

Chapter One

Introduction

An introduction to the study is given in this chapter. This chapter includes references to several significant topics. The background of the research, the identifications of the problem, the research questions and objectives, and the research's significance are all included in this chapter. The researcher mentions the study's outline in the final section of this chapter.

Background of the Research

The Covid-19 outbreak included Indonesia in its nearly global attack. This condition has a detrimental effect on many facets of human life, including education. The Indonesian government has implemented new regulations in terms of the teaching and learning process in various educational institutions in response to the pandemic's growing number of victims with increasingly severe conditions (Ridho, 2020). Additionally, online instruction and learning must be used to stop the spread of the Covid-19 disease. According to Circular Letter No. 4 of 2020 from the Ministry of Education and Culture, every educational institution looks for alternative media as soon as possible that are simple, adaptable, and appropriate for most teachers and students to use so that they can quickly adapt to an online learning environment (Yusnawati, 2021).

Since learning will be conducted through media and not through face-to-face meetings anymore, teachers must adapt when implementing online lessons for students. Henry (2020) drew the conclusion that teachers' skills are essential to the teaching and learning process because most teachers are still unsure of how to use online media. Teachers and students in some Indonesian schools and institutions have encountered it because online learning has not been used before. During the Covid-19 pandemic, some institutions required their students and teachers to complete online coursework, which forced them to fully utilize all available

media possible (Ridho, 2020; Yusnawati, 2021). They were also expected to become proficient with a variety of internet-based tools and use Android or laptops for teaching-learning activities. Because of this, online learning is a learning activity which is not involve as face-to-face interactions when learning activities are taking place. Despite the fact that the pandemic is now over, and schools are implementing offline classes, online learning is still used as a necessity in teaching and learning in the current situation. The practice of online education is still in use in part due to necessity, as the pandemic is still going on.

Google Classroom, Zoom Meeting, and WhatsApp are just a few of the many media options available, but it seems that they are less useful for keeping an eye on and grading teachers and students during the learning process. Teachers and students use Microsoft Teams more frequently than other online media because it is more easily accessible. Additionally, it is simple for students to communicate with their lecturers and peers (Wea and Kuki, 2021). The Microsoft Teams application also aids in carrying out teaching and learning activities. The Microsoft Teams application has developed into a useful tool for facilitating online education (Wea and Kuki, 2021). Novita and Hamid (2015) and Nopa and Agustini (2019) argued that the school principal has chosen to use Microsoft Teams as an online medium following a process of discussion with all staff members at the institution. Following this, the decision to conduct face-to-face instruction even though it should be an online teaching-and-learning activity has been accepted and welcomed by the teachers and students. Most teachers and students initially struggled to use Microsoft Teams, but after a few weeks, they were able to grasp the structure and flow of online learning through it to continue their learning activity (Yusnawati, 2021).

Furthermore, over 100 million users have downloaded Microsoft Teams. According to Rojabin (2020), Microsoft Teams is a platform that has been available since 2016 and can be used for discussion and communication. Besides, Poston, Apostel, and Richardson (2020)

added that Microsoft Teams has many features including message conversations, video calls, saving files, creating schedules or plans, and other features individually or in groups. In response to the aforementioned facts, the teaching and learning processes are not significantly different from traditional classroom instruction because teachers and students can still interact in person, have in-person discussions, and actively engage in the material being taught. As a result, Microsoft Teams can be used in educational activities like in most universities. One of them is an English language education department at a private university in Indonesia.

According to McVey, Edmond, and Montgomery (2019), the term "EFL" refers to people whose primary language is not English but who are being taught it. They also reside in a nation where English is not the official or native tongue. Every action taken in an EFL lesson is planned to facilitate the learning of English by the students, and the lessons simultaneously emphasize both language and content learning. As a functional or communicative method of language instruction, communicative language teaching (CLT) must also be mentioned in EFL. As a result, CLT aims to make communicative competence the focus of language teaching and develop methods for teaching the four language skills that consider the interdependence of language and communication. In conclusion, face-to-face interaction between teachers and students will make it easier for students to understand language learning, especially English, as the teacher will be able to explain everything in clear, precise detail, beginning with understanding and moving on to functions, formulas, pronunciation, examples, and other topics.

Studies looking at the use of Microsoft Teams as a platform in the English learning process have already been found by researchers in several studies. These studies were conducted by Ridho (2020), Poston, Apostel, and Richardson (2020), Rojabria (2020), Zayapragassarazan (2020), and Yusnawati (2021). These studies look at how students learn English using Microsoft Teams as a platform to improve online learning during the

Covivirus-19 outbreak. The use of Microsoft Teams for online learning does not seem to impede learning, according to all the previous research. The first study, which was done in the past, used quantitative methods and focused on using Microsoft Teams as a distance learning tool more generally. The second researcher only uses the English teacher as a subject for the resource and employs a quantitative-descriptive analytical methodology. The most recent study, like the one before it, utilized a mixed design, or a combination of quantitative and qualitative methods, with the use of applications as its primary subject. To investigate the process of learning English online, this study focus on examining how students feel about using Microsoft Teams as an online learning platform.

