman and the contents were: "in the name of Allah, the Most Gracious, the Most Merciful."*

The verses above explain the story of Prophet Sulaiman a.s and Queen Balqis related to the technology used at that time. Sulaiman a.s used the Bird

of Hud-Hud to send a letters to Balqis. This indicates that people can use media to simplify their activities, especially in education sector in teaching and learning as long as the technology progresses. One of the applications with exclusive features and benefits is Microsoft Teams. Microsoft Teams is a platform that can integrate some features started from chat, meeting/conference video, saving files, and connecting with other applications.

Microsoft Teams is a platform that can be used as the main platform that can help teachers and students, even the school/institution. Microsoft Teams is a platform that can combine some features such as chat, file documents, meeting, and can connect to other applications just like a Learning Management System (LMS) (Microsoft, 2018). According to Hubbard et al. (2018) Microsoft Teams could be categorized as a "super application" which means that Microsoft Teams can accommodate some features like chat, meeting, video and voice calls, file storage, document and collaboration, notes, sharing, third-party tool integration, and many more in just one application. Microsoft Teams can be used for a group of the organization such as an academy and individual. There are three ways to use Microsoft Teams. First, log in through website or Google without download the application. Second, by using a desktop application which can be used at personal computer (PC) or computer. And third, by using a mobile application that can be downloaded on a smartphone.

Some studies that use Microsoft Teams as learning media are as follows; Rojabi, (2020) explained the perception of students using Microsoft Teams. The result of this study is the majority of students have a positive perception. Positive feedback from students comes from their experience during online learning by using Microsoft Teams. Furthermore, Microsoft Teams support students-to-student interactions and students-to-teacher interactions, so it makes teaching and learning work well. In addition, Almery et al. (2020) showed that, Microsoft Teams and Zoom platform is an effective platform for meeting, anable to show the visual presentation, anable to submit the assignment, and those platfrom is effective and understandable for the students at University of Jordan. Another study by Ly et al., (2021) showed the result that Microsoft Teams is a good media for online learning because it is an effective and efficient application that can improve students' enthusiasm. In addition, Wea and Dua Kuki (2021) concluded in their study that the students of the faculty of teacher training and education, Nusa Nipa University have good perspective on using Microsoft Teams. Most of the students give positive response such as the students are motivated to be more dicipline, the students also enthusiastically preparing for learning using Microsoft Teams.

Therefore, the writer wants to find out something different to fill the gap in research discussing about Microsoft Teams. There are some gap from previous study. This reserch is focus to investigates the students'and teacher's perception in the use of Microsoft Teams especially in speaking class at eight

grade students. The writer choose VIII grade students because it is the transition period from VII to IX and the there is material in eighth students related to the topic of this research. The writer chose SMP Brawijaya Smart School Malang because this school already used Microsoft Teams as the media during study from home and Microsoft Teams as the main platform used in this school.

1.2 Research Questions

Based on the background of this study, the researcher find the research questions as follows:

1. What are the students' perceptions on using Microsoft Teams in speaking class at VIII-A students of SMP Brawijaya Smart School Malang?
2. What are the teacher's perceptions on using Microsoft Teams in teaching English speaking at VIII-A students of SMP Brawijaya Smart School Malang?

1.3 Objectives of Study

Based on the research questions above, here are the objectives of the study as follows:

1. To investigate students' perception on using Microsoft Teams in speaking class.
2. To investigate the teacher's perception on using Microsoft Teams during teaching English speaking.

1.4 Significants of the Study

This research has theoretical and practical benefits. For theoretical benefit, this study will contribute for literature study for other researcher about the knowledge and informations of Microsoft Teams especially in English speaking class for the future learning. For practical benefits, firstly for teacher, they can know and find out the informations about how students' perception in using Microsoft Teams especially in speaking class. In addition, the teacher can found the problem faced by students in using Microsoft Teams, specifically in English speaking class. Secondly, the benefits for students such as; students can gain the knowledge about function of the features and the usually used by the teacher when used Microsoft Teams. Thirdly, for school will be use for the references in choosing learning media for teaching and learning in the future.

1.5 Scope Limitation of the Study

The participants of this study are a teacher and students from class of 8-A SMP Brawijaya Smart School Malang. The teacher has taught English for second grade, specifically 8-A's class. The participants of the study are 15 female students and 16 male students in English period at SMP Brawijaya Smart School Malang. The researcher know that every students and teacher have their own perception about using Microsoft Teams during teaching and learning in speaking class, so, the researcher found what teacher's and students' perception on using Microsoft Teams as the media in teaching and learning in speaking class.

1.6 Definition of Key Term

The following definitions are provided to avoid the misconception of the terms in this study.

1. **Students' Perception**

   Perception is a way of an individual view an object or something which is every individual has different perspective in one object and it depends on their own experiences. Students' perception is the way the students looking at the use and students' experience of Microsoft Teams as the media in teaching and learning especially in English speaking class.

2. **Teacher' Perception**

   Teacher's perception is the way teacher looking the use and the implementation of Microsoft Teams as the media in teaching and learning especially in English speaking class.

3. **Microsoft Teams**

   Microsoft Teams is a cloud platform from Office 365 which has various features such as chatting, meeting, sharing and upload files, and can connect with another applications. Microsoft Teams is a collaborative platform in which user can work individually or in a group. Microsoft teams in education aspect used for teaching and learning media during online learning.

4. **English Speaking Class at SMP BSS Malang**

      English speaking class at SMP BSS Malang is an activity in the class that include teacher and students do the acctivity of teaching and learning about English specifically focus on speaking skill, which the students and teacher used the main technology for learning that is Microsoft Teams.

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter presents the related theory based on the research problem such as; the definition of speaking and concept of teaching speaking, the concept of Technology Acceptance Model (TAM), the definition of Microsoft Teams, the Features and benefits of Microsoft Teams, the concept of perception, and previous study.

2.1 Definition of Speaking

One of the productive skill in teaching and learning English language in the classroom is speaking skill, where this skill becomes the parameter of the successful in teaching and learning (Richards, 2006). McKay (2008) stated that speaking includes not only opening the mouth to say a word or phrase but also can include the cultural background of the target language. It must be spoken to enable meaningful interaction. Therefore, in other words, speaking is one of the hard skills that students must learn to have fluent in speaking skill. Also, the students not only mastering in a language term of grammatical, but also they have to learn about the adequately used of the language based on any situation.

The activities of students in learning speaking skills should be designed based on an equivalence between accuracy and fluency (Mazouzi, 2013). Both of these are important in the communicative approach. The first characteristic is fluency; this is the main purpose of the teacher in teaching

English speaking skill. According to Hughes (2002) about the fluency is when the students know how to speak in understandable way in order to not break down the communication. Also, Hedge (2000) stated that fluency is the ability to connect words and phrases, respond consistently by using stress and intonation, and pronounce the sounds clearly. The second one is accuracy. The learners should pay attention not only fluence to speak, but also the learners must notice the language form properly such as about focusing in grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

2.2 Teaching English Speaking

Teaching English speaking is not easy for the teacher, especially in unstable situations. According to Tuan and Mai (2015), there are some problems faced by teacher when teaching English speaking such as inhibition which means they are worried about making mistakes and fear of the criticism, lack of topical knowledge, using mother-tongue, and low participant of the students in the practice of speaking.

Teaching speaking is an activity of teacher to help the students to reach an ability in communication. Teaching speaking is a process of teacher teach students to improve their communication skill so that the students could show their expression through words or sentences, express their feeling, opinion, and also respons to teacher verbally during learning activities in the class. As indicated by Kayi (2006), teaching speaking means the teacher encourages the learners to speak in English which they have to understand the grammatical structures, pay attention to the use of intonation, appropriate

pronuciation, and know the suitable words and sentences in any situation. Furthermore, the purpose of teaching speaking for junior high school is expected the students to speak or communicate using English language fluently and they know about the meaning of it. As Richards (2006) stated about the function of speaking are divided into three part such as, speaking as an interaction, speaking as a transaction, and speaking as a performance.

There are some processes of teaching speaking that teacher should know about the steps themselves. Based on Maryanti (2019) stated about three steps in teaching speaking; they are (1) when the teacher starts the class, the teacher needs to display the goals in teaching speaking. (2) The teacher should instruct the students to present the presentations to make the learning process become meaningful and active. (3) The teacher ask the students to practice their speaking skill and create their own product as a part of production skill. Moreover, successful teaching speaking skills are influenced by the use of appropriate techniques in teaching and learning process. There are many strategies of teaching speaking that teacher could be used. According to Leo (2013) stated that there are some techniques in teaching speaking skills such as; improving students' discussion, forming roleplay, training interviews, and creating story telling. Also, Kayi (2006) mentions about thirteen activities that can be used in teaching speaking in the classroom they are; discussion, simulation, roleplay, brainstorming, information gap, interview, storytelling, reporting, playing cards, story completion, narrating a picture, describing a picture, and find the differents of the picture.

2.3 Technology Acceptance Model

Davis (1986) introduced the theory of technology acceptence model. This theory is one of the model to analyze about the factors that influence user on the system. In addition, there are two kinds of variables that can make an individual accept the system, such as perceived usefulness and perceived ease to use. (see figure 1)

Figure 1.

