AN ANALYSIS ON STUDENTS' PERCEPTION ON MICROSOFT TEAMS AS A PLATFORM FOR READING COMPREHENSION

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Abstract

This research aims to investigate the students' perception of using Microsoft Teams for reading comprehension. There were 153 eleventh grade students at SMK Kristen Immanuel II Sungai Raya who participated in this research. This is descriptive research with a quantitative approach that used twenty-two items questionnaire as the data collection for the close-ended questions. The result presented that mostly the percentage of each aspect showed a positive response. Those were, the highest percentage strongly agree and agree of easy access to Microsoft Teams is 86,2%, perceived usefulness in Microsoft Teams is 76,59%, attitude towards use Microsoft Teams is 69,3%, behavior intention of English through using Microsoft Teams is 90,2%, and actual use of Microsoft Teams is 77,1%. According to the finding and discussion of the research, the researcher concluded that the students had a positive perception towards the use of Microsoft Teams for learning English. The writer concluded that the students had a positive perception towards the used of Microsoft Teams for reading comprehension.

Keyword: Microsoft Teams, Reading Comprehension, Students' Perception

Abstrak

Penelitian ini bertujuan untuk menyelidiki persepsi siswa tentang penggunaan Microsoft Teams untuk pemahaman membaca. Ada 153 siswa kelas sebelas di SMK Kristen Immanuel II Sungai Raya yang berpartisipasi dalam penelitian ini. Penelitian ini merupakan penelitian

deskriptif dengan pendekatan kuantitatif yang menggunakan dua puluh dua item kuesioner sebagai pengumpulan data untuk pertanyaan tertutup. Hasil penelitian menunjukkan bahwa sebagian besar persentase dari setiap aspek menunjukkan respon yang positif. Persentase tertinggi adalah sangat setuju dan setuju terhadap kemudahan akses ke Microsoft Teams sebesar 86,2%, persepsi kegunaan Microsoft Teams sebesar 76,59%, sikap terhadap penggunaan Microsoft Teams sebesar 69,3%, intensi perilaku berbahasa Inggris melalui penggunaan Microsoft Teams sebesar 90,2%, dan penggunaan Microsoft Teams secara aktual sebesar 77,1%. Berdasarkan hasil temuan dan pembahasan penelitian, peneliti menyimpulkan bahwa siswa memiliki persepsi positif terhadap penggunaan Microsoft Teams untuk belajar bahasa Inggris. Penulis menyimpulkan bahwa siswa memiliki persepsi yang positif terhadap penggunaan Microsoft Teams untuk pemahaman membaca.

Kata kunci: Tim Microsoft, Pemahaman Membaca, Persepsi Siswa

Introduction

In the era of Society 5.0, people have thrived in using of digital technology to create a more efficient environment, especially in international communication and collaboration. Digital technology allows people to communicate with people from various countries worldwide in real-time. The ability to learn English is essential to facilitating international communication and collaboration because English is an international language used in various countries. Therefore, communicating and understanding English can give students more significant future advantages and opportunities. In addition, learning English can also help students improve cognitive abilities, such as good memory and analytical skills. Thus, learning English as an essential subject in schools is very important to prepare eleventh-grade students to be creative in facing an increasingly complex global world. Using technology in learning English can increase student interest because technology is attractive in presenting learning material. In addition, technology can make it easy for students to access and study learning materials. Mandasari (2020) states that utilizing technology to learn a language may aid students in their learning and boost their educational achievement.

Technology is used explicitly in the teaching and learning process to improve student abilities because technology has several advantages, namely having access to a wide range of educational materials, technology allows students to collaborate and communicate with fellow students and teachers in achieving learning goals, and technology allows teachers to provide feedback to

students so that students can improve things that have not been achieved in the learning objectives.

In teaching English, the teacher must be able to master the learning material well, and the teacher must be able to use technology that has developed in this era during the teaching and learning activity. Clark and Mayer (2016) states technology can increase teaching efficiency and effectiveness because technology can provide more structured and focused teaching and more rapid and accurate feedback. Technology can also help teachers to personalize teaching for each student, monitor student progress in real time, and provide more measurable support. Moreover, Parvin and Salam (2015) states by using technology, learners may expose themselves to more language in proper contexts and create their knowledge.

