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STUDENT LEARNING EXPERIENCE THROUGH MICROSOFT TEAMS DURING THE PANDEMIC ERA

by

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Abstract:

Students learning experiences are affected by the spread of Covid-19 in cognitive, affective, and behavioral domains. This research investigates the university students' experience using the Microsoft Teams application in online learning during the Covid-19 Pandemic. The experience includes their perception, problems, and how they use Microsoft Teams daily. It is descriptive quantitative research under a case study. The participants were 97 university students consisting of 50 female and 47 male students spread over various universities. The data collection techniques were questionnaires and five open-ended questions. The questionnaires were analyzed using the Likert scale through SPSS (Statistical Package for the Social Sciences), while five open-ended questions were analyzed using the content analysis technique. The results showed that the students had a good experience using Microsoft Teams. They also have much improvement in English skills, especially in speaking skills. However, they needed help using Microsoft Teams, had unstable internet connections, and found it hard to improve their reading skills. Nonetheless, students hope that this application will continue to be used during online learning with some improvements so that learning using this application can take place more effectively and efficiently. This study implies that Microsoft Teams can support English skill development in an online learning environment.

Keywords: English learning, learning experience, Microsoft Teams

INTRODUCTION

Few scholars investigated the use of Microsoft Teams in university level compared to that of online tools. This study intends to fill the gaps and thus they contribute to the current

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knowledge. This research attempts to know students' perception of Microsoft Teams; are they convenient in using the app and can operate it optimally, or are they found any obstacles in their learning process through Microsoft Teams? Furthermore, this research also investigates which features in Microsoft Teams benefit students' in supporting their learning process and improving their English skills.

Many applications are used for online learning during the Covid-19 pandemic, such as Zoom, Microsoft Teams, Google Meet, Google Classroom, WhatsApp, Edmodo, Canvas, and others (Fuady et al., 2021; Ganesha et al., 2021; Minhas et al., 2021; Nasution & Nandiyanto, 2021; Safdari, 2021; Santiana et al., 2021; Triana et al., 2021). Microsoft Teams is one of the most effective applications for facilitating students and lecturers in online learning situations (Buchal & Songsore, 2019). Microsoft Teams is a Learning Management System, a cloud-based interactive app portal that provides interactions, workshops, and files. Microsoft Teams offers better functionality than most social channels, including chat rooms, collaborative conversation, sharing of content, and teleconferencing (Buchal & Songsore, 2019; Ismail & Ismail, 2021; Sobaih et al., 2021).

Previous research from Pangestuti et al. (2021) focused on high school students as the subject. The research implemented five stages of e-moderating activity through Microsoft Teams and concluded that it was successfully applied with good student perception. As well as Buchal & Songsore (2019) that testing how collaborative learning can be done and assessed with Ashby's sustainability assessment. Their research also admitted that Microsoft Teams was suitable for collaborative learning. It gave students many advantages, such as being comfortable giving and receiving constructive feedback and the application being easy to learn and use. While Anwar & Wahid (2021); Wichanpricha (2021) researched university students at selected faculty, both researchers only wanted to know about students' perception of using Microsoft Teams. Both researchers stated that Microsoft Teams received a highly positive perception, but lack of student-teacher interaction and the internet connection was the major problem. The previous research should have highlighted which features in Microsoft Teams that helpful for students in enhancing their English skills. This research would explore students' perceptions and problems in using Microsoft Teams and which features in the application facilitates them in improving their English skills.

Considering the WHO-released outbreak of Covid-19 as a pandemic, the Indonesian government has made various attempts to deter it, such as its possibility of education.

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Distance learning or online systems has created options for schools that are beginning to adopt the School from Home (SFH) system (Regulation of Indonesian Government No.21, 2020), and the Ministry of Education, through circular letter No.3 of 2020 on the Education Unit and Decree No 36962 / MPK. Learning is online in / HK / 2020 concerning implementing Education Policies in Emergency Times. Further to the Ministry of Education and Culture Decree, all educational institutions began to find out and apply appropriate online learning methods so that the online learning process could run optimally. Online learning uses information and communication technology (Chang et al., 2021; Doyumgaç et al., 2021). Online learning allows students and educators to interact and communicate without worrying about meeting directly (Goodyear et al., 2006).