Technology Acceptance Model
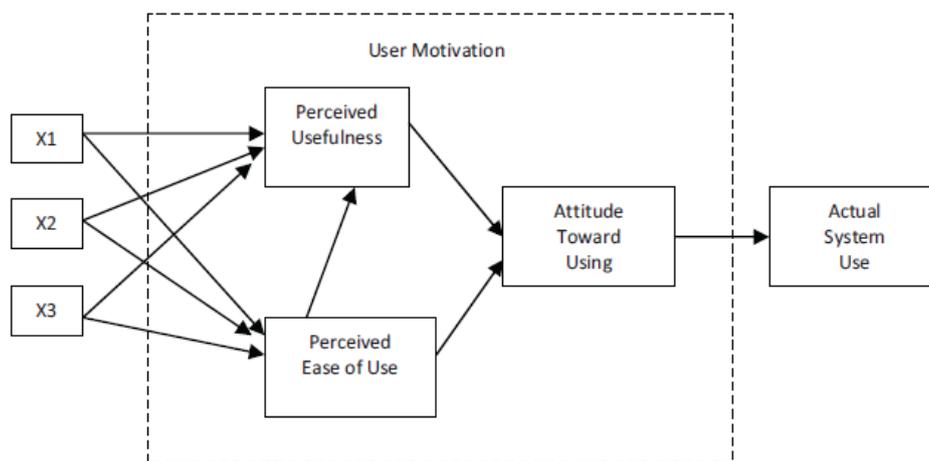
Source : Davis. F.D. 1986. A technology acceptence model for empirically testing new and-user information system: theory and results. Cambridge.

Perceived usefulness is a measure of how the technology viewed as useful for the users and perceived ease of use means how a person believes that a technology can be accessed and used easily. Perceived usefulness can be influenced by perceived ease of use because a technology can be easier to use and become more useful. Moreover, based on two variables can affect attitude toward using technology. Actual system use means that the user enjoy

with the system and the user believes that a system is not difficult to use and it is proven to increase user's productivity.

2.4 Microsoft Teams

2.4.1 Definition of Microsoft Teams

Microsoft Teams has been joined with Office 365 since 2017 as a substitute from Microsoft Classroom. Microsoft Teams is available for IOS and Android devices; it also could run in a browser or app on a Windows or Mac computer. Microsoft Teams is a cloud platform that allows people to collaborate or work together by sharing files, meeting online, chatting private or group and also could integrate with various platforms (Microsoft, 2018). Teams have workspace that allows users to firmly edit their work files at an equivalent time and they can mentions and replies with simply one click. In addition, Teams provides a platform that users and their member of the group will create their own by adding notes, links to internet sites, integrating applications, and customizing their expertise within the cloud while not location boundaries (Ilag, 2018). According to Buchal and Songsore (2019) Microsoft Teams extends better functionality come under collaborative conversation, chat rooms, sharing files, and content. So, it means using Teams makes people in small or big community could be easier to communicate and collaborate with each other as well as for chatting, meeting, and any collaboration work.

2.4.2 Feature of Microsoft Teams

Microsoft teams have some complex features. Based on Hubbarb and Bailey (2018), Microsoft Teams has different features that can make all of the features combine and make it work. The users of Microsoft Teams can collaborate with the external members through guest access as well as the internal team members communicate in the application (Ilag, 2018). The features that can access in Microsoft Teams, according to Ilag (2018), they are:

a. Conversation and Chats

Microsoft Teams members can connect each other in real-time at anywhere and at the same time. Feature chat can be used by the internal member except for the external members who access through guest access. In addition, the member of teams can review or reread the history of the chat to recall the past discussion anytime they want. Other advantages are the users have the flexibility to send the chat privately conversation with one person or they can make a group of class and do conversation to many people.

b. Calls and Meeting

Microsoft Teams provide another feature that the user can use to communicate other than chats; they are calls with audio or video calls and meeting. The users can use audio call or video call when the users want to discuss or talk with another member privately or

call with many people in a group. The users can do the meeting at that time or make a schedule of the meeting in Microsoft Outlook or Teams. When the users already join the Teams in a organization such as a school or in a group of class, the contact of the member is already saved and to make the calls with other users is just search the contact of the member then you can automatically have the experience of video or audio calls and meeting with other users.

c. Teams for Teamwork

According to Hubbard and Bailey (2018), said that teams is a super applications that can collaborate some features in a single place; they are chats, meetings, files, and can integrate with another application just at their fingertips. Microsoft Teams allow the users to work together as teamwork by using video calls or they can turn off the camera if they do not want to open the camera. Teams have integrated with Office 365, which can make it easy for the user to open the files when they want to share the files or materials through SharePoint, Notes in OneNote, or in other applications of Office 365 such as Exel, PowerPoint, Word, PDFs, and other types of files can be opened and shared in the application (Ilag, 2018).

d. SharePoint, OneDrive, and Exchange Interaction.

Because Microsoft Teams has some features and certain features are built on Office 365, they are; Azure Active Directory, Exchange Online, SharePoint Online, and OneDrive for Business.

d. 1. Azzure Active Directory

One of the essential services is Azzure Active Directory which this service manages the user's name account and password. The user can log in Microsoft Teams through this information but firstly the user has to register their account using their Email. One Email is for one account.

d. 2. Exchange Online

Exchange Online is used for organizations create a team like a group mailbox so it could make an optimal experience for the users.

d. 3. SharePoint Online

The function of SharePoint in Microsoft Teams is saving the files and folders that the users upload to Teams channel. The files uploaded are stored at SharePoint Online files library. Thus, the files can not be mixed with other files from the users' tool.

d. 4. One Drive for Business

This is used for the user to send files to another person and it is posted to OneDrive. More specifically the file is saved to OneDrive sender and the receiver will see the same file and they will automatically have the access of permission.

e. Microsoft Teams for Education

Microsoft Teams is a platform that could be used as the main platform that can help teachers and students even the school/institution. Microsoft Teams is a platform that can combine some features such as chat, file document, meeting, and can connect to another application just through a single Learning Management System (LMS) (Microsoft, 2018).

According to Ilag (2018), there some abilities that can the educators used, they are:

e. 1.   Creating a Class

Not only the teacher could make a group of class in Microsoft Teams but also IT professionals, school leaders, and even the students could make new classroom experience that integrates with Office 365. There are some steps to take a class in Teams, they are:

- Teacher could log on to Teams app or Teams website through their tools.

- After teacher login, then the teacher could choose the options between create a team or join a team.

- Because teacher wants to make a class, simply click create a Team.

- The teacher have the chance to choose the team type of classes. For examples; Math, English Language, Science, etc,. Which aims to classify the files based on a certain subject or topic. Microsoft Teams allow the teacher to access the data, share files, create an assignment for students, and allow the students to join the class. In addition, the teacher not only can update or move the files including Word document, PowerPoint presentation, and OneNote data from their computer, but also they can download the files from OneDrive or SharePoint site.

e. 2. Using Teams for Teacher

Microsoft Teams provides several features that can be used when the class is starting. Firstly the teacher will start with meeting through video conference, start conversation tab like asking students about the related topic. Also, the teacher allow to share the files to the students simply click the sharing files feature. In addition, Notebook can be used

by the students and the teacher have access every students' Notebook aims to give individual feedback. In addition, if there any group work for the students, the teacher can divided several students into some small group through break out room feature.

Moreover, teacher can click assignment feature if the teacher gives homework to the students; thus, the teacher can monitor the students' work updates anytime. Another feature is the teacher have access to posting an announcement to the home page of Microsoft Teams which aims to the students can read and reply in the comment box. Obviously, with every announcement posted by the teacher, the students will definitely get a notification from Microsoft Teams.

e. 3.   Using Professional Learning Communities

Using PLCs can help educators especially the teacher to meet virtually with the students to achieve the target of learning because it can make the teacher and the students meet virtually to discuss about the materials, share files, learn and develop professionally, and maintain tools.

