

EFL LEARNERS' PERCEPTION ON THE USE OF MS TEAMS APPLICATIONS

Puji Jayanti

English Language Education

Teacher Training and Education Faculty, Slamet Riyadi University Surakarta

Email: pujijayanti4@gmail.com

ABSTRACT

The implementation of online learning becomes popular all around the world during the Covid-19 pandemic. In Indonesia, the changing of synchronous learning to asynchronous learning is somewhat new. As a result, the researchers think it is needed to learn about the students' perceptions of online learning with MS Teams in learning to write. The goals of this study were to find out the activities done by the students in using MS Teams, students' perception toward the use of MS Teams, and the utilization of MS Teams in class. The research used descriptive qualitative research. The eighth-grade students at SMP N 7 Purwodadi were the participant in the study. The data collection used in this study was interviews and questionnaires. Four steps of data analysis namely data collection, data reduction, data display, and data verification were used in the study. The result showed that the students utilized MS Teams to send assignments and discuss with the teacher related to learning writing. The students' perceptions toward the use of MS Teams in learning writing were MS Teams allows students to study anywhere and anytime, MS Teams allows students to practice writing English, and MS Teams helps students to improve their writing skill. The students utilized MS Teams to study for at least two hours per day and to discuss with the teacher. In conclusion, the students' perceptions toward the use of MS Teams in online learning showed positive responses.

Keywords: *MS Teams, Perception, Writing Skill, EFL, Online Learning*

INTRODUCTION

Covid-19 cases have been started in Wuhan, China, since the end of 2019. Covid-19 is expected to spread throughout Indonesia and the rest of the world by March 2020. Covid-19 gives impact to a variety of areas including social, economic, health, especially education that can be seen from synchronous learning that is not possible to be held in all levels of education. To avoid the spread of Covid- 19, synchronous learning must be substituted by online learning (Mishra, Gupta, and Shree, 2020). Besides, to prevent the spread of covid-19, all large-scale activities such as seminars, conferences, and workshops must be postponed or canceled.

On March 24, 2020, the Minister of Education and Culture issued a circular letter outlining a regulation for the implementation of online learning during school from home. Synchronous and asynchronous learning is used in the online learning process. The teacher gives material and explanations directly through the application in synchronous. In

asynchronous systems, the teacher directs assignments to the students. The use of ICT (Information and Communication Technology) becomes the most important aspect of asynchronous learning. Through asynchronous learning, students can learn from anywhere and at any time by using an online learning platform (Patmo, 2020). This type of learning allows students to continue their studies without being limited by current situations.

There are some applications that can be used in online learning such as WhatsApp, Google Classroom, Quipper, Zoom, MS Teams, and etc. Through the pre-interview with the English teacher, the researcher got information on the advantages and disadvantages of using online learning in the learning process. The following is the benefit of using online learning namely a more efficient learning process. Besides that, online learning has disadvantages such as difficulty accessing online learning in areas with poor signal, students being ashamed to ask personal questions to teachers, and students still finding it difficult to use technology. The use of MS Teams as a platform in the teaching and learning process is seen positively by students. Through the use of MS Teams, teachers can improve their innovation and creativity in the teaching process. However, the teacher struggles in teaching-learning using MS Teams because it is a new technology that teachers have yet to master the application. (Nursalina and Fitrawati, 2021).

In spite of many applications that can be used in the online learning process, this study focused on the implementation of Microsoft Teams. MS Teams is a brand-new teaching and learning platform with many features. MS Teams is a kind of software that can help you stay organized. MS Teams is a tool that can be used for both education and work. The characteristics of MS Teams can be useful in the learning process, especially when it comes to writing skills (Sharapova, 2019).