Online learning systems and Microsoft Teams are new experiences for students and lecturers; they must adapt to these circumstances. As a result, the online learning process could run more effectively and efficiently. Several problems appear during online learning using the Microsoft Teams application. As proved in the previous research by Setyawan (2020), he considered the problems that occur in online learning are internet access and the teaching system, which make huge differences between online and regular classes. His research found that teachers and students want to return to regular classes. He also concludes that even though the internet makes the teaching-learning process easier, teaching online may only be effectively applied if the teacher and students are ready.

Above all, the researchers hope that Microsoft Teams as a learning management system can be used maximumly during a pandemic through this current research. Moreover, the researchers expect this research to contribute to developing science and technology in education. The research intended to answer these research questions;

1. What are students' perceptions of using Microsoft Teams to learn English?
2. What are the challenges students face in using Microsoft Teams to learn English?
3. Which features in Microsoft Teams help students in learning English?

METHOD

Design

This research design was descriptive and quantitative under the survey procedure (Rojabi, 2020a). The researchers uncovered the students' experiences utilizing Microsoft Teams with focus variables of perception, challenges, and beneficial features.

Participant

In deciding on the research participant, the researchers applied the Lemeshow formula to get the exact number of participants. Lemeshow Formula is usually applied to research that has an unknown population. After that, the researchers choose purposive sampling as the sampling technique. The criteria determined are; (1) University Students, (2) Have used Microsoft Teams for English language learning. From the criteria, this research used 97 University students from various Universities in Indonesia that enrolled in English classes. All the participants are at the intermediate level.

Table 1. The Frequency Distribution of Respondent

	<i>Gender</i>	<i>Frequency</i>	<i>Percent</i>
	Female	50	51.5
	Male	47	48.5
<i>Age</i>			
	16	1	1.0
	17	3	3.1
	18	9	9.3
	19	26	26.8
	20	24	24.7
	21	20	20.6
	22	8	8.2
	23	3	3.1
	24	2	2.1
	25	1	1.0
<i>Year</i>			
	Freshman	28	28.9
	Sophomore	25	25.8
	Junior	16	16.5
	Senior	28	28.9

Table 1 shows the frequency of participants. The table indicates that 51.5% of participants are female, and the other 48.5% are male. The finding revealed that the participant was spread from age 16-25.

Instrument

The research instrument was questionnaires and five open-ended questions. Five-point Likert scale questionnaires consist of 21 statements and result in numeric data. While the open-ended consisted of five questions and resulted from content data. The questionnaires were adapted from Abidin et al. (2012) that he made by combining the questionnaire test

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employed by Boonrangsri et al. (2004) and the other items from the Attitude and Motivation Test Battery (AMTB) designed by Gardner (1985). Thirty students were selected from the target population to measure the validity and reliability of the questionnaire. These 30 students should have taken part in the actual research. The validity test was carried out using the Pearson correlation method. If the correlation value (R-value) obtained is greater than the r-table, it is concluded that the question is valid. In the number of tested samples (N) 30, the mean R-value is 0,599, and the r-table is 0.316. It can be concluded that the questionnaires are valid.

Meanwhile, the reliability test was carried out using Cronbach's alpha method. If Cronbach's alpha value is greater than the r-table, which is 0.361, it is concluded that the variable is reliable. Based on the calculation in SPSS, Cronbach's alpha value was 0.911. As the value is more significant than 0.361, it can be concluded that the questionnaire items are reliable.

Data Collecting Technique

The researchers used questionnaires and five open-ended questions as the primary data source. The questionnaires and open-ended questions were spread through the google form website from December until February. In the questionnaires, firstly, the respondents have to fill consent letter and leave their identity. After that, the respondents answer 21 statements using a Likert scale and five open-ended questions about how they utilize Microsoft Teams throughout online learning.