Figure 2

Features of Microsoft Teams
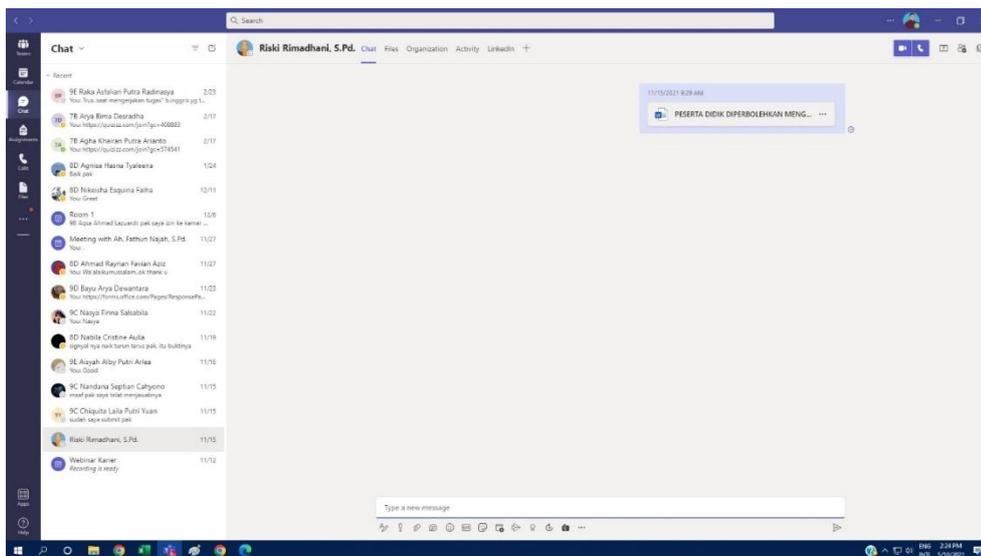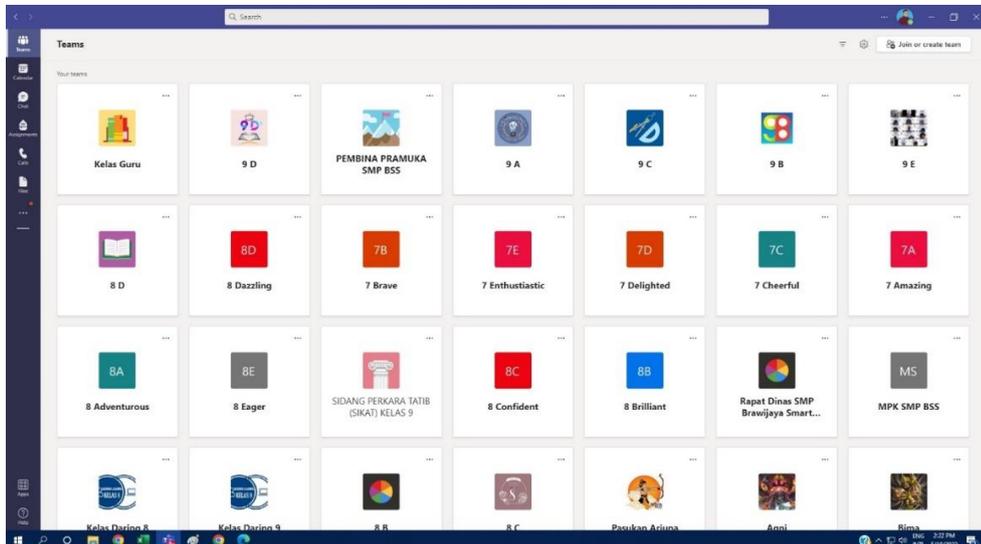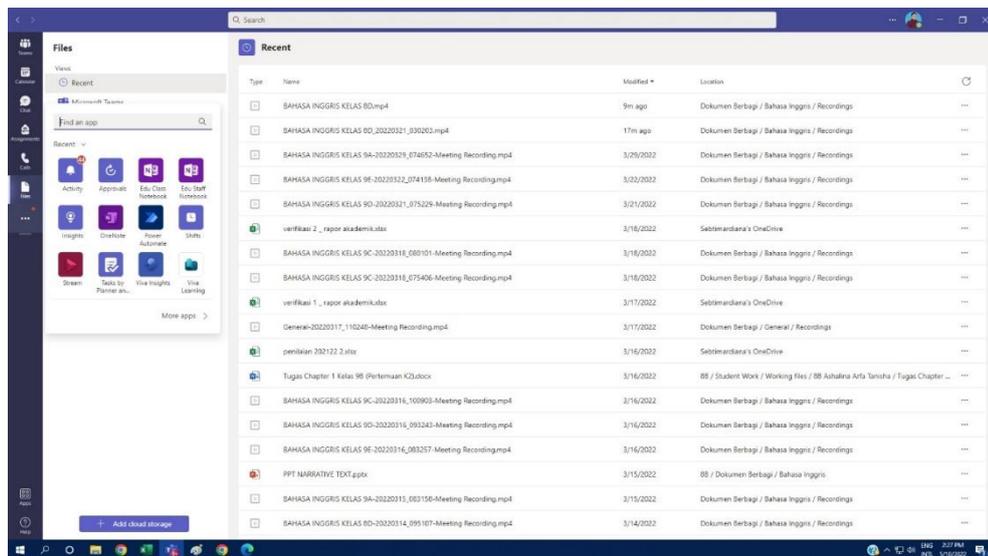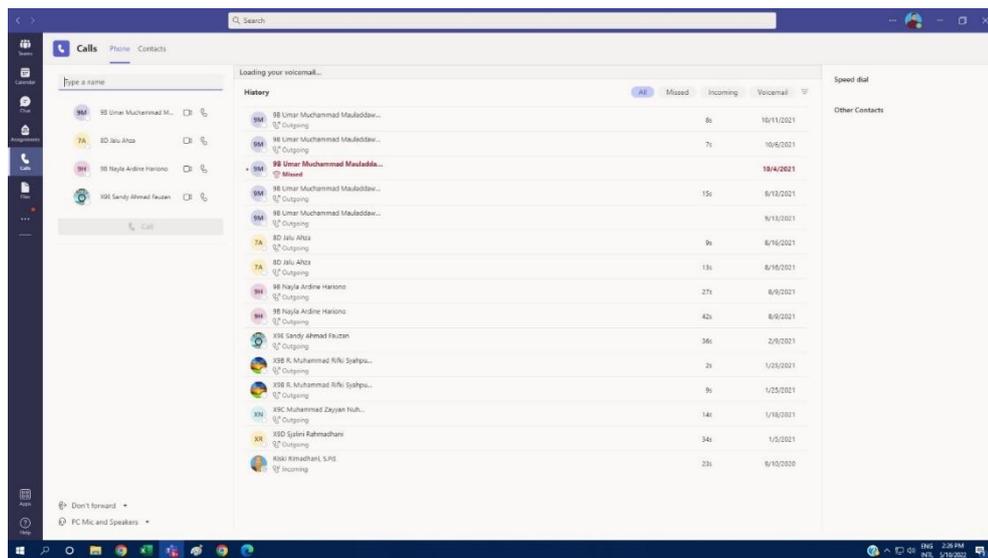
2.5 The Comprehension of Perception

2.5.1 Definition of Perception

Perception is a process of an individual looking at the things which has been recognized by regulating and selecting the stimuli that come from external. Based on Sujarwo et al. (2020) stated that the stimuli come from an individual's sense, and then simply both individual thoughts and emotions will generate the meaning of stimuli. Learning about perception is not just

knowing about the situation but also becomes a new platform for the individual to learn, broaden their horizons, and can be helpful for themself in any phenomenon. As Martono (2010) clarify about the perception that is how an individual looking at a particular viewpoint that is used to look at a problem or symptom that occurs. Thus, with the perception, the individuals will learn about many points of view from other individual's perceptions based on their experiences.

2.5.2 Factors Affecting Perception

According to Langford et al. (2020), there are three factors effects perception they are; the perceiver, the target, and the situation. the first is the perceiver, this one is when the individual (as the perceiver) tries to interpret about something such as behaviours, values, motivations, interests, and point of view. The second is the target. The kinds of targets that could be influencing one's perception such as an individual, objects, or events. The aim of perception is to look the comparison between those concerns rather than look for the theory. This can affect one to start to make the categories related to the individuals, things, or events. Therefore, the higher the similarity of the target is the greater the opportunity to be categorized into one group and vice versa. This area can contain the elements such as novelty, movement, scale, context, accessibility, tone, and similarity. The third is the situation in which this element could effecting the perciever's experience. In addition, a situation is a way of considering the process of forming an

individual's perception. For instance, the situation includes about social setting and the time job environment.

2.5.3 Kind of Perception

According to Maulana (2020) explain about positive and negative perception. Positive perception is a way of an individual to assess about an object or something positively or as the individual expected. Meanwhile, a negative perception is a way of an individual assesses about an certain object badly. There are three aspects of positive perception they are; positive self-image (about its value and ability), positive view of time (present, past, and future), and positive perception of human nature (Icekson and Pines, 2013). Based on Robbin (2002), the sources of positive perception are the individual comprehension about the object, the enjoyment of a particular object, and the personal experiences of the perceived object. On the contrary, the sources of negative perception are from the lack of knowledge of the perceived object, unconcern with the object, and individual frustration with a certain object.

2.6 Previous Study

There are some research on the use of Microsoft Teams for teaching and learning. The first research conducted by Rojabi (2020), this research was designed about the students' perception of using Microsoft Teams during online learning. The subject of this research are twenty-eight students in the sixth semester at University Terbuka-UPBJJ. The data was collected by using observation and a questionnaire through Google Form to gather the

information about the students' perception of using Microsoft Teams during online learning. The research result has shown that using Microsoft Teams during online learning is a new experience for the students, but with this application the students can easier to understand about the materials during online learning.

The second from Almeri et al. (2020), this research was designed about students' perceptions of using three kind of media for learning such as Microsoft Teams, Moodle, and Digital Zoom during the COVID-19 pandemic. The study was analyzed the students who have used e-learning for three months of experience. The subject of this research are 450 students from the University of Jordan who has answered the closed questions through the questionnaire method. The research is focused on the students' knowledge and perception of using e-learning through Moodle, Microsoft Teams, and the Digital Zoom which is classidied by gender, age, study habits, attitudes towards new technology and previous computer literacy at the University of Jordan. This research is different from both previous studies. The subject of two previous studies above are the University students, while in this research is focused on the VIII grade students.

The third previous study is by Ly et al. (2021). This research analyzed about the difficulties of using E-learning through Microsoft Teams during the COVID-19 pandemic. This research focused on 144 EFL students at Van Lang University which they are freshmen. The data in this research was collected through a questionnaire with closed-ended questions and interview

with the 48 students with open-ended questions. The questions given to the students was designed to know the problem faced during online learning through Microsoft Teams. The result of this research concluded that the students problem during online learning through Microsoft Teams came from external essential and internal problems of the students. Based on the research, the study was focused on the limitation of Microsoft Teams which the researcher found the problem faced by the students during online learning through Microsoft Teams. In order hand, this research is different with previous study which focus on the students' and teacher's perception of using Microsoft Teams.

