

Chapter One

Introduction

This chapter presents the introduction of the study. There are several important points stated in this chapter. This chapter provides background of the study, the identification of the problem, the limitation of the problem, the research question, the objective of research question, and the significance of study.

Background of the Study

Since the time of the COVID-19 pandemic which began in March 2020 in Indonesia, many factors must be adjusted. One of the factors is the education factor. In fact, according to UNESCO (2020), more than 1.6 billion students around the world have to study from home. Because of 192 countries the schools and universities close, students need to study from home. Because of that, the government of the Republic of Indonesia has established many policies to prevent transmission, one of which is by providing opportunities for the world of Education to do Distance Learning. Responding to pandemics using emergency e-learning protocols is a widespread trend in educational institutions around the world (Murphy, 2020). Online learning is required by the government because it is to maintain distance between fellow students in order to prevent transmission of the virus.

The virtual class is a powerful solution to be able to provide subject matter without having a face-to-face in accordance with government regulations to maintain distance and space (Widiyarso & Sutama, 2021). Indirectly, with online learning, teachers must be creative in using learning applications. Teachers must use qualified applications. In addition, the impact of online learning, the teacher should find a suitable teaching platform to facilitate online learning. Because when it comes to online learning we should find a good, suitable learning and teaching platform with a complete, compatible, and useful feature on that platform.

However, while choosing an online platform, schools must examine a number of factors, including the practicality and convenience of both students and teachers. It is critical since it will have an impact on students' engagement with online learning. This, in turn, will have an impact on the effectiveness of online learning and teaching. One of the platforms for online teaching with a lot of user growth during the pandemic is Microsoft Teams. In fact, during the pandemic, the users increase by 26% per month. And until April 2021, there are 145 million Microsoft Teams users around the world (Warren, 2021).

Microsoft Teams is a subscription service product offered by Microsoft as part of the Microsoft Office product line. Microsoft Teams is a cloud application digital hub that brings together conversations, meetings, files, and applications in a single Learning Management System (LMS) (Microsoft, 2018, as cited in Widiyarso & Sutama, 2021).

Likewise in English Language Education Department (ELED), at one of the Private Universities in Yogyakarta, there are also conducting a distance learning or what is commonly called online learning. Therefore, every teacher or educational institution is expected to use an appropriate learning platform for online learning. This private university is using several platforms to conduct online teaching and learning process. There are Microsoft Teams and MyKlass. The existence of platforms such as Microsoft Teams helps teachers to keep the teaching and learning process running even during the pandemic.

Based on the researcher observation using Microsoft Teams as a learning platform have strengths and weaknesses. Microsoft Teams have many useful and complete features for teaching and learning practice, some features that usually use are video conferences for meetings that can be recorded, files for uploading material and the result of the meeting recording, class chat or personal chat, the assignment, and the grade. The other strength is Microsoft Teams easy to use as long as has an internet connection, user can use mobile phone and PC to access Microsoft Teams. While for the weakness, Microsoft Teams needs a good internet connection. The other weakness are Microsoft Teams takes a lot of internet data.

This is in line with Rodriguez-Segura et al., (2020) stated that there are many features that Microsoft Teams offers as a learning platform, namely that we can create a class by simply adding a pupil's email, in that class we can do online or synchronous meetings, upload files and also collect assignments as well as assign

values to these assignments. The important features of Teams as the platform in the online learning process were video conferencing, duration time, and the number of users who could simultaneously be in a class (Rodriguez-Segura et al., 2020). In addition, in Microsoft Teams also teachers also can manage classes by making video or voice calls, uploading materials, assignments, providing feedback and grades, group chatting, making announcements for students.

According to researcher experience in using Microsoft Teams for learning activity, teachers usually not only use Microsoft Teams just for online meeting, but also use the chat, share screen, and breakout room feature. The chat feature can be used to attach files and do conversations and it can be seen and accessed by all meeting participant. Share screen feature is very often used by teachers. This feature is useful for sharing screen displays on the desktop or mobile phone with the meeting participants. Meanwhile, the breakout room can be used by the teacher to make students into small groups and discuss the material independently. Usually, teacher set the timer for students to do small group discussion and end the breakout room after 15 – 30 minutes and return it to the main room to explain what the students had been discussed to classmate.