Data Analysis Technique

The data analysis technique used on the questionnaires was descriptive statistics and calculated in SPSS (Statistical Package for the Social Sciences) version 25. The descriptive reports cover descriptive statistics commonly include frequencies, mean, and std deviation (Creswell & John,2018). Additionally, the open-ended question was analyzed with the content analysis technique. This research displays the central tendency, including; mean, mode, and median. The variability includes; std deviation, variance, range, maximum, and minimum. On the other hand, citing work and reference lists employs an offline model using Mendeley's desktop (Turmudi, 2020). The involved applications were to guarantee the result so that readers could cite the evidence of the current study.

RESULT AND DISCUSSION

Results

The research aimed to discover the students' perception of using Microsoft Teams and identify their challenges while learning the English language in an online learning environment through Microsoft Teams. At last, the researchers wanted to know which features that helpful for students in learning English. The research used 97 respondents that filled in a questionnaire in Likert Scale format consisting; of (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree.

Table 2. Frequency and percentage of students' responses on each learning domain

Cognitive			Affective			Behavioral					
Score	Frequency	Percent	Score	Frequency	Percent	Score	Frequency	Percent			
Valid	14	1	1.0	Valid	17	1	1.0	Valid	16	1	1.0
	16	2	2.1		18	1	1.0		19	1	1.0
	19	2	2.1		19	5	5.2		20	3	3.1
	20	6	6.2		21	4	4.1		21	3	3.1
	21	3	3.1		22	2	2.1		22	1	1.0
	22	3	3.1		23	3	3.1		23	6	6.2
	23	3	3.1		24	6	6.2		24	4	4.1
	24	3	3.1		25	3	3.1		25	6	6.2
	25	10	10.3		26	8	8.2		26	7	7.2
	26	8	8.2		27	6	6.2		27	3	3.1
	27	5	5.2		28	10	10.3		28	15	15.5
	28	11	11.3		29	11	11.3		29	9	9.3
	29	7	7.2		30	8	8.2		30	6	6.2
	30	6	6.2		31	9	9.3		31	8	8.2
	31	9	9.3		32	6	6.2		32	9	9.3
	32	5	5.2		33	5	5.2		33	9	9.3
	33	6	6.2		34	5	5.2		34	2	2.1
	34	4	4.1		35	4	4.1		35	4	4.1
	35	3	3.1								
	Total	97	100.0		Total	97	100.0		Total	97	100.0

The questionnaire contains three learning domains; cognitive, affective, and behavioral. The questionnaire comprises 21 statements, starting from item Q1 to Q21. The statement items can be seen in appendix 1. The cognitive domain consists of 7 statements,

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from Q1 to Q7. The researcher focused on how participants perceived English skills improvement while learning English through Microsoft Teams. The affective domain contains seven statements from Q8 to Q14 that focused on how the participant felt during English learning through Microsoft Teams. The behavioral domain involved seven statements from Q15-Q21 that focused on teachers' and students' interaction and how students react while learning English through Microsoft Teams.

Table 2 displays about total frequency and percentage of the participants. In the cognitive domain, the lowest score was 14, and the highest was 35. Whereas the highest frequency was 11 and the lowest was 14. Compared to the Affective domain, the lowest score was 17, and the highest was 35. The modus score was 29, with 11 participants. In the behavioral domain, the highest score was 35, and the lowest was 16. Fifteen students calculated to get a score of 28, while in scores 16, 19, and 22, only one participant calculated gained those scores each.

Table 3. Central Tendency on each learning domain

		Cognitive	Affective	Behavioral
N	Valid	97	97	97
	Mean	27.18	27.85	28.13
	Median	28.00	28.00	28.00
	Mode	28	29	28

Table 3 describes each learning domain's mean, median, and mode or central tendency. The total N was 97 participants; the mean from cognitive was 27.18, the median was 28.00, and the mode was 28. The Affective domain's mean was 27.85, the median was 28.00, and the mode was 29. While in the behavioral domain, the mean was 28.13, the median was 28.00, and the mode was 28.