Forth, Wea and Dua Kuki (2021) was conducted to investigate the students of Teacher Training and Education Faculty at Nusa Nipa University about perceptions of using Microsoft Teams. This study is qualitative research in which the data were collected using questionnaires and interviews. The perception in this research are about the students' enthusiasm, the benefit of using Microsoft Teams, the problems faced, the suggestions, and the expectation of the students. The result showed that the students have positive enthusiasm which means the students have anthusiasm when the class is starting and the students can understand with the materials, and they have some problems faced by using Microsoft Teams.

The differences with the fourth previous study above is the study is focused on four aspects such as students' enthusiasm, the use of Microsoft Teams, the suggestion, and expectation, while in this research are focus on

students' and teacher's knowledge, experiences, and problem faced during using Microsoft Teams in teaching and learning activities. The objective of the research above is to investigate the students perception of using Microsoft Teams during online learning, while this research is more specific about the students' and teacher's perspective of using Microsoft Teams in the class of English subject. In addition, the subject of the study is different, they are eight grade students specifically VIII-A students of SMP Brawijaya Smart School Malang.

Therefore, from these previous studies there are some broadly different aspects such as; (1) the subject of the study which this study investigates the students of junior high school students and also a teacher while the previous studies investigate the university students. (2) the objective of the study, while this study are focus not only students' perception but also teacher's perception of using Microsoft Teams in speaking class.

CHAPTER III

METHODOLOGY

In this chapter, the researcher elaborate the research methodology used in the study as a systematic attempt to answer the research questions that are divided into five parts they are; the research design, the subject of study, the research instruments, the data collection, and the data analysis.

3.1 Research Design

This research applied qualitative research method which a way to learn about social reality. Qualitative research is an approach that is often used for exploring, explaining or describing about social phenomena such as build a deep understanding from various aspects of social life, clarifying the meanings ascribe to activities, events, and situations (Leavy, 2014). Concerning this research objective which is included the analysis of the students' and teacher's perception of using Microsoft Teams in speaking class, this research used descriptively in this case study. Based on Ary et al. (2006) case study provides an in-depth description of a single unit. The word "Unit" can be an individual, a group, a class, a policy, a site, a program, an institution, or a community. Therefore, with this definition this study describes the use of Microsoft Teams in class of English subject.

Zohrabi (2013) stated that qualitative research is an activity of people that focuses on how people interpret and in-depth understand their experiences the purpose for knowing the social realities of each individual. In

this case, the researcher investigated students' and teacher's perception of using Microsoft Teams in speaking class. In addition, qualitative research is an approach that focuses on individuals or a groups which is attributes to a social or human problems (Creswell, 2014). Thus, it is an appropriate research design because this research relates to an individual perspective.

This research used primary instrument for collecting and analyzing the data. The main instrument is the researcher herself. The researcher is frequently connected with intense interaction with the subject and with a long-term time (Creswell, 2014). Therefore to collect the data for this study, the researcher interacts with the research subject they are; an English teacher and 31 students of VIII-A grade in SMP Brawijaya Smart School Malang.

3.2 The Subject of the Study

The subject of this study were one of an English teacher for the VIII grade and the VIII-A students in SMP Brawijaya Smart School Malang in the academic year 2021/2022 with the total of the students are 31. The reasons for the researcher choosing those subjects are: (1) SMP Brawijaya Smart School Malang has already applied Microsoft Teams as the main application since the pandemic COVID-19 came to Indonesia and the learning changes became online learning, (2) SMP Brawijaya Smart School has already emphasized about the developing of technology and digital especially Microsoft Teams with the implementation training of Microsoft Teams and it is affect to the teachers and also the students, (3) Then, the reasons why the researcher chose a teacher of English subjects because the teacher already

know about the uses of Microsoft Teams since the school provide the workshop about Microsoft Teams and the teacher uses Microsoft Teams for teaching, (4) a teacher was chosen by the school to be studied by researcher, (5) The students in VIII-A are more active in speaking compared with other classes.

3.3 Research Instrument

In collecting the data, questionnaire and interview were used in this study. Moreover, based on Zohrabi (2013), there are procedures for collecting the data in qualitative research such as; questionnaires, interviews, classroom observations, journals, diaries, and tests.

The instrument of the questionnaire and interview were validated in 6th of Mei 2022. Firstly, the researcher used a questionnaire to identify the students' perception on using Microsoft Teams in speaking class. The questionnaire was held in 9th of June 2022. According to Sekaran and Bougie (2016), a questionnaire is a variety of written questions that a classified in which the respondents can record the answers, usually in alternatives in a fairly narrow boredom. There are three types of questionnaire, among others: mail questionnaires, personally administered questionnaires, and online questionnaires. In this research, the researcher used online questionnaires used *Google Form* to collect the data from students' perceptions in the use of Microsoft Teams in speaking class. The questionnaire was share through Whatsapp group of class VIII-A. Before the questionnaire answered by the respondents, the researcher introduced it self then explained how to answer

the questionnaire and the content of the questionnaire. The questionnaire was written in "*Bahasa*" to avoid misunderstanding from the respondents. Also, the researcher asking to the respondents if they are do not understand with the questions, the respondents can asking the researcher. After the respondents answer the questionnaire, the researcher said thankyou and close the meeting with the respondents.

Secondly, the researcher used an interview to gain the main data or in-depth information related to the research topic. The interview used for support the questionnaires given to the students. The researcher interviewed five students to gain students' perception in the use of Microsoft Teams during speaking class and also researcher asked some questions to the teacher to collect the data about teacher's perception in the use of Microsoft Teams when she/he teaches English speaking. The interview was held in 10th of June 2022. The interview with the students was located at the library of SMP Brawijaya Smart School and with the teacher was located in an office. The researcher recorded the interview section which the duration of the interview was around six minutes each of the students and around eleven minutes with the teacher. Before the researcher asking the questions to the students, the researcher asked the respondents to answer the questions freely and honesly and also explained about the content of the questions. In addition, the researcher also introduced it self, and explained to the teacher about the content of the questions which the the questions consist nine and four for

students. After the teacher answered the questions the researcher closed the interview session.

3.4 Data Collection

Data collection is a method for collecting and measuring data or information from a variety of sources to obtain a complete and detail analysis of a subject area. According to Sugiyono (2013), data collection is the most strategic form in the study research since the main objective study in this research is to get the data. Therefore, the researcher in this research use questionnaires and interview to gain the data.

3.4.1 Questionnaire

The instrument used to collect the data in qualitative research is questionnaire. According to Harry (2009), the questionnaire is a set of widely organized questions used by the researcher to collect the informations they need from the respondents. This research instrument used to know the perception of the respondents about the use of Microsoft Teams. In addition, the researcher must recognize the perceptions of the students through the questionnaire. There are three part of the questionnaire. First is the knowledge of Micrsoft Teams. The second is students' experiences of using Microsoft Teams. The third is students' problem faced during use Microsoft Teams. The total of the questions are twenty questions. Moreover, the questionnaire used an online questionnaire through *Google Form* which is the link of the questionnaire was sent to the students through WhatsApp group of class VIII-

A. Also, the type of questionnaire is closed-ended statements. The researcher applied the Likert Scale, which contains five scales of range, such as 1 (strongly disagree), 2 (agree), 3 (neutral), 4 (agree), 5 (strongly agree).

3.4.2 Interview

The step for gaining in-depth informations related with the research topic, the researcher used the interview technique. The interview given to the English teacher and representative of the students' VIII-A to gain in-depth information relevant to the research questions. Sugiyono (2015) stated that there are three kinds of interview such as; structured interviews, semi-structured interviews and unstructured interviews. In this research, the researcher use a semi-structured interview which allow the interviewee to express themselves freely and honestly; describe their point of view related with the issue, not just from the researcher perspective. Furthermore, the interview was conducted in *Bahasa Indonesia* to make it understandable for the students and English teacher to provide their perception related to the use of Microsoft Teams. The interview conducted face-to-face. In addition, the interview session for the students chosen just five of the students in VIII-A and the total of questions was designed four, and nine questions for teacher.

3.5 Data Analysis

The researcher analyzed the data using the qualitative method and examine the data from questionnaires and interviews when the data achieve to be obtained. Thus, the analysis of each instrument is provided in the form

of descriptive analysis. Based on Moleong (2007), data analysis in qualitative research uses descriptive analysis which means a research procedure that generates descriptive data in the form of written or spoken words collected from observed sources and described in narrative form.

3.5.1 Questionnaire

In this section, questionnaire was analyzed to measure the data and the researcher used formula to get the accurate number of percent based on twenty questions answered by the students through questionnaire. Based on Anas (2002), the questionnaires was analyzed by using the formula:

$P = F/N \times 100\%$

P: percentage

F: frequency

N: the number of samples

3.5.2 Interview

In this research, the interview conducted face to face with the students and the type of interview was semi-structured interview. The interview used "*Bahasa Indonesia*" then the result of the interview was translated based on the interviewee's answer. After collected the data throught interview students, the data analyzed using several techniques. Based on Helaludin and Wijaya (2019) there are three qualitative techniques, they are:

a. **Data Reduction**

When collecting the data, the researcher got the many and complex data and it was not systematis, so that the researcher analyzed the data using data reduction. Data reduction means making summary, choosing a theme, and divided into certain categories, and making patterns, so that it has meaning. Data reduction is analysis of the data to choose, sharpen, focus, discard, and organize the data to make the conclusion. The data are selected and reduced, so that only the data that relevant with the topic is used.