Despite Microsoft Teams have many strengths, this platform also has some weaknesses. Based on researcher observation, the user must have a stable internet connection when doing video conferences or meetings. When user does not have a stable internet connection, it will end up have bad quality video conference. Teams is

designed to provide optimal call quality, but if the user's infrastructure is insufficient and incompatible with Microsoft Teams, then Microsoft Teams will not function properly, and in the end, users will end up with poor service (Ilag, 2020).

Teachers usually use Microsoft Teams just for synchronous meeting, not for submitting assignments, uploading files, and grading. Microsoft teams also has complete features, but the teachers rarely use the features thoroughly and only use the main features like video conferencing. Therefore this research is important to find out the feature of Microsoft Teams that teacher usually use and rarely use with the reason behind it based on teacher perception.

Based on the issues on the background, the researcher is interested to conduct research on teachers' perception towards the use of Microsoft Teams as teaching platform for online learning. This research uses a qualitative method to get a deep understanding based on teachers' perceptions.

Identification of the Problem

The first reason why the researcher chooses this topic is that many teachers in English Language Education Department use Microsoft Teams platform for online learning. But, based on my observation during online learning, most of the teachers use this platform just for synchronous meeting, not for submitting assignments, uploading files, and grading. Therefore, this research is important to find out

strengths and weaknesses of Microsoft Teams as teaching platform for online learning based on teachers' perception.

Second, Microsoft teams has complete features, but the teachers rarely use the features thoroughly and only use the main features like video conferencing. Therefore this research is important to find out the feature of Microsoft Teams that teacher usually use and rarely use with the reason behind it. Thus, this research will explore this problem further based on teacher perception.

Delimitation of the Problem

The delimitation of the problem is useful to provide research focus and avoid research being too broad. Therefore, the researcher focuses the research on strength and weaknesses of Microsoft Teams as teaching platform based on teachers' perceptions and the features of Microsoft Teams that teacher usually use. Then, the research place is also delimited, taking place only at one of private university in Yogyakarta. Then, the researcher also delimits the participants in only four participants will be recruited in this research. Finally, the only research method which is used in this study is qualitative method.

Research Question

1. What are the strength and weaknesses of Microsoft Teams as teaching platform for online learning based on teachers' perception?

2. What are the features in Microsoft Teams that teachers usually use for online learning?

Research Objective

1. To investigate strengths and weaknesses of Microsoft Teams as teaching platform for online learning based on teachers' perception.
2. To investigate widely used features in Microsoft Teams by teachers in Microsoft Teams for online learning.

Significance of the Research

This research is aimed to give positive feedbacks in many aspects. The positive feedbacks in a few aspects are:

For students

This research will be found out about the features, the strength and the weakness of Microsoft Teams that students usually use. Therefore, there will be an understanding that can students get about strength, and weakness of Microsoft Teams that later can be used as a consideration in choosing a learning practice platform.

For teachers and student-teachers

The result of this research will be useful for the teacher. This research can be used as input for other teachers so that they can teach better by knowing the strengths, weaknesses, and features of Microsoft Teams. In addition, it is hoped that this research data can be used by teachers to evaluate and improve to use Microsoft Teams more effectively.

For other researchers

This research is expected to be able to provide clear enough information about teacher's perspectives toward Microsoft Teams, an application used for online learning. For future researchers who are interested in this field of study might use this research as a reference as long as the study area is the same as this one. They can also use this research to generate new ideas on how to use Microsoft Teams as a teaching platform.

Organization of the Chapter

This research contains five chapters. Chapter one discusses the introduction which consists of background of the research, identification of the research, delimitation of the problem, research question, research objective, and significance of the research. Chapter two is literature review. This chapter provides the definition of perception, the definition of online learning, the definition of Microsoft Teams, along with the strength and weakness of Microsoft Teams.

Chapter three is Research Methodology. It explains how the research will be conducted. This chapter presents about the research design, setting, participants, and instruments. In this chapter, the researcher also explains the step of how the data will be gathered and analyzed. In the chapter four, the researcher will explain the findings and discussion of the research. Then, in the last chapter, the researcher will present the conclusion and recommendation of this research.