Table 4. Variability of response

		Cognitive	Affective	Behavioral
N	Valid	97	97	97
	Missing	0	0	0
	Mean	27.18	27.85	28.13
	Std. Deviation	4.679	4.388	4.132
	Variance	21.896	19.257	17.076
	Range	21	18	19
	Minimum	14	17	16
	Maximum	35	35	35

Table 4 above is about the variability of the response. The table shows that the range

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from the cognitive domain was 21, with an std—deviation of 4.679 and a variance of 21.896. Moreover, the Affective domain got a range of 18 with std. Deviation of 4.388 and a variance of 19.257. While the behavioral obtain 19 in the range and 4.132 of std. Deviation, with the variance of 17.076.

From the open-ended question, researchers focused on how students use the application, their obstacles, and helpful features in the application.

Usage and obstacle

The data found that most participants use Microsoft Teams as supporting media in online learning environments. There are four uses of Microsoft Teams for participants in this research; 1) for the teaching-learning process, 2) for sharing and studying with peers, 3) for sharing lesson material, and 4) for submitting the assignment.

Table 5. The usage of Microsoft Teams

Usage	Participants	Total
Teaching-learning process	1, 3, 4, 5, 6, 7, 8, 11, 12, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 35, 37, 39, 41, 43, 44, 45, 46, 47, 48, 49, 50, 51, 56, 57, 58, 59, 60, 61, 62, 63, 65, 67, 68, 69, 70, 71, 72, 73, 74, 76, 77, 79, 80, 81, 82, 83, 84, 85, 90, 92, 94, 95, 96, 97.	71
Submitting assignment	2, 30, 75, 82, 84.	5
Sharing and studying with peers	8, 12, 19, 40, 46, 51, 59, 65, 70, 73, 78, 79, 82, 84, 86, 91, 93.	17
Sharing lesson material	10, 18, 20, 21, 47, 51, 52, 53.	8

The table above explains how the participants used Microsoft Teams. The teaching-learning process was mentioned 71 times while sharing and studying with peers' purpose was mentioned 17 times. On the other hand, submitting assignment purpose was mentioned five times by participants 2, 30, 75, 82, and 84. Lastly, sharing lesson material was mentioned eight times by participants 10,18,20,21,47, 51, 52, and 53.

Table 6. The obstacle in using Microsoft Teams

Problem	Participants	Total
Unstable internet connection	1, 3, 7, 15, 18, 31, 36, 39, 41, 51, 52, 54, 58, 62, 63, 64, 65, 72, 74, 77, 82, 89, 90, 92, 94, 96, 97.	27
Technical problem (mic)	14, 20, 39, 40, 77, 82, 89, 90, 96, 97.	10

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Problem	Participants	Total
Technical problem (cam)	96, 97.	2

In the table above, the participants mentioned some obstacles they faced when using Microsoft Teams. An unstable internet connection was the main problem mentioned by 27 participants. In contrast, technical problems because of the microphone were mentioned ten times, and technical problems regarding the live camera were mentioned twice.

Features

The second open-ended question was about which features in Microsoft Teams help students learn English. In the table below, ten features in Microsoft Teams are mentioned regarding the students' answers; Files, assignments, breakout room, saved record, meets, chat, whiteboard, rise hand, call, and Microsoft forms.