After the data from interviews were collected, the researcher reduced the data by separating non essential dan important data in the form of tables and then transcript the interview result. This aims for the researcher to collect the data and make conclusions.

b. **Data Display**

Presenting the data after data reduction is a process of data display. Data display in qualitative research must be done in the form of summaries, patterns, charts, relationships between the categories, and others, its aims for the reader to make it understandable. For interview research, the researcher shows the data in the tables of students' responses in answering four interview questions.

c. Drawing Conclusion

The   last step is desicion making and verification. If the evidence of the data is not strong, the first   conclusion in qualitative research is still temporary, so it can be change any time. In other hand, if the evidence supported by consistent and valid, in this case the conclusions drawn are flexible. In this research, the researcher making conclusion in interview result by given the finish result of the interview and connecting the data result with the related research and making the new finding about students' and teacher's perceptions of using Microsoft Teams.

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.

4.1 Research Finding

4.1.1 Students' Perception of Using Microsoft Teams

This section is presented data from a questionnaire of students at the VIII-A grade about students' perception of using Microsoft Teams in speaking class. 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	SDA	
Knowledge of Microsoft Teams							
1	I already known Microsoft Teams before Microsoft Teams used as a main platform for	16,1%	6,5%	12,9%	38,7%	25,8%	100%

	online learning at SMP BSS Malang					
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 speaking class.	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 speaking class.	32,3%	35,5%	32,3%	0%	0%	100%
9	I think the features of Microsoft Teams can help to simply 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 especially in speaking class.	9,7%	51,6%	35,5%	3,2%	0%	100%
12	Microsoft Teams has good quality of video, especially during speaking class.	16,1%	25,8%	38,7%	19,4%	0%	100%

13	Microsoft Teams has clear quality of audio, especially during speaking class.	16,1%	45,2%	22,6%	16,1%	0%	100%
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 speaking class.	16,1%	64,5%	19,4%	0%	0%	100%
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   SDA : Strongly Agree

N : Neutral

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 ware 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 VIII-A 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 speaking class. 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 expresesed strongly disagreed and agreed (0%). It means that during learning specifically in speaking class, 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 speaking class. There were no students stated disagreed and strongly disagreed. 32,3% of the students stated neutral and it is because the students while speaking class feel unconfortable 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 speaking class.

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 bacause 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 speaking class, 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 speaking class, 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 speaking class. 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 speaking class 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 speaking class. The interview included four questions. The first statement is the students perceived that using Microsoft Teams during speaking class 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 speaking class 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 speaking class.

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 helped students especially in speaking class.

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 distrub status or do not distrub 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.

4.1.2 Teacher's Perception of the Use of Microsoft Teams in Speaking Class

This part explains the data which is obtained from teacher's perspective on the use of Microsoft Teams in speaking class. 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 speaking class but it depends on the teacher and students it self.

4.2 Discussion

In this section, the researcher explained the result of the research that has been done at SMP Brawijaya Smart School Malang about students' and teacher's perception of use Microsoft Teams specifically in speaking class at VIII-A 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.

4.2.1 Students Perception of Using Microsoft Teams in Speaking Class

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 Temas. 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; chating, 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 relavant with the result of study by Ly et al. (2021) that domnant (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 speaking class, most of the students agreed with the statements. Firstly, the students understand about the used of Microsoft Teams during in speaking class. However, other students perceived neutral because as the teacher said in interview section,

she 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 speaking class are understand with the instructur 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 speaking class. 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 speaking class, 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 freezed.

Almost all the students answered the statement that said the features that helps students during learning especially in speaking class 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 speaking class are raise hand and break out room (I-1, 2022). One of the students mentioned noise suppresion 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 speaking class 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 speaking class 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 suppresion, 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 dificulties while used Microsoft Teams.

4.2.2 Teacher Perception in the Use Of Microsoft Teams in Speaking Class

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 speaking class 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 converence. 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 speaking class 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 speaking class 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.

5.1 Conclusion

According to the finding in chapter 4, it was explained about the students' and teacher's perception of using Microsoft Teams in speaking class at VIII-A grade students of SMP Brawijaya Smart School Malang. Thus, the conclusion answer the research questions of this study.

Based on the theory of technology acceptence 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.

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. The students' knowledge about Microsoft Teams is good because most of the students understand how to use

Microsoft Teams and how the features worked. Moreover, there are several opinion about students experiences while using Microsoft Teams such as: the students stated that Microsoft Teams is a complete platform that can be used in learning process. It also effective platform used for learning. In addition, students agreed that the features of Microsoft Teams can helps them during learning process especially in speaking class. Students agreed that microphone and camera help students in speaking class. The students also implied about the features that can be used during speaking class, they are: break out room, raise hand, microphone, camera, chat box if the microphone does not worked, share screen, assignment, noice suppresion, and recording. However, there is crucial problem faced by most of the students while using Microsoft Teams that was internet connection because Microsoft Teams needs strong internet connection. Furthermore, there were another problems faced by 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 students uses Microsoft Teams, but the majority of the students recognized positively. Thus, it can be concluded that students' perceptions on the use of Microsoft Teams in speaking class are positive.

Based on the the result and discussion above, the researcher can conclude that teacher's perceptions of using Microsoft Teams is easy to use because school already organized workshop about Microsoft Teams so that teacher know how to use Microsoft Teams. Teacher's experiences on using

Microsoft Teams while teaching English speaking was fun and enjoyed because teacher already know the usage of Microsoft Teams and there are many features that can be used. Also, 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. Teacher implied about the features that can be used in speaking class are: raise hand, on and off camera, on and off microphone, break out room, chat box, share screen, people, and recording. Microsoft Teams has break out room that can be used for improve speaking skill in some variables of speaking such as fluency, pronunciation, and vocabulary so that the students can practice their speaks in the room with their friends. However, there are some problems that teacher faced while used Microsoft Teams, such as: need a strong internet connection and device sometimes lagged.

5.2 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 suggest to the users of Microsoft Teams for internet connection problem, the users must have high internet connection so that the meeting section or when the users open the camera it is not forced close. Some suggestion for future research such as; the future research can investigate about how the implementation of Microsoft Teams especially in speaking class, how the teacher use the features of Microsoft Teams and how it is effective during

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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APPENDICES