One of the technologies widely used in education is Microsoft Teams, a communication and collaboration platform developed by Microsoft. Microsoft Teams has been used in various educational settings, including language learning. In learning English, every student has a perception. Student perception is a student's point of view or understanding of material or information received by students when learning activities occur. Lamatokan (2018) states that by having a perception, students will understand why they should participate in an activity, namely activities that can help them learn English and what they can do with knowledge inside and outside of academic goals. Perception can be divided into three forms, namely positive, negative, and neutral perceptions. Positive perception is a favorable opinion of an object or statement. A negative perception is a negative opinion of an object or idea. Meanwhile, neutral perception appears when the positive and negative perceptions are minimal. Each student has a different perception. Students' perceptions of learning can influence the teacher's learning process so that students can understand lessons optimally or not optimally. Therefore, this research aims to investigate students' perceptions on Microsoft Teams as a platform for learning English.

The writer did teach practice in SMK Kristen Immanuel II Sungai Raya. Based on the writer's experience when joining the teaching practice (PPL), the research found that the teacher used Microsoft Teams as a platform for learning English. Microsoft Teams is still unfamiliar or rarely used by most schools in West Kalimantan, especially in Kubu Raya Regency, but this school have been using the platform since the Covid-19 pandemic until now. Therefore, the writer is interested in discovering students' perceptions of using Microsoft Teams as a platform for learning English. Some previous research related to the students' perception on Microsoft Teams in learning English. Rojabi (2020) conducted

research on EFL students at Open University (Universitas Terbuka UPBJJ). The study results revealed that online learning through Microsoft Teams is something new for students, but communication during learning has motivated students to participate in learning well, so they can more easily understand and comprehend learning material. The second research by Arifah et al. (2022), the writer conducted research on Junior High School students of Kyai Wakhid Hasyim School. The study results revealed that most students and teachers are interested in Microsoft Teams because teachers can use audiovisuals to support learning materials so that students also feel happy and actively involved during learning activities.

In another research by Faisal et al. (2021), the writer conducted research on Senior High School students of SMAN 10 Pinrang. The study results revealed that student perceptions of using Microsoft Teams in English learning show that learning through Microsoft Teams is flexible because the features in Microsoft Teams can facilitate students in their learning activities. The three previous studies carried out were on the use of Microsoft Teams in online learning, while the research I have done is on the use of Microsoft Teams for offline learning. Therefore, from this previous research, there are some broadly different aspects, such as the subject of the research, in which this study investigates the students of a vocational high school, and the objective of the research, which focuses on the reading comprehension. The similarity of this research with previous studies is using Microsoft Teams as a platform for reading comprehension.

Research Method

This research used a descriptive design. According to Mertler (2014) descriptive research uses a design to explain and interpret the status of a person, location, and event situation. As a result, this study aims to statistically assess and explain the perception of the eleventh-grade students at SMK Kristen Immanuel II Sungai Raya. In this research, the participants were the eleventh-grade students. The number of samples to be taken was 153 respondents. They had used Microsoft Teams more than one year.

The data of this research were derived from the Likert scale questionnaires with five scale (table 1) and close-ended questionnaires. The questionnaires were divided into five sections, each containing 22 items. They were developed to reveal the students' perceptions of Microsoft Teams for reading comprehension. The questionnaires included perception of easy access on Microsoft Teams, perceived usefulness in Microsoft Teams, attitude towards use

Microsoft Teams, behavior intention of English through using Microsoft Teams, and actual use of Microsoft Teams.

This research used a non-test technique, in which the writer distributed a questionnaire to the participants in order to collect data. The questionnaire used to find students' perception on Microsoft Teams as a platform for reading comprehension. The writer created the questionnaire by using Google form.

Table 1.Likert Scale

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

(Ary et al. 2010)

The data were analyzed to determine the percentage of each item. According to Sudjono (2008) determined the percentage of each statement's frequency using the formula provided below:

$$P = \frac{F}{N} \times 100\%$$

Note:

P= Percentage

F= Frequency

N= the number of sample

100% = constant value

The writer used range score and categorize (Table 2) to identify the students' perception.

Table 2. Range and Categorize

Range Score	Categorize
0% - 34 %	Negative Perception
35% - 67%	Neutral Perception
68% - 100%	Positive Perception

(Sugiyono, 2015)

Results and Discussion

Result

In this section, the writer presents findings derived from the collected and analyzed questionnaire data. The writer presented the percentage of each item in the questionnaire.