Table 7. Helpful features in Microsoft Teams

Features	Participants	Total
Files	1, 17, 20, 36, 48, 57, 71.	7
Assignment	1, 2, 8, 17, 30, 60, 80, 84.	8
Breakout room	1, 5, 12, 47, 65, 66, 79, 87.	8
Saved record	3, 9, 11, 25, 37, 48, 49, 68, 84.	9
Meeting	1, 4, 6, 7, 8, 14, 15, 16, 17, 19, 24, 26, 27, 29, 30, 33, 35, 36, 39, 41, 43, 49, 50, 53, 58, 59, 61, 62, 66, 67, 71, 72, 74, 82, 83, 85, 90, 92, 93, 96, 97.	41
Chat	12, 17, 22, 28, 29, 66, 69, 70, 74, 76, 87, 89, 91, 95, 96, 97.	16
whiteboard	12, 42.	2
Rise hand	21, 76.	2
Call	22, 69.	2
Mform	58.	1

The table indicates that the most helpful and most mentioned feature is met. Meets is the feature that allows users to do live video conferencing. This feature was mentioned 41 times. The chats were mentioned by 16 students, while the calls were mentioned two times. These two features are designed to make users connect. Both chats and calls can be done in a group or personally. Besides, Microsoft Teams is also connected to 365 environments, for instance, OneNote, Shift, Outlook, To-do list, Microsoft Form, and many other applications. From the data obtained that Microsoft Forms was mentioned once by participant 58. Assignment and breakout room were each mentioned eight times. Furthermore, the whiteboard and rise hand features are mentioned two times each. Moreover, the assignments feature that helps students submit their homework was mentioned nine times; last, file features were cited seven times.

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The third question concerned the implication of the chat feature in supporting the learning process. The data shows five usages of the Chat feature from the participant's perspective. Firstly, the feature used for discussion between lecture-to-student and student to student and mentioned 57 times. The other usage was to interact between lecture and student-to-student, mentioned 15 times. The other 22 students admit that they rarely use Chat features and prefer another Messenger application. Lastly, three students used the chat to fill in the attendance list that the lecturer privately shared, and two students admitted they used the chat to share class material with peers and lecture.

Table 8. The usage of a chat feature

Usage	Participants	Total
Discussion	1, 3, 5, 9, 12, 15, 17, 23, 26, 28, 29, 30, 31, 33, 35, 36, 37, 40, 42, 43, 44, 46, 47, 50, 54, 56, 57, 58, 60, 61, 63, 66, 69, 70, 73, 75, 76, 77, 78, 79, 80, 81, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97.	57
Talk/interaction of peers and teacher	2, 9, 11, 12, 16, 17, 22, 41, 49, 51, 62, 66, 71, 81, 95.	15
Not use frequently	4,6,7,8,10,18,24,25, 27,34,41, 48,52,53,59,65,67,68, 72,74,82,83,	22
Attendance list	17,21,56,	3
Class material	21,48,	2

English skills improvement***Table 9. English skills improvement through Microsoft Teams***

Skills	Participants	Total
Speaking	1, 2, 4, 6, 8, 13, 15, 16, 18, 20, 25, 35, 38, 39, 42, 44, 45, 49, 50, 51, 53, 55, 56, 59, 62, 64, 68, 70, 71, 75, 76, 78, 81, 82, 85, 87, 89, 91, 93, 96.	40
Writing	1, 5, 6, 12, 13, 18, 21, 28, 31, 33, 34, 36, 46, 48, 49, 60, 69, 75, 76, 85, 86, 90, 96.	23
Listening	1, 3, 4, 5, 8, 9, 10, 13, 17, 27, 31, 40, 41, 56, 58, 63, 64, 65, 66, 67, 69, 70, 87, 95.	24
Vocabulary	1, 7, 19, 40, 52, 60, 61, 77, 80, 84.	10
Pronunciation	24, 32, 62, 77, 80.	5

Based on the data obtained, most students have a remarkable improvement in speaking skills, mentioned 40 times in a row. In writing skills, 23 participants agreed that they have improved. Furthermore, 24 participants said that they improved in listening. In addition, 10

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participants told their vocabulary improvement. Finally, they also stated that there was pronunciation improvement.

Lack of improvement in English skills

The last open-ended question was about English skills that lack improvement. The reading skills are mentioned 13 times in the table below, and grammar is mentioned seven times by participants 2, 15, 30, 63, 81, 82, 84.