Appendix 1

Features of Microsoft Teams
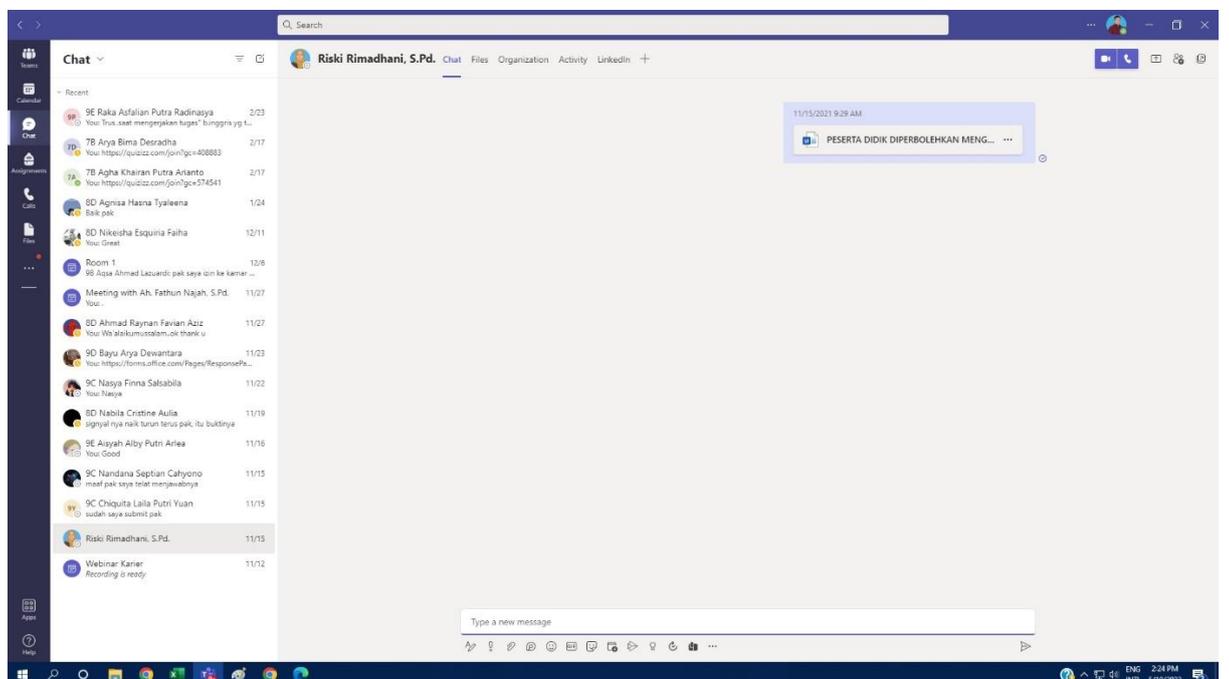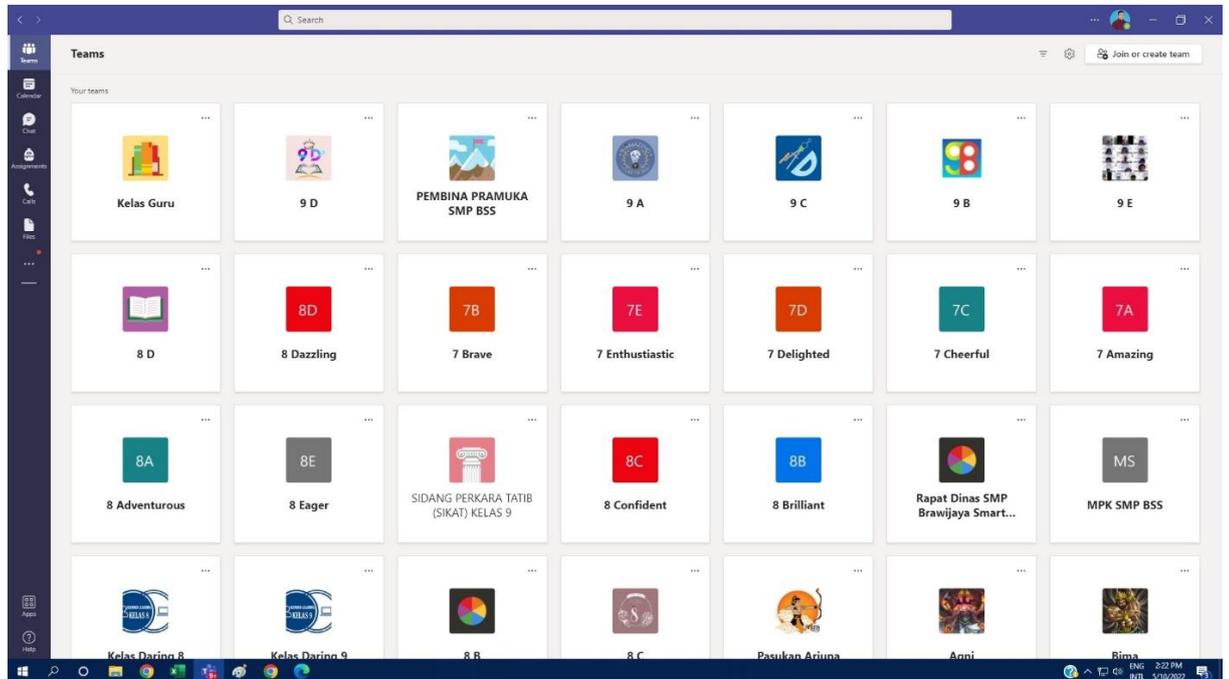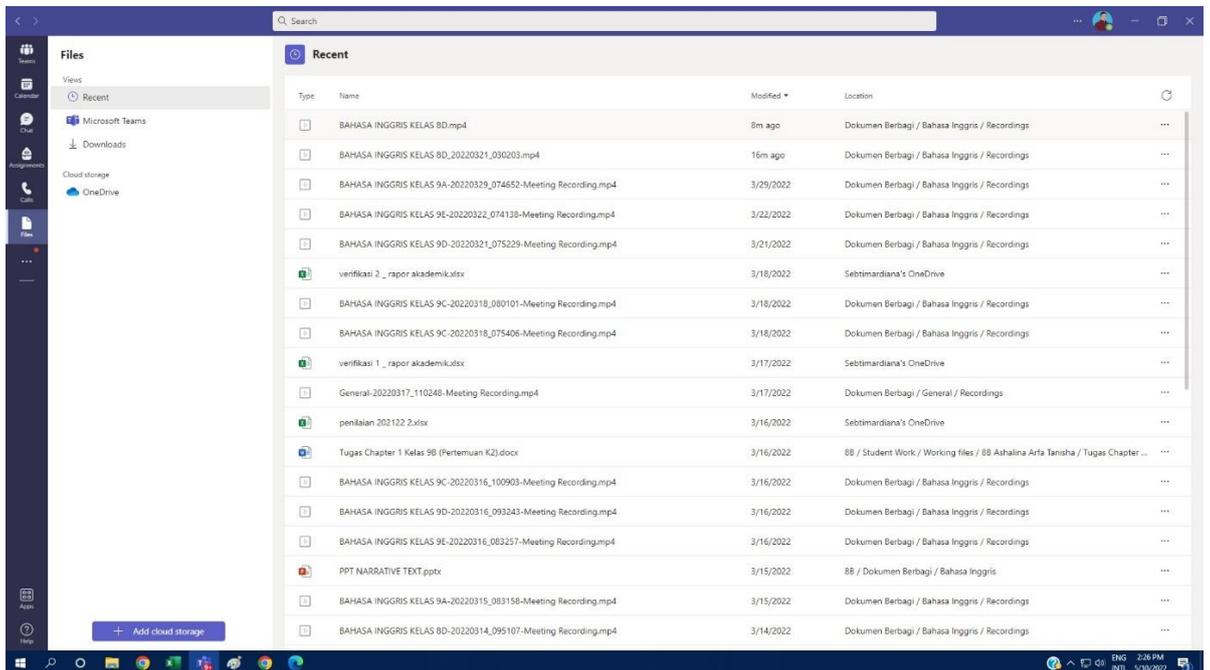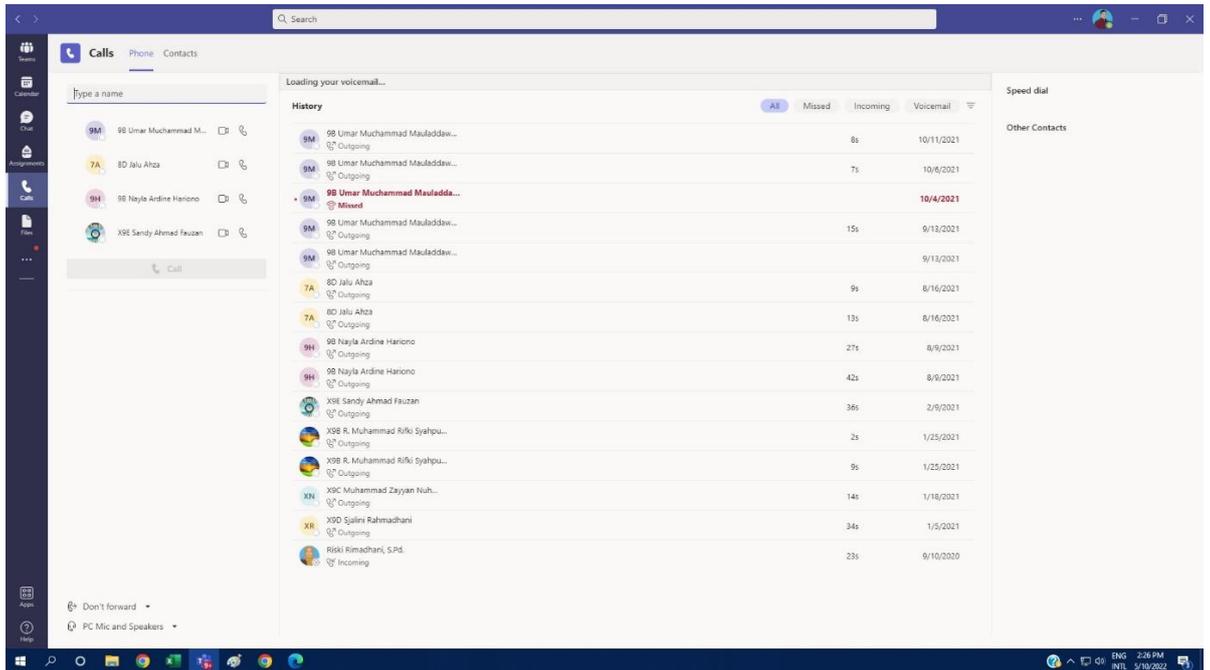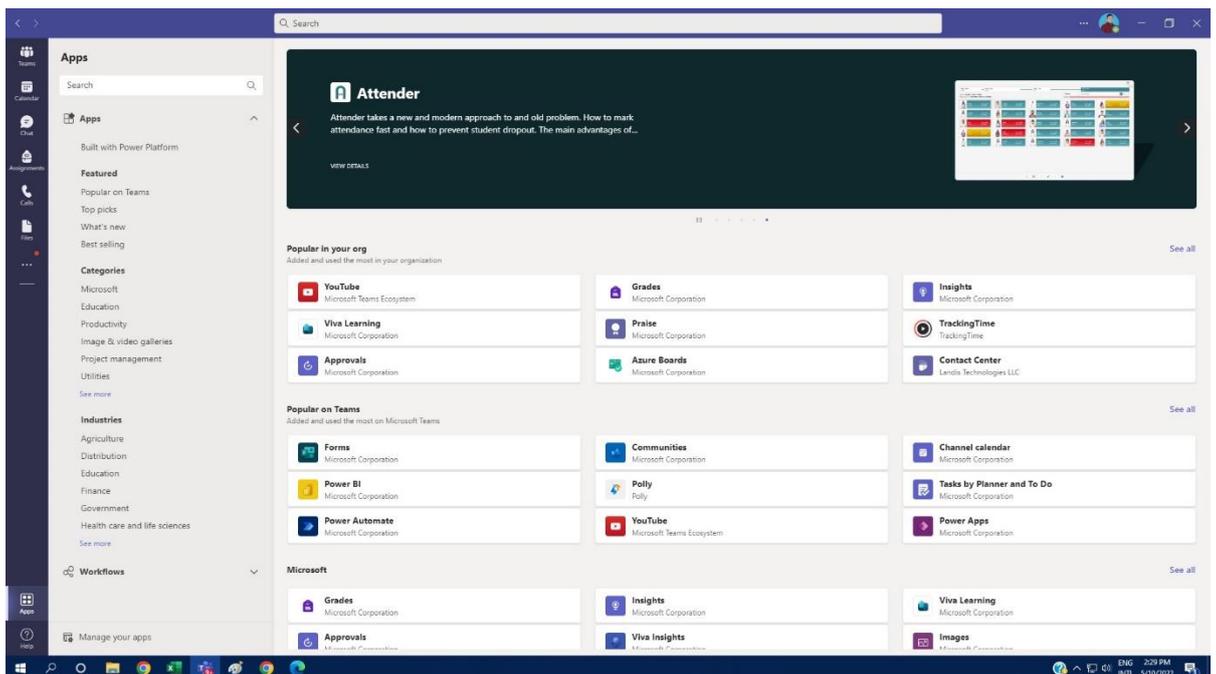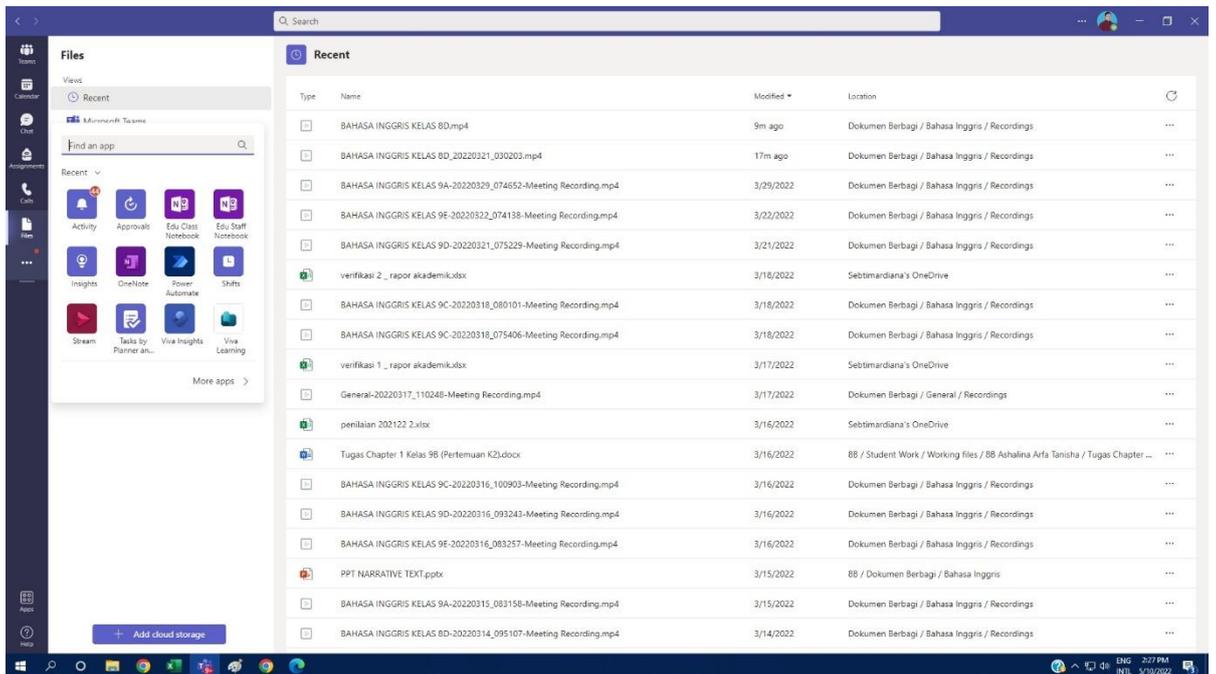
Appendix 2