Since English is not Indonesian students' mother tongue, it is kind of difficult for them to learn it. As a result, it is important for them to keep practicing it so that they can fluency in it. There are four English skills namely reading, speaking, listening, and writing that should be mastered by the students. However, writing is one of the hardest English skills to be mastered. As a result, it is important to analyze students' perceptions of MS Teams as a platform for online learning. Perception is a person's interpretation of what they see, with cause and effect (Williams, 2010). It suggests that students' perceptions on the use of Microsoft Teams are quite interesting.

From the results of the study, the researcher wants to learn about the students perceptions toward the use of MS Teams of eighth grade students of SMP N 7 Purwodadi in 2021-2022 academic years.

METHOD

This research uses a qualitative research method. Qualitative research is a method of collecting data that involves text, tables, pictures, data analysis, and varied design and description (Creswell, 2009). It means that a qualitative method is one that takes data collected through observation, interview, and analysis and puts it into words.

The subject of this research was the Eighth grade students of SMP N 7 Purwodadi. The population of the sample this research are class VIII A, VIII B, VIII E, and VIII F. The researcher used random sampling. To collecting the data researcher use interview and questionnaire to collect the data. The researcher conducted interview the English teacher MR. W.S and submitted 12 question. Beside that, the researcher distributed 50 questionnaire items to the students about the perception of the students using MS Teams as a platform in the learning process. The questionnaire has eleventh indicators that include the three problem statement about the activities carried out using MS Teams in the learning writing, the students perception using MS Teams application, and the utilize of the students using MS Teams in learning writing. The indicator of the question is about; 1) Utilization of the used MS Teams in learning writing skills, 2) the students learning style, 3) the students benefit from using MS Teams in learning writing skills, 4) strategies by the teacher in teaching writing using MS Teams, 5) students perceive of usefulness MS Teams, 6) students perception toward MS Teams in teaching writing, 7) The positive impact of the used MS Teams in teaching writing, 8) the students respond on teaching writing skill by MS Teams, 9) the students level of MS Teams usage of writing skill learning, 10) the students level of mastering writing skill, 11) the problem faced by students in learning writing skill using MS Teams. the total of these questioners is 50 questions.

To analysis the data, the researcher using data collection, data reduction, data display, and data verification. The data was collected to analyze the students perception toward the use MS Teams in teaching writing of the students of SMPN 7 Purwodadi in 2021/2022 academic years.

RESULT AND DISCUSSION

A. RESULT

In this stage, the researcher want to share the result of the questionnaire that distributed to the students. This result is from the three problem statement. Below is the results of the first problem statement. The activities carried out using MS Teams in learning writing

The researcher divide the problem statement into four indicators: the utilization of the use MS Teams in learning writing, the students learning style, the students behaviour in using MS Teams in learning writing, and the teacher strategies to teaching writing.