Hence, the researcher is interested in investigating how EFL students perceive using Microsoft Teams as an online learning platform to explore the process of learning English online considering the aforementioned phenomena. The purpose of this study is to investigate the difficulties that students encounter when using Microsoft Teams to learn English. Despite these obstacles, the research also look into the methods that the students used to learn English.

Identification of the Problem

The Covid-19 pandemic has caused the system of teaching and learning activities in schools to change from offline to online, which is one of the issues that resulted from the background explanation given above. Due to the Covid-19 pandemic, teachers must alter their current, efficient method of instruction to better fit the subject matter they are teaching. Additionally, teachers must create or utilize appropriate and efficient online media for use during online teaching and learning activities. Microsoft Teams is provided online learning application that university have subscribed, so that it can be used freely by lecturers and students. Following this, the learning tools used, like Microsoft Teams in EFL classes, have an impact on how well teachers can instruct their students. The degree to which EFL students

comprehend the material and their learning outcomes during the learning process can be impacted by home learning and the use of online resources like Microsoft Teams. Therefore, knowing the problems and strategies regarding the use of Microsoft Teams as an online English learning platform might become its own value as foundation or outcomes of learning towards the exploration of the students' perspectives in using it in the classroom activity.

Delimitation of the Problem

The discussion narrows the subject down to the issues that was addressed, such as how EFL students at an Islamic private university perceive Microsoft Teams as an online learning platform. The goal of this study is to examine the various difficulties that EFL students currently encounter when using Microsoft Teams for online instruction. Additionally, this study focused on examining the appropriate tactics employed by EFL students in the online English learning process when using Microsoft Teams. To learn about the many difficulties faced and the techniques employed by students, it is important to learn about their perceptions of using Microsoft Teams as an online learning platform in the English learning process.

Research Questions

The following questions of this study:

1. What are the challenges of EFL students on the use of MS Team as an online learning platform perceived in the online English learning process?
2. How do the EFL students overcome the challenges faced in terms of utilizing MS Team in the online English learning process?

Research Objectives

The goals of the study are as follows, which are based on the research questions:

1. To investigate challenges faced by the students on the use of MS Team as an online learning platform in the online English learning process.

2. To overcome the challenges by the students in the implementation of MS Team as an online learning platform in term of online English learning activity.

Significances of the Research

This study aims to benefit various parties, including teachers, students, and other researchers.

For the teachers

By this research, teachers can learn about different student perspectives on using Microsoft Teams in the teaching and learning process. Additionally, the existence of this research is anticipated to assist teachers in learning about the difficulties and solutions that students perceive when using Microsoft Teams as an online learning platform in the classroom activity. This study can also help teachers reflect on their instruction. Also, the results of this study can be used to gauge how well teachers are doing in terms of instructing and introducing Microsoft Teams to students as a potential online learning platform. Thus, teachers may want to think about incorporating Microsoft Teams into the classroom, particularly at the university level.

For the students

Students can learn about Microsoft Teams as one of the online learning tools in the learning process by reading this study. Additionally, this study can provide students with crucial knowledge regarding the difficulties and techniques associated with using Microsoft Teams as an online learning environment, particularly for English language learning. Students can also learn that Microsoft Teams can make learning easier.

For other Researchers

By conducting this research, other researchers will be able to learn how Microsoft Teams is used in the teaching and learning process at the university level as an online learning platform. Additionally, the results of this study can be used by other researchers as a

theoretical framework for additional research on the same subject and could even serve as recommendations for future studies. Therefore, by conducting this research, it can also inspire researchers to carry out research on the challenges and of using Microsoft Teams as an online learning platform related to this research at other universities or at the senior high school level.

Organization of the Chapters

There are five chapters in this research, each of which provides an overview of the previous chapter. The introduction to the research is presented in the first chapter. There are six sections to an introduction: the study's background, its problem statement, its scope, its research question, its goal and its significance.

The research's second chapter is devoted to a review of the literature. This chapter offers all the details and fundamental theory necessary to discuss the use of flashcards as a teaching tool. The literature review highlights a few theories that are relevant to this study. Additionally, this chapter two covers the concepts of composition for English as a Foreign Language (EFL) students, perception, Microsoft Teams, language learning, and reviewrelated studies. A conceptual framework is also included in chapter two's final section by the researcher. A conceptual framework is provided in the section after chapter two.

A discussion of research methodology is found in chapter three. The research methodology and data collection techniques are clearly explained in this chapter. In addition, this chapter 3 contains seven methodology components: research design, research setting, research participant, data collection method, data collection procedure, data analysis, and data analysis.

The research findings and analysis are discussed in chapter four. This chapter provides comprehensive information about data collection of the findings on the research. In addition,

the researcher uses the research findings to discuss the research and links them to pertinent literature reviews or theories.

The recommendation and conclusion are included in chapter five. The researcher summarizes the research findings in this chapter in relation to the research problems. This chapter also contains recommendations for some parties involved in this research