Questionnaire

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Questionnaire

</div>

Variable	Indicators	Statements
Students' perspective of using Microsoft Teams in speaking class	Positive Perspective	• I already known Microsoft Teams before Microsoft Teams used as a main platform for online learning at SMP BSS Malang. • 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 speaking class. • I belived that Microsoft Teams is a good platform used for learning.

		- I understand the use of Microsoft Teams as a learning platform. - I feel comfortable when I used Microsoft Teams in speaking class. - 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 speaking class. - Microsoft Teams has good quality of video, especially during speaking class. - Microsoft Teams has clear quality of audio, especially during speaking class. - I can see clearly when teacher explained the materials used sharescreen feature in speaking class.

		• I can understand about the instruction that teacher explained by using Microsoft Teams specifically during speaking class.
	Negative Perspective	• 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	5	2	4	12	8	31

	used as a main platform for online learning at SMP BSS Malang					
2	Microsoft Teams contain a feature for private discussion and public discussion.	18	10	2	1	0	31
3	Microsoft Teams have some 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 speaking class.	14	13	4	0	0	31

6	I belived that Microsoft Teams is a good platform used for learning.	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 quallity of video, especially during speaking class.	5	8	12	6	0	31

13	Microsoft Teams has clear quallity of audio, especially during speaking class.	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   DA : Disagree

A : Agree   SDA : Strongly Agree

N : neutral

Appendix 4

Interview Guideline

Teacher Interview Guideline

No.	Questions
1	Do you understand about the use of Microsotf 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 speaking class ?
7	What are the features do you usually use when English speaking class ?

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?

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 Microsotf Teams as learning media? (*Apakah anda paham dalam penggunaan Microsoft Teams?*)
DSP		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. (*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*).
A		In your opinion, does the students understand about the usage of Microsoft Teams? (*Menurut anda, apakah murid paham ketika menggunakan Microsoft Teams?*)
DSP		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. (*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*).

A		What do you think about the usage of Microsoft Teams? *(Bagaimana pendapat anda tentang penggunaan Microsoft Teams?)*
DSP		I think Microsoft Teams is a perfect platform that can be use for teaching and learning. It also has complete feature. (*Menurut saya Microsoft Teams merupakan aplikasi yang sempurna untuk pembelajaran. Pada Microsoft Teams terdapat banyak fitur juga yang bisa digunakan)*
A		In your opinion, what are the advantages of Microsoft Teams*?(Menurut anda, apa saja kelebihan dari Microsoft Teams?)*
DSP		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. (*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*

		pengumpulan tugas atau pekerjaa rumah melalui fitur assignment).
A		In your opinion, what kind of problems/difficulties you faced while using Microsoft Teams? (*Menurut anda, kendala apa saja yang biasa anda hadapi selama menggunakan Microsoft Teams?*)
DSP		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. (*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).*
A		What do you think about the process of teaching while use Microsoft Teams in speaking class ? (*menurut anda, bagaimana proses pengajaran bahasa Inggris selama menggunakan Microsoft Teams?*)

| DSP | | 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. (*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 kebeberapa 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 menfasilitasi dalam bekerja kelompok supaya murid bisa berdiskusi dengan teman kelompoknya*).* |

A		What are the features do you usually use in speaking class? (*Fitur apa saja yang biasa digunakan selama mengajaran bahasa Inggris khususnya pada saat mengajar berbicara (speaking)?*
DSP		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. (*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*)
A		Do you know the function of all the features in Microsoft Teams? (*Apakah anda mengetahui semua kegunaan dari fitur Microsoft Teams?*)
DSP		Probably not all of the features i understand about the function. Bu, I understand about the features that usually use for teaching

		and learning. I do not understand the fuction of the features that i have never used during teaching and learning process. (*Jika dibilang semua mungkin tidak, yang saya pahami itu fitur yang biasa diguanakan selama belajar mengajar saja. Untuk fitur yang tidak pernah saya pakai yaa saya tidak paham bagaimana kegunaannya karena tidak pernah digunakan proses belajar mengajar*)
A		Do Microsoft Teams can used for improve students speaking skill? (*Apakah Microsoft Teams ini bisa digunakan untuk meningkatkan kemampuan berbicara siswa?*)
DSP		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. (*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 diguanakan apa saja, namun pada intinya itu*

		tergantung pada guru yang membuat murid siswa aktif dan murid yang mau aktif berbicara juga).