1. The Result of The Activities Carried Out in Using MS Teams in the Learning writing

No.	Statement	Answer				
		SD	D	N	A	SA
1.	The material given by the teacher from MS Teams help me to learn about writing	0,00% (0)	3,3% (2)	6,7% (4)	65% (39)	25% (15)
2.	MS Teams help me to finish and send the students writing assignment to the teacher	0% (0)	3,3% (2)	1,7% (1)	73,3% (44)	21,7% (13)
3.	Students easily to collect the assignment that given by the teacher	0% (0)	1,7% (1)	8,3% (5)	61,7% (37)	28,3% (17)
4.	I use features (Chatbox, call, files, etc) of MS Teams to the writing learning material with the other students and the teacher	0% (0)	1,7% (1)	18,3% (11)	68,3% (41)	11,7% (7)
5.	The teacher always give feedback about the students assignment	1,7% (1)	1,7% (1)	11,7% (7)	68,3% (41)	16,7% (10)
6.	MS Teams help me to understand the writing learning material while I study by myself	0% (0)	3,3% (2)	20% (12)	63,3% (38)	13,3% (8)
7.	I always send my assignment in MS Teams on time	0% (0)	0% (0)	20% (12)	66,7% (40)	13,3% (8)
8.	I improve my writing skill with do more practice about writing test	0% (0)	5% (3)	6,7% (4)	68,3% (41)	21,7% (13)
9.	Using gadgets while learning writing is easier than using students book	6,7% (4)	20% (12)	25% (15)	38,3% (23)	10% (6)
10.	Writing material that given from MS Teams help me to understand the assignment	0% (0)	3,3% (2)	25% (15)	48,3% (29)	23,3% (14)
11.	MS Teams help me to study in anytime and anywhere	0% (0)	5% (3)	15% (9)	58,3% (35)	21,7% (13)
12.	In my opinion, using MS Teams can improve my writing skill	0% (0)	6,7% (4)	28,7% (17)	51,7% (31)	13,3% (8)
13.	MS Teams always kept the students privacy and give protection the data while students finish the assignment	0% (0)	1,7% (1)	13,3% (8)	58,3% (35)	26,7% (16)
14.	Using MS Teams in teaching and learning process was more fun	1,7% (1)	5% (3)	28,3% (17)	40% (24)	25% (15)
15.	The teacher always give assignment while English lesson	0% (0)	5% (3)	10% (6)	68,3% (41)	16,7% (10)
16.	The material that given by the teacher from MS Teams more clear	0% (0)	5% (3)	21,7% (13)	51,7% (31)	21,7% (13)
17.	The assignment that submitted in MS Teams always get feedback from the teacher	0% (0)	1,7% (1)	13,3% (8)	63,3% (38)	21,7% (13)
18.	The teacher always give time the students to ask about the	0% (0)	3,3% (2)	18,3% (11)	55% (34)	23,3% (14)

	learning materials through MS Teams	(0)	(2)	(11)	(33)	(14)
19.	The teacher give short explanation about the assignment to the students	0% (0)	5% (3)	16,7% (10)	51,7% (31)	26,7% (16)

Table 1 The Result of The Activities Carried Out in Using MS Teams in the Learning writing

Based on the table above , it show the result of the nineteen questionnaire. The result was : 1) the 60% students agree that MS Teams help them to study writing. 2) almost 70% students agree that MS Teams easier to use send and finish assignment, 3) the 60% students agree that MS Teams as a platform that easily to collect assignment, 4) almost all 60% students agree that features MS Teams that usefull in learning process, 5) the 60% students agree that MS Teams help to get feedback from the teacher, 6) the 60 % students think that MS Teams help students understand the material, 7) more than 60% respondant sent the assignment ontim, 8) the 60% students do practice in MS Teams to improve their writing skill, 9) more than 30% students usinggadget to study, 10) the 40% students agree that material that share on MS Teams help to understand the material, 11) Almost 50% student agree that MS Teams can use anytime and anywhere, 12) the 50% students agree that MS Teams improve their writing skill, 13) the 50% of students think MS Teams give safa from the assignment, 14) 40% of students think that learning writing using MS Team more fun, 15) The 0% students agree that the teacher always give tassignment during the lesson, 16) more than 50% stduents agree that material in MS Teams more clear, 17) the 60% of students agree that the assignment given feedback from the teacher, 18) more than 50% response agree that teacher always give opportunity to students to ask, 19) the 50% students agre that the teacher give short explanation before give assignment.

2. the students' perception toward the use of MS Teams in teaching writing

The second problem statement was about students' perception toward the use of MS Teams in teaching writing. The researcher divide the second problem statement into four indicators there were: students perception of the usefullness of MS Teams, students perception of the use MS Teams in teaching writing, The positive impact of the use MS Teams in teaching writing, and the students response in teaching writing skills by MS Teams.