Table 10. Lack of improvements skills

Skills	Participants	Total
Reading	1, 4, 9, 10, 13, 18, 25, 27, 35, 38, 41, 66, 89.	13
Grammar	2, 15, 30, 63, 81, 82, 84.	7

Discussion***1. Students' perception of using Microsoft Teams to learn English***

From the results above, the students positively perceive using Microsoft Teams to provide online learning. Changing from face-to-face to online learning has motivated students to deal with online learning activities (Mansor & Ismail, 2012). Online learning has been the essential and optimal way of combining technology and education to support the learning process during the covid-19 pandemic. Students' positive perceptions have resulted in the possibility of adopting Microsoft Teams continuously, even after the end of the COVID-19 pandemic (Wichanpricha, 2021).

Participants strongly concurred that they feel more comfortable using Microsoft Teams than face-to-face learning in the classroom because it can be done anywhere. This finding was also in line with previous research from Anwar & Wahid (2021); Wichanpricha (2021), that students feel more flexible in online learning regarding time and place. The other students also feel that online learning through Microsoft Teams is more convenient because the students can attend class anywhere but school (classroom). As Pangestuti et al. (2021) mentioned, learning through Microsoft Teams makes students enjoy and can also build student-to-teacher interaction and student-to-student interaction. Furthermore, Gouda Ameen (2021), Putri et al. (2021), and Wea & Kuki (2021) said that Microsoft Teams promote class interaction. For instance, when they have a group project, they utilize each and any features

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available. For example, chats, calls, and breakout rooms can be used in the group, and a meets feature allows the student to share their screen while having a group discussion.

Besides, the students think that online learning through Microsoft Teams makes them braver in asking and discussing lesson material with their lectures. This statement is supported by Buchal & Songsore (2019); Pangestuti et al. (2021) found the same thing in their research. In traditional classes, not all students are brave enough to ask their teacher directly in front of the class or while all eyes watch them. So, students tend to avoid or even prefer not to ask their teacher. Nyborg et al. (2022) state that shy students are afraid of being in the spotlight for everyone. They fear having other people listen to them and fear that making a mistake could lead to a weird silent situation. Due to that, online learning through Microsoft Teams became a way for students to overcome those problems. The students also stated that they loved asking and discussing lessons, problems, or anything with their lecture through the chat feature in Microsoft Teams. They feel comfortable and braver in asking about their difficulties in private. Students' perception of Microsoft Teams was highly positive regarding its usage and all its beneficial features.

2. Challenges faced by students in using Microsoft Teams to learn English

From the results above, it was found that students had faced some challenges in applying Microsoft Teams. They are; 1) Unstable internet connection, 2) Lack of motivation to read reading material, 3) Lack of understanding of English structure (Grammar), 4) Technical problems while using the app.

The majority of students have experience with an unstable signal that affects their learning. The lousy signal makes it hard to improve their listening skills because the speaker's voice or words need to be more apparent during listening activities. It automatically affected their understanding of the material. They found it hard to understand the lecturer's explanation due to the faint voice. It is proven by student 44 as he stated:

"....it will be very annoying when the signal is unstable; it makes the words by the person who speaks at the moment in Microsoft Teams not clear enough."

This finding supports the previous research from Anwar & Wahid (2021), Setyawan (2020), and Wea & Kuki (2021) that students have the same problems related to an internet connection. In some areas in Indonesia, 4G is barely to reach, and the internet connection is often unstable, affecting the students using Microsoft Teams and making the audio quality in Microsoft teams wrong.

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In reading skills, some students stated that they were bored and lazy to read reading material, which is approved by Student 18;

".....because even the lecturer gave me texts to read, I felt there was no motivation to read them. I often feel lazy and moody in reading the texts given."