Result of Students Interview

Subject	:	Students
Date	:	June, 10th , 2022
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 ? (*what do you think about the process of teaching English while using Microsoft Teams?*)

GSN		Menyenangkan seperti kelas pada umumnya. (*it was fun as well as other learning processed*)
A		Menurut kamu apakah Microsoft Teams ini merupakan aplikasi yang lengkap? (*do you think Microsoft Teams is a complete application?*)
GSN		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 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 neet to open the microphone and immediately use the raise hand feature and then talk*).
A		Menurut kamu selama kegiatan belajar bahasa Inggris khususnya speaking, apakah fitur-fitur dari Microsoft Teams itu bisa membantu kamu selama proses pembelajaran? (*in your opinion, during speaking class, does the features of Microsoft Teams can help students during learning process?*)

GSN		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. (*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*)
A		kendala Apa saja sih yang pernah kamu hadapi selama menggunakan Microsoft Teams? (*what are the obstacles have you faced while using Microsoft Teams?*)
GSN		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. (*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*)

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?*)
MZR		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. (*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*)
A		Apakah Microsoft Teams merupakan aplikasi yang lengkap? (*does the Microsoft Teams is a complete application?*)
MZR		dari segi fitur Microsoft Teams, menurut saya cukup lengkap. Bisa digunakan untuk memulai sebuah conversation atau sebuah percakapan terutama untuk percakapan grup. Dan

		memang cocok banget buat sekolah online. (*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*).
A		selama saat belajar bahasa Inggris khususnya belajar speaking, apakah fitur-fitur dari Microsoft itu bisa membantu selama kegiatan belajar ? (while in speaking class, does the features of Microsoft Teams can help during learning process?)
MZR		Sangat membantu sekali. Terutama pada Microsoft Teams ini ada fitur yang dinamakan "noise suppresion" 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. (*it is very helpful. Especially in feature called "noise suppression" which makes anoyying 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*).

A		Kendala apa saja sih yang pernah kamu hadapi selama menggunakan Microsoft Teams? (*what kinds of obstacles have you ever faced while using Microsoft Teams?*)
MZR		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. (*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*)

Name : Interviewee 3 (I-3)

A		Bagaimana menurut kamu proses dari pengajaran bahasa Inggris selama menggunakan Microsoft teams? (*what do you think about the process of speaking class while using Microsoft Teams?*)
SPR		Simple, efisien, dan lancar. Namun, tergantung koneksi wi-fi guru atau siswa. (*simple, efficient, and fluent. But, it depends to the internet connection of the teacher and students*)
A		Menurut kamu, apakah Microsoft Teams merupakan aplikasi yang lengkap ? (*in your opinion, do you think Microsoft Teams is a complete application?*)
SPR		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 ? (*in your opinion, during speaking class, does the features of Microsoft Teams help you during learning activities?*)
SPR		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. (*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*)

		Kendala apa saja yang kamu hadapi ketika kamu menggunakan Microsoft teams? (*what obstacles do you often faced while using Microsoft Teams?*)
SPR		ketika kita menggunakan fitur raise hand, itu tergantung host-nya akan melihat atau tidak karena jika host sedang dalam status do not distrub 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. (*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 distrub status or do not distrub 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*)

Name : Interviewee 4 (I-4)

A		Bagaimana menurut kamu proses dari pengajaran bahasa Inggris selama menggunakan Microsoft Teams? (*what do you*

		think about the process of teaching English speaking while using Microsoft Teams?)
RPR		Menurut saya itu sangat baik karena memiliki fitur-fitur yang sangat banyak dan membantu proses pengajaran selama online menjadi lancar. (*I think it is very good because it has a lot of features and it helps the online learning process run smoothly*).
A		Menurut kamu apakah Microsoft Teams ini merupakan aplikasi yang lengkap? (*do you think Microsoft Teams is a complete application?*)
RPR		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. (*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*)
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? (*in your opinion, during speaking class, does the features of Microsoft Teams helps you while you learning speaking?*)
RPR		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. (*obviously yes, because it has a lot of features that can helps in learning speaking, specifically microphone that we can use it for speaking*).
A		Kendala apa saja sih yang kamu hadapi selama kamu menggunakan Microsoft Teams? (*what kinds of obstacles that you faced during used Microsoft Teams?*)
RPR		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. (*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).

Name : Interviewee 5 (I-5)

A		Bagaimana menurut kamu proses dari pengajaran bahasa Inggris selama menggunakan Microsoft Teams? *(what do you think about the process of teaching English speaking while using Microsoft Teams?)*
AAK		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. (*while used Microsoft Teams, learning English is quite smooth and effective because there are many features that can be used. It also fun class).*
A		Menurut kamu Apakah Microsoft teams merupakan aplikasi yang lengkap? (*do you think Microsoft Teams is a complete application?)*
AAK		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 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)
A		Selama belajar bahasa Inggris khususnya pada saat belajar speaking, Apakah fitur-fitur dari Microsoft itu bisa membantu kamu selama kamu belajar ? (*in your opinion, during speaking class, does the features of Microsoft Teams helps you while you learning speaking?*)
AAK		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. (*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*)
A		Kendala Apa sih yang kamu hadapi ketika kamu menggunakan Microsoft teams ? (*what kinds of obstacles that you faced during used Microsoft Teams?*)
AAK		Kendala yang saya dapatkan dari menggunakan MS teams itu memerlukan banyak data dan harus mempunyai koneksi yang sangat kuat. (*the problem that I faced while used Microsoft*

		Teams that is it needs a lot of data internet and must have very strong internet connection).

Appendix 6

Lembar validasi Instrument penelitian Kuisioner terkait Persepsi Murid dan Guru terhadap Penggunaan Microsoft Teams pada Pembelajaran Bahasa Inggris Berbicara

Nama   : Nur Fitria Anggrisia, M. Pd

NIP   : 19890901 20180201 2 156

Instansi   : UIN Maulana Malik Ibrahim Malang

A. Petunjuk Pengisian Angket

1. Sebelum mengisi angket ini, dimohon Bapak/Ibu membaca dengan teliti angket terkait Persepsi Murid dan Guru terhadap Penggunaan Microsoft Teams pada Pembelajaran Berbicara.

2. Instrument ini berisi kolom pertanyaan dan kolom jawaban. Silahkan Bapakk/Ibu memberi tanda centang (√) pada salah satu skor yang terdapat pada kolom jawaban sesuai dengan kriteria penilaian Bapak/Ibu.

3. Keterangan skor beserta kriteria penilaian angket adalah sebagai berikut:

Skor	Keterangan
1	Sangat Tidak (tepat, sesuai, jelas, menarik, mudah)
2	Kurang (tepat, sesuai, jelas, menarik, mudah)
3	Cukup (tepat, sesuai, jelas, menarik, mudah)
4	Tepat (tepat, sesuai, jelas, menarik, mudah)
5	Sangat (tepat, sesuai, jelas, menarik, mudah)

B. Pertanyaan

No.	Aspek yang Dinilai	Skor				
		1	2	3	4	5
1	Menggunakan bahasa Indonesia yang sesuai dengan Ejaan Yang Disempurnakan (EYD)					
2	Kesesuaian bahasa dengan tingkat berpikir siswa					
3	Kesesuaian penggunaan bahasa					
4	Kesesuaian angket dengan komponen variabel penelitian					

C. Pertanyaan

*Kritik dan saran langsung ditulis pada angket yang dibuat untuk diperbaiki

Malang, 06 Mei 2022

Validator,

Nur Fitria Anggrisia, M. Pd

NIP. 19890901 20180201 2 156

Appendix 7

Surat Keterangan Selesai Penelitian

Appendix 8

Documentation

Appendix 9

Thesis Consultation Logbook

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
**FAKULTAS ILMU TARBIYAH DAN
KEGURUAN**
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://tarbiyah.uin-malang.ac.id. email : tbi_uinmalang@ymail.com

**BUKTI KONSULTASI BIMBINGAN SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS**

Nama   : Imra'atul Mufidah
NIM   : 18180018
Judul   : **Students' and Teacher's Perception of using
Microsoft Teams in Speaking Class at SMP
Brawijaya Smart School Malang (8th Grade
students)**

Dosen Pembimbing   : Nur Fitria Anggrisia, M.Pd

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Skripsi
1.	3/12/2021	Thesis Title Submission and Consultation	
2.	16/01/2022	Thesis Title Approval	
3.	14/02/2022	Review Chapter I: Background of The Study	
4.	19/02/2022	Review Chapter II: Literature Review	
5.	18/04/2022	Review Chapter I, II, and III	
6.	6/06/2022	Instrument of Research	

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IBRAHIM MALANG
**FAKULTAS ILMU TARBIYAH DAN
KEGURUAN**
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://tarbiyah.uin-malang.ac.id. email : tbi_uinmalang@ymail.com

7.	26/06/2022	submited Chapter IV and V	
8.	15/07/2022	Review Chapter IV and V	
9.	22/07/2022	Abstract, References, and Appendix	
10.	9/08/2022	Approval Chapter I, II, III, IV, and V	

Menyetujui,
Dosen Pembimbing

Nur Fitria Anggrisia, M.Pd
NIP. 19890901 20180201 2 156

Malang, 10 Agustus 2022
Mengetahui,
Ketua Jurusan TBI

Dr. H. Langgeng Budianto, M.Pd
NIP. 19711014 200312 1 001

Appendix 10

Curriculum Vitae

Name : Imra'atul Mufidah

Student's ID Number : 18180018

Place and Date of Birth : Sari-Sape, December 14 2000

Faculty/Department : Faculty of Education and Teacher Training/English Education

Year of Entry : 2018

Address : RT. 05/RW. 03 Sari – Sape – Bima - NTB

Phone Number : 082340143002

Email : mufidahim2000@gmail.com

Father : Anwar, S.Ag

Educational Background

1. TK Mekar Sari   2004 – 2006

2. SD Negeri 1 Sari   2006 – 2012

3.	SMP Negeri 2 Sape	2012 – 2015
4.	MA Negeri 2 Kota Bima	2015 – 2018
5.	UIN Maulana Malik Ibrahim Malang	2018 – sekarang

Malang, Augsut 10, 2022
Mahasiswa,

Imra'atul Mufidah
NIM. 18180018