Table 2 the students' perception toward the use of MS Teams in teaching writing

No.	Statement	Answer				
		SD	D	N	A	SA
1.	Submitted learning material through MS Teams was easier and faster	0% (0)	1,7% (1)	13,3% (8)	61,7% (37)	23,7% (14)
2.	MS Teams helped me to discuss the materials with the teacher when i confused	0% (0)	1,7% (1)	15% (9)	66,7% (40)	16,7% (10)

3.	Submitted assignment through MS Teams made me not worry about cheating that do by my friend	0% (0)	1,7% (1)	10% (6)	60% (36)	28,3% (17)
4.	The teaching and learning process through MS Teams was efficient to save time and energy	0% (0)	5% (3)	23,3% (14)	58,3% (35)	13,3% (8)
5.	MS Teams help me to get and understand the new vocabulary through the learning material given by the teacher	0% (0)	8,3% (5)	13,3% (8)	65% (39)	13,3% (8)
6.	Learning grammatical, punctuation, conjunction, and etc was difficult to understand	0% (0)	6,7% (5)	16,7% (11)	60% (36)	16,7% (10)
7.	MS Teams is a bit tedious when I use to learn writing	1,7% (1)	10% (6)	23,3% (14)	53,3% (32)	11,7% (7)
8.	MS Teams helps to write text anywhere	0% (0)	3,3% (2)	18,3% (11)	58,3% (35)	20% (12)
9.	The use of MS Teams helps me to improve my ability to arrange words into paragraph	0% (0)	5% (3)	23,3% (14)	53,3% (32)	18,3% (11)
10.	Learning to write using MS Teams make me feel enthusiastic about working on the assignment	1,7% (1)	15% (9)	16,7% (10)	48,3% (29)	18,3% (11)
11.	The group video call feature in MS Teams makes it easy to material explanation	0% (0)	0% (0)	28,3% (17)	58,3% (35)	13,3% (8)
12.	The use of MS Teams in learning to write helps me to conclude a text	0% (0)	0% (0)	10% (6)	75% (45)	15% (9)
13.	MS Teams helps me to get information about English writing quickly	0% (0)	5% (3)	20% (12)	58,3% (35)	16,7% (10)
14.	MS Teams helped me to practice arrange word into sentence in English with my friend	0% (0)	8,3% (5)	23,3% (14)	50% (30)	18,3% (11)
15.	MS Teams helps me improve my English vocabulary	1,7% (1)	3,3% (2)	20% (12)	58,3% (35)	16,7% (10)
16.	I always use MS Teams for learning and developing my English writing skills	1,7% (1)	1,7% (1)	20% (12)	55% (33)	21,7% (13)
17.	I always do the writing assignments given by the teacher through MS Teams in earnest	0% (0)	5% (3)	13,3% (8)	55% (33)	26,7% (16)

The result from the second problem statement was: 1) the 60% students easier to submit their assignment using MS Teams, 2) more than 60% students think MS Teams help student discuss with the teacher, 3) the 60% students agree that MS Teams make students safe submit their assignment, 4) more than 50% students learning using MS Teams save time and energy 5) more than 60% students think MS Teams develop their vocabulary, 6) the 60% students think that learn grammatical is difficult, 7) more than 50 % students feel tedious using MS Teams, 8) the 50% of students help to write text anywhere, 9) more than 50% students agree that using MS Teams improve my ability to arrange words into sentence, 10) the 40% students enthusias learn writing using MS Team, 11) the 50% students agree using features of MS Teams easi to get explanation, 12) more than 70% students the use of MS Teams help students conclude the text, 13) more than 50% students agree that MS Teams give their information, 14) 50% student use MS Teams to practice writing with friend, 15) more than 50% student agree that use MS Teams can imporve their vocabulary, 16) the 50% students use MS Teams todevelop their writing skills, 17) more than 50 %students do the assignment by the teacher using MS Teams.