Easy access of Microsoft Teams

Easy access of Microsoft Teams is the first aspect that students experience when starting to use the Microsoft Teams platform. The findings regarding ease of access to Microsoft Teams have shown that student responses agree that students find it easy to access applications and access reading material in Microsoft Teams.

Table 3. Easy access of Microsoft Teams

Statement	SA	A	N	D	SD	Category
It is easy to sign in Microsoft Teams.	83 (52,2%)	52 (34%)	18 (11,8)			Positive Perception
It is easy to access English reading material in Microsoft Teams.	56 (36,6%)	72 (47,1%)	24 (15,7%)	1 (0,7%)		Positive Perception
I could easily access English reading assignment in Microsoft Teams.	56 (36,6%)	72 (47,1%)	24 (15,7%)	1 (0,7%)		Positive Perception
I could easily submit the English reading assignment to Microsoft Teams.	59 (38,6%)	72 (47,1%)	21 (13,7%)	1 (0,7%)		Positive Perception
I could easy to understand the system in Microsoft Teams.	53 (34,6%)	64 (41,8%)	35 (22,9%)	1 (0,7%)		Positive Perception
I could easy to operate the Microsoft Teams platform.	50 (32,7%)	67 (43,8%)	34 (22,2%)	2 (1,3%)		Positive Perception

Perceived Usefulness in using Microsoft Teams

Students' perceived usefulness in using Microsoft Teams is a measure of whether they believe that technology can help them better learn reading material through the Microsoft Teams platform.

Table 4. Students' Perceived Usefulness in using Microsoft Teams

Statement	SA	A	N	D	SD	Category
The quality of reading learning activity is excellent.	30 (19,6%)	82 (53,6%)	37 (24,2%)	4 (2,6%)		Positive Perception
Microsoft Teams is an excellent medium for reading material.	36 (23,5%)	73 (47,7%)	43 (28,1%)	1 (0,7%)		Positive Perception
The grading system in Microsoft Teams helps in monitoring my English reading comprehension.	37 (24,2%)	58 (37,9%)	52 (34%)	6 (3,9%)		Positive Perception
The teacher's feedback on the reading material on Microsoft Teams is helpful.	45 (29,4%)	72 (47,19)	33 (21,6%)	3 (2%)		Positive Perception

Attitude Towards use Microsoft Teams

Students' attitudes toward using Microsoft Teams reflect their feelings toward accepting technology and understanding its use.

Table 5. Attitude Towards use Microsoft Teams

Statement	SA	A	N	D	SD	Category
Learning English on Microsoft Teams is fun.	34 (22,2)	62 (40,5%)	52 (34%)	4 (2,6%)	1 (0,7%)	Positive Perception
Using Microsoft Teams to improve reading comprehension is a good idea.	33 (21,6%)	73 (47,7%)	42 (27,5%)	4 (2,6%)	1 (0,7%)	Positive Perception
Microsoft Teams is an attractive way to learn reading material.	22 (14,4%)	79 (51,6%)	49 (32%)	3 (2%)		Positive Perception
I like using Microsoft Teams for learning reading.	27 (17,6%)	57 (37,3%)	58 (37,9%)	9 (5,9%)	2 (1,3%)	Positive Perception

Behavior Intention of English through using Microsoft Teams

The behavioral intention in the context of using Microsoft Teams to learn English for reading comprehension refers to students' motivation or plans to use the platform to improve their English language skills in the future.

Table 6. Behavior Intention of English through using Microsoft Teams

Statement	SA	A	N	D	SD	Category
Microsoft Teams is useful for me as a student.	63 (41,2%)	75 (49%)	13 (8,5%)	1 (0,7%)	1 (0,7%)	Positive Perception
Microsoft Teams helps me improve my reading comprehension.	26 (17%)	69 (45,1%)	57 (37,3%)	1 (0,7%)		Positive Perception
Reading materials in Microsoft Teams is helpful for me to learn English.	33 (21,6%)	71 (46,4%)	45 (29,4)	4 (2%)		Positive Perception
I think Microsoft Teams should be used in English classes in the future.	44 (28,8%)	72 (47,1%)	34 (22,2%)	1 (0,7%)	2 (1,3%)	Positive Perception

Actual Use of Microsoft Teams

The actual use of Microsoft Teams refers to real student involvement and activities. Actual use is important for evaluating the effectiveness and application of the Microsoft Teams platform in English learning.