Students also experienced technical problems due to unfamiliar application usage and features. Moreover, some students also need help acknowledging grammar because grammar needs high concentration and comprehension. Many students feel that online class can affect their concentration level. During online classes, students might get distracted when attending classes from home and need to be in a proper learning environment (Halim et al., 2021). It indicates that grammar is hard to apply in the online learning environment. This issue should become a concern and be the highlight to teachers to solve the problem. In Halim et al. (2021) research, they suggest that teachers be more creative in providing lesson material, apply grammar rules learned in class, and engage in activities outside the class to enhance their learning.

3. Features in Microsoft Teams that help students in learning English

Based on the open-ended question, Microsoft Teams have been providing students with many features to support their learning process in online learning. Several features mentioned were;

1) Assignment

Microsoft Teams can be a virtual classroom with assignment features supporting the learning process, like face-to-face learning (Rojabi, 2020b). The assignment feature has two schemes, namely Assignments and Quizzes for exams. Assignments are distributed like homework or group assignments. After the students do the assignment, the lecturer can do a review to assess each student. At the same time, Quizzes can be created by utilizing Microsoft Forms which can later be displayed in Microsoft Teams (Microsoft, 2022).

2) Files

The file is a feature to save files that have been uploaded to Microsoft Teams (Pal & Vanijja, 2020). This feature provides an opportunity for students to discuss and re-access the submitted subject matter so that the opportunity to improve learning outcomes can be achieved more effectively and effectively.

3) Breakout Room

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Breakout rooms allow the meeting organizer to split their attendees into multiple online rooms for discussion and collaboration (Microsoft, 2022). Lecturers tend to split the students into a couple of rooms and give them time to discuss specific topics.

4) Saved Record

Teams' meetings or calls can be recorded for future viewing. The recording captures audio, video, and screen-sharing activity and shares the video recording (Ilag, 2020). It is beneficial because if the students forget or are confused in the future, they can open the recorded video of their classes.

5) Meets

Meets is a video conferencing feature from Microsoft Teams (Microsoft, 2022). With this feature, students can discuss directly or do presentation projects. Students can share the screen with the viewers, invite people, send an attachment, and comments, react through emojis and stickers, apply video background, write meeting notes, use live subtitles/captions, and record the live class.

6) Chats

This feature lets students send direct messages to their lecturers or friends. They can send basic chat, files, stickers, emoticons, approval requests, schedule a meeting, send praise, stream a video, direct tasks, and use/connect to another office 365 feature (Microsoft, 2022).

7) Whiteboard

Each team has a dedicated whiteboard where participants have space for sketching together (Purba, 2021). It makes it easier for students to discuss a random draft for their project.

8) Microsoft Form

Microsoft Teams also connect to other features in office 365, making it way more convenient to use and utilize many features simultaneously (Microsoft, 2022). The lecturer can add a Microsoft form in the class channel tab and let anyone in the class answer and fill in the form directly through the application.

9) Raise Hand

While the lecturer elaborates on the lesson material, students should refrain from

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disturbing directly in the middle of a lecture. So, the solution is to raise the hand feature. Students can click the raise hand icon, and the lecturer will notice that students want to ask something (Hubbard et al., 2021).

10) Calls

Besides having video conferencing and chats feature, Microsoft Teams is also equipped with call features (Microsoft, 2022).

CONCLUSION AND IMPLICATION

Based on the result and discussion above, Microsoft Teams have become Learning Management System (LMS) that can support the student learning process in the online learning environment. It has proven that students' perceptions of Microsoft Teams in cognitive, affective, and behavioral domains are highly positive. However, several obstacles accrued during the learning process; Unstable internet connection, lack of reading interest, lack of grammar understanding, and some technical problems. Furthermore, students enjoy learning English through Microsoft Teams and feel much improvement in themselves.

The students also believe online learning through Microsoft Teams is more effective than offline learning. More than that, all the features in Microsoft Teams made the students satisfied and facilitated students' needs excellently. It implies that applying Microsoft Teams can be considered a way to face online learning during the COVID-19 pandemic. More than that, with all the features in it, this application can provide and solve student learning problems.

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