3. the result of student utilize MS Teams to learn writing skill

From the problem statement was about Students utilize MS Teams to learn writing skill. Based on the third problem statement that divides into three indicators that are distributed into sixty respondents. There were: The students' level of MS Teams usage in writing skill learning, the student's level of mastering writing skill, and the last the problem faced by in using MS Teams in writing skill. the result of the statement can be seen in the table below

Table 3 the result of student utilize MS Teams to learn writing skill

No.	Statement	Answer				
		SD	D	N	A	SA
1.	I use MS Teams in learning to write at least 2 hours per day	3,3% (2)	8,3% (5)	25% (15)	53,3% (32)	10% (6)
2.	I only use MS Teams to collect the writing assignment	3,3% (2)	13,3% (8)	18,3% (11)	50% (30)	15% (9)
3.	I only use MS Teams to check the writing material send by the teacher	0% (0)	16,7% (10)	15% (9)	56,7% (34)	11,7% (7)
4.	I use MS Teams at least 2 times a week to communicate with the teacher to discuss writing material	3,3% (2)	18,3% (11)	18,3% (11)	43,3% (26)	16,7% (10)
5.	Hard to use MS Teams features make me rarely use MS Teams in learning write	3,3% (2)	20% (12)	28,3% (17)	36,7% (22)	11,7% (7)
6.	I still find it difficult to connect one word to another with conjunction	0% (0)	10% (6)	28,3% (18)	45% (27)	16,7% (10)
7.	I still find difficult to understand English grammatical rules when learn through MS Teams	0% (0)	11,7% (7)	25% (15)	36,7% (22)	26,7% (16)
8.	I do not pay attention to punctuation, capitalization, and spelling when writing English tect in MS Teams	5% (3)	20% (12)	18,3% (11)	46,7% (28)	11,7% (7)
9.	I still find it difficult to develop the ideas that i have to construct a good text	1,7% (1)	13,3% (8)	18,3% (11)	50% (30)	16,7% (10)
10.	I still find it difficult to develop the content of the text with the predetermined topic	1,7% (1)	20% (12)	16,7% (10)	50% (30)	11,7% (7)
11.	It is ineffective to learn to write using MS Teams in a low signal area	0% (0)	8,3% (5)	8,3% (5)	55% (343)	28,3% (17)
12.	MS Teams is sometimes difficult to access so that, it interferes with English writing learning activity	1,7% (1)	8,3% (5)	15% (9)	50% (30)	26,7% (16)
13.	Sometimes I fail in sending the English writing assignment	1,7% (1)	8,3% (5)	13,3% (8)	58,3% (35)	18,3% (11)
14.	Using MS Teams makes it students difficult to understand English written material given by the teacher	3,3% (2)	6,7% (4)	28,3% (17)	40% (24)	21,7% (13)

The result of this problem statement was: 1) Almost more than 61,7% of students feel that MS Teams make delivery of materials more fast and easy to understand, 2) Almost 60% of students chose to agree that MS Teams help to discuss the material with the teacher 'if they don't understand, 3) Almost 60% of students agree that MS Teams make students comfortable collecting their writing assignments without being worried copied by a friend, (4) More than half 50% of students learning writing use MS Teams more safe time and energy, 5) More than 65 % of students feel MS Teams help students understand new vocabulary with the text that

send by the teacher in MS Teams. 6) Almost 60% of students still difficult to write English especially using grammar, punctuation, and conjunction, 7) more than 60% of the students argued that sometimes they feel bored learning writing using MS Teams. 8) More than half 50% of students argued that MS Teams help writing text anywhere. 9) More than 50% of students argued that using MS Teams in learning writing makes students enhance the ability to arrange words into a paragraph. 10) Almost half 40% of students enthusiastic do the writing assignment using MS Teams, 11) More than half 50% of students argue that feature video groups in MS Teams help students to learn writing material more easily. 12) Almost all 70% of students agree that using MS Teams help them to conclude the text, 13) More than 50% of students agree that MS Teams make material delivered more quickly than the face to face learning, 14) Half 50% of students agree that MS Teams help the student to make a sentence with their friend, 15) More than half 50% of students agree that MS Teams can help the student to develop their vocabulary, 16) More than 50% of students agree that they use MS Teams to learn writing skills anytime and anywhere, 17) more than 50% of students argued that they always do the teacher assignment seriously.

DISCUSSION

1. The Activities Carried out MS Teams in learning writing

The result of the questionnaire related to the first indicator in the problem statement, which was concerning the usage of MS Teams in learning writing: (1) Teacher-shared materials in MS Teams to guide students in studying, (2) MS Teams as a tool help student in submitting the teacher assignments, (3) Students easily collect assignments in MS Teams, (4) MS Teams features assist in discussing with my friend, and (5) The teachers give feedback when students collect their assignments (see table 1). It was in line with the theory of (Dhawan, 2020) said that while online learning, distance learners can join virtual lecturers from anywhere, with interaction and instruction with other students. online learning more can flexible, innovative, and more can students centered. The statement was related to the previous research conducted by (Vu et al. 2021), using MS Teams is an effective tool for supporting teaching and managing students at home. In my opinion, the utilize of MS Teams as a platform for the teaching and learning process was in a good performance.

The second indicator concerned the students' learning styles. The following were the results of the questionnaire in related to the second indicator: (1) MS Teams helps students understand the writing material, (2) MS Teams allows students to send assignments on time,

(3) MS Teams allows students to practice their writing skills, (4) students learning to try writing use a gadget, and (5) teacher materials help support students in understanding the assignment (see table 1). It was theory from the statement from (Poston, 2020) argued that MS Teams more very beneficial when it starts at small class, the students can complete the group work of the utilization powerpoint and teacher should convenience the student that they already have a good understanding of MS Teams. and the previous research of (Poston et al. 2020) that using MS Teams the teacher and students can use the application to learn and use in the classroom. From the explanation and theory above, I think the students learningstyle using MS Teams can improve their writing skills.

The students' benefit of utilizing MS Teams to improve writing skills was the third indicator. As a result, (1) MS Teams help student in studying whenever and wherever they need, (2) MS Teams increase students' writing skills, (3) MS Teams provide privacy for student assignments, and (4) MS Teams make the teaching and learning process more enjoyable. One of the best methods to increase students inside and outside the classroom using Teams, according to (Philips, referenced in Martin, 2019), is to adapt them to utilize the mobile app. Besides that the statement is related to the previous research conducted by (Rababah, 2020), the three of positive response emerged by the student with MS Teams, first is convenience (learning became easier because doesn't need transportation and the teacher can be accessed anywhere), second the time efficiency (the students have more time management to prepare for lessons and do homework), third shared learning resource (easier to delivered information, whether video, audio, within less than a second the all students, and it is kept secure from the system). In my opinion, is MS Teams have many benefits to students in this situation to help the learning process of the student.

2. Students' perception toward the use of MS Teams in teaching writing

The first indicator about the students perceives of the usefulness of MS Teams. the result was: (1) Submitted assignment in MS Teams more easy and fast, (2) MS Teams help to discussed material with the teacher, (3) Submitted assignment in MS Teams not make me worried about friend cheating, (4) Teaching using MS Teams safe time and energy (see table 2). It is line theory Readiness the cheap of internet, high-speed internet, together with advanced technology help to promote the flexibility of the learning procedure and complement the face-to-face learning method (Wang, 2019). It is line with the previous research that MS Teams as a platform that helps to provide perception and extend to new

tools can help to achieve their benefit (Pal and Vanijja 2020). My opinion from this indicator was the perceive students from MS Teams application are in good evaluation. The teacher can use the application more thoughtfully.

The second indicator was about the students' perception of the use of MS Teams in teaching writing. It is the result: (1) MS Teams help to understand new vocabulary, (2) Learning grammatical, punctuation, conjunction, etc is difficult, 3) MS Teams is a bit tedious when I use to learn writing, (4) MS Teams help the student to write everywhere, 5) MS Teams help to improve student ability arrange words into a sentence. (see table 2). Perception is knowledge of unpredictable facts that relevant to the environment, phenomena, observed