Table 7. Actual Use of Microsoft Teams

Item	SA	A	N	D	SD	Category
Microsoft Teams helps me cooperate with classmates.	48 (31,4%)	68 (44,4%)	30 (19,6%)	5 (3,3%)	2 (1,3%)	Positive Perception
The reading assignments help me to improve my reading comprehension.	36 (23,5%)	82 (53,6%)	35 (22,9%)			Positive Perception
Discussion forum helps me improve my reading comprehension.	28 (18,3%)	71 (46,4%)	51 (33,3%)	3 (2%)		Positive Perception
Microsoft office 365 file (Microsoft Word, Excel and Powerpoint) helps me improve my reading comprehension.	45 (29,4%)	68 (44,4%)	34 (22,2%)	5 (3,3%)	1 (0,7%)	Positive Perception

Discussion

This research was conducted to investigate the students' perceptions on Microsoft Teams as a platform for reading comprehension. To answer this question, the writer distributes the questionnaire to all eleventh-grade students at SMK Christian Immanuel II Sungai Raya which consists of four classes with a total number of students are consist 153 students. In collecting the data, the writer made the questionnaire through the Google Form and distributed the Google Form link to students through the WhatsApp group. Before distributing the link questionnaire, the writer explained first about the purpose of the study. The writer come directly to the school and visit all eleven classes to spread the link questionnaire. The questionnaire consists of five aspects.

The first aspect is the easy access of Microsoft Teams. The students show positive responses. Student perceptions agree that there is an ease of accessing the Microsoft Teams platform, students are easy to access the reading material in the platform, and students understand the system and how to operate the Microsoft Teams platform. It deals with Purba (2021) based on the findings of his research, he stated that most students agree that Microsoft Teams is easily accessible for English learning. Microsoft Teams can be easily connected to WiFi or the internet. The learning material provided by the teacher is very structured through Microsoft Teams so that students can easily access the material.

The second aspect is perceived usefulness in Microsoft Teams. Student perceptions agree that Microsoft Teams are excellent medium for reading material, grading system in Microsoft Teams platforms can help students monitor their English Comprehension. This finding is in line with Al Enezi et al.

(2022) he stated that the findings in their research stated that students agree that Microsoft Teams is a good learning medium because Microsoft Teams encourage students to interact more with the teacher during learning. Students are given performance evaluations, which are feedback from the teacher, so that students can evaluate the learning that has been learned. The third aspect is attitude towards use Microsoft Teams. Students' perceptions agree that learning material reading using Microsoft Teams is fun so they like learning reading using the platform. It deals with Rababah (2020) in his research findings stating that there are positive results of students' attitudes towards Microsoft Teams, namely students are happy to use Microsoft Teams because they feel comfortable and time- efficient in learning which can help them prepare lessons and do practice questions at home.

The fourth aspect is behavior intention of English through using Microsoft Teams. Students agree that the Microsoft Teams platform is very useful for students and they agree that this platform must be used in the future, especially in learning English on reading material. It deals with Mardhiyyah et al. (2022) he stated that based on the results of his research students agree that learning English using Microsoft is fun because it can be done anywhere because of more flexible time. In addition, Microsoft teams can improve their understanding of the learning material. The fifth aspect is actual use of Microsoft Teams. Students' perceptions agree that the Microsoft Teams platform helps them in group learning because they can use discussion forums when learning in groups, and students agree that the Microsoft Office 365 file (Microsoft Word, Excel, and PowerPoint) contained in Microsoft Teams can help improve understanding of them. This finding is in line with Mardhiyyah et al (2022) he stated that students can use the features in Microsoft Teams to learn English well. Students can also learn with friends through the discussion group forum contained in Microsoft Teams which can improve students' understanding of learning materials.

Conclusion

This research aims to investigate the students' perceptions of the use of Microsoft Teams as a platform for reading comprehension. The findings and discussion showed that students at SMK Kristen Immanuel II Sungai Raya responded positively to the use of Microsoft Teams as a platform for English learning. Students show a good response to the five aspects, namely in the following aspects: easy access of Microsoft Teams, perceived usefulness in Microsoft Teams, attitude towards use Microsoft Teams, behavior intention of English through using Microsoft Teams, and actual use of Microsoft Teams. The

features that exist in Microsoft Teams can support the process of student learning, especially in reading, because this feature is collaboration from Microsoft Office (Microsoft Word, Excel, and Power Point) that students can use in learning English. This research was only focused on eleventh-grade students in vocational high school (SMK Kristen Immanuel II Sungai Raya).

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