Chapter One

Introduction

This chapter provides an introduction to the study. In this chapter, several important points are explained. First, the research background explains why the researcher is interested in analysing students' perceptions about the use of Microsoft Teams in learning English during the Covid-19 Pandemic. The research questions that guide the analysis are present in this chapter. In addition, the research objectives was identify specific goals or objectives to be researched. The importance of the study was also show the benefits of this research for certain parties. Finally, the chapter organization, which shows a description of each chapter, was be presented.

Background of the Research

Coronavirus Disease-2019 or Covid-19 is a new type of coronavirus that first attacked Wuhan, China, at the end of December 2019. This virus spread rapidly throughout the country. WHO (World Health Organization) has stated that the Covid-19 virus has become a pandemic because it has spread worldwide, including in Indonesia. For the first time, the Indonesian government announced two people who had tested positive for the Covid-19 virus on March 2, 2020. Therefore, in the end, the government made a policy of learning from home and working from home to minimize the spread of the Covid-19 virus.

The existence of the Covid-19 virus is the biggest factor that affects all aspects of life be it, industry, economy, education, and society. The education sector is one of the most affected aspects of the Covid-19 Pandemic. The Covid-19 Pandemic has impacted all schools in Indonesia The government has also ordered a lockdown or quarantine policy through the 2020 circular Number 4 regarding the Implementation of Educational Policies in Emergency Situations for the

spread of the Corona Virus or Covid-19, which was signed directly on March 24, 2020, by Nadiem Makarim as Minister of Education and Culture Sector.

According to Anugrahana (2020), "The principle used in the rules during the current pandemic is the health and safety of the entire family, community, educators, students and education staff who are very prioritized for setting learning policies." The university is also one of the education levels affected by the pandemic Covid-19. The campus has changed the learning procedure, which is usually face-to-face, but learning is done online for now. Lecturers can apply various learning models to help all students learn from home. Furthermore, the government has also made efforts to provide learning applications that can be used easily by students and teachers. According to Arsyad in Anugrahana (2020), online learning media, commonly referred to as e-learning, is media used to support education and not to replace educational media.

Even though there is a pandemic, the entire learning process must still be carried out. Students can still study the material even at home. Learning becomes an important process for students. Since the Covid-19 Pandemic occurred, it can be seen that the readiness of teaching staff and students to use technology for learning, especially at the university level, looks effective, and the quality has been increasing. Rojabi (2020) stated that the quality of online learning still needs to be improved to make it more effective to allow students to always participate in the learning process. According to Benson (2002), Online learning is a newer version or and an improved version of distance learning. Thus, the quality of technological support must continue to be improved, and the learning platform provider companies must also improve their quality (Sri, 2020).

Therefore, in the current state of distance learning, educators must be good at choosing and making online learning media part of their teaching planning so that students are interested in

learning again and can understand the material taught by educators. The learning model applied by educators must have an important role in educational success. When they want to teach, educators must choose and apply existing models (Adi, 2019).

It is known that the problems in the world of Education in Indonesia are due to the weakness of the teaching and learning process, as evidenced by students who are not enthusiastic during the learning process and have decreased interest in learning. Sianipar (2017) pointed out that if the situation continues to decline, it was result in students being less able to solve problems. This was affect the thinking process of students who was experience a decline.

Several studies have shown that technology has many positive impacts on language learning (Martins, 2015). The internet is used as a tool to support language learning activities (Gheytasi, 2015). For online learning or e-learning research, the focus was be on online models using Microsoft Teams tools. In this e-learning learning process, educators must realize various models or options to support learning activities, including distance learning. If learning electronically is very important, it is necessary to analyze student perceptions of this learning method. According to Pintrich and Schunk (in Situmorang, 2020), in general, there is much linking between interest and motivation. It can be said that interest is an important aspect of motivation because it can affect learning, attention, thinking, and achievement (Lestari, 2009).

Anugrahana (2020) in his study stated that the purpose of the research he conducted was to find out the obstacles, solutions, and expectations for online learning in elementary schools during the Covid-19 Pandemic. The method used is descriptive qualitative. The results of research conducted by Anugrahana indicated that during the online learning process, elementary school students faced many obstacles and lacked knowledge about the use of learning media is an obstacle faced by students Furthermore, research conducted by Amelia and Dodi (2020) aims to determine

the effect of using MS. The team is currently participating in online English learning at one of the high schools in Semarang. The method used was descriptive qualitative. The research results were that MS Teams were effectively used for online learning English at the high school level.

The study conducted by Situmorang and Siahaan (2019) aimed to know the effectiveness of MS. Teams for education on the interest in learning of students. The participants in this study were all students majoring in Mathematics Education at a State University. The method used in this study was a one-shot case study. The results of this study indicated that the teaching and learning process in the Department of Mathematics Education used MS Teams which were considered effective to increase interest in learning from students.

Previous research was about MS Teams, but the research was not for teaching English lessons at the university level and not in other fields. Previous research was conducted in elementary schools, high schools, and on students majoring in Mathematics. Different from the previous research, the current research focuses on investigating the use of MS Teams for learning at the university level.

Microsoft Teams has been used by all English Language Education Department (ELED) in a private university in Yogyakarta. Not only students but all lecturers have also used MS Teams for daily teaching and learning activities. Based on the observations and interviews with some students, some students said they like to use MS Teams for the learning process because first, students do not have to come to campus. Second, if students cannot attend class, they can watch the previous learning video. Third, students can study anywhere and anytime. Fourth, students can watch the learning video again if they do not understand. Fifth, students can use the group discussion facility to discuss the material with other friends without meeting.

Furthermore, others do not like using MS Teams for the learning process. First, students have to pay more to buy internet packages. Second, sometimes the signal is also one of the obstacles they face because they are worried that there was miscommunication between them and the lecturer during the learning process. Third, students are not easily bored because offline lessons are enjoyable. Fourth, students can ask the lecturer directly about things they do not understand. Hence, this research aims to explore students' perception on ELED, namely what teachers should do to teach English effectively using MS Teams during the Covid-19 Pandemic and what obstacles students face in using MS Teams to learn English during the Covid-19 Pandemic.

Identification of problems

The process of teaching and learning English during the Covid-19 Pandemic at an Islamic private University in Jogjakarta must be implemented using an online method and one of the tools used is MS Teams. This is believed to help the teaching and learning process of students and improve their English learning skills. The researcher observed students' perspectives when learning using MS Teams and students' general concerns about using MS Teams as a learning medium.

During the observation, the researcher found many obstacles faced by students. The education system that has changed since March 2020 has made many students complain about obstacles during learning activities.

The first obstacle is online lectures using MS Teams causing communication between students and lecturers to be hampered because there are often misconceptions about the knowledge conveyed. For example, when the lecturer explains a material that is quite difficult in MS Teams and the students misunderstand the explanation.

Second, the problem of signaling, learning using MS Teams requires a stable signal, making it difficult for many students who live in rural areas because they do not have a good signal. Observations made to these students, there were several students who revealed that learning MS Teams requires a strong signal so that students can see the share screen material clearly and also a poor connection when using MS Teams can make it difficult to hear the lecturer's explanation so that the knowledge conveyed is not optimal.

Third, learning using MS Teams is considered less attractive because there are no game features in it. The features in MS Teams only share materials, quizzes, make phone calls and chat groups. There are no games features that students can use to play while learning. For example, Kahoot or Quizizz applications can be used to explain material while playing.

Fourth, the lack of enthusiasm and motivation of students towards online lectures using MS Teams, they feel very bored. In contrast to offline learning where learning materials can be directly discussed with friends during learning activities, making the teaching-learning atmosphere more fun and exciting for students. In online learning using MS Teams, they can only discuss through group calls or chat boxes. Like getting assignments from lecturers via chat boxes in MS Teams.

Fifth, many students complain because getting online assignments given through MS Teams is piling up so much that it makes students burdened. This online learning allows students to get more assignments through MS Teams. For example, students are given a quiz via MS Teams, students must create an assignment and upload it in MS Teams. They said that they felt burdened because they received continuous assignments from each lecturer.

Delimitation of the problem

This research focuses on student obstacles and strategies to using MS Teams in English Language Learning during the Covid-19 Pandemic. To make this study more focused, the researchers limited the analysis of their research to a certain extent. First, the researcher only analyzed students' perceptions of the obstacles they faced during the learning process using MS Teams and the strategies that teachers had to use to teach English using MS Teams. Second, this research was done in the English Department at the Private Islamic University in Yogyakarta. Third, the participants in this study were the seventh semester 2018 students who had taken online learning using MS Teams. Fourth, the findings of this study capture the perceptions of ELED students at private Islamic universities in Yogyakarta and not students from other departments.

Research Questions

The researcher has proposed the research questions for this research. There was be two research question as a research guideline. The questions are:

1. What are the problems faced by students in using Microsoft Teams to learn English during the covid-19 Pandemic?

2. What strategies should teachers use to teach English effectively using MS Teams during the Covid-19 Pandemic?

The objectives of the research

Based on the research question, the objectives of the research are:

1) To explore the problems faced by students in using MS Teams to learn English during the covid-19 Pandemic.

2) To explore the strategies teachers use to teach English effectively using MS Teams during the covid-19 pandemic.

The significance of the research

This research is expected to provide good benefits and impacts for many aspects for teachers, students, and future researchers.

Student. This research can find out the learning barriers felt by students when learning English using MS Teams. The benefit of this research for students is that they know information about the method of learning English using MS Teams and overcoming obstacles that exist during the learning process using MS Teams.

Teacher. Teachers can use this research as a guide that can be used to choose learning strategies and selection of teaching materials when teachers want to teach using MS Teams.

Future researchers. The findings of this research analysis can be used as ideas by other researchers who are interested in analyzing the same field of study. The next researcher can use this research as a reference to learn about students' perceptions and problems in learning English using Microsoft Teams at the junior high school level.

Organization of the research

This research consists of five chapters. The first chapter contains the research background, identification, problem boundaries, research questions, research objectives, and research significance.

Chapter two is a literature review. It provides definitions of perspectives, e-learning, Microsoft Teams applications, strategies, and constraints on using MS Teams for online English learning.

Chapter three is methodology. This chapter describes how the research was be conducted by the researcher. This chapter discusses methods, instruments, participants, settings, and data collection techniques. In this chapter, the researcher also explains how to analyze the data.

Chapter four contains findings and discussion. This chapter presents the results of the data analysis.

Chapter five consists of conclusions and suggestions. This chapter describes general answers to research questions and recommendations given to students, teachers, and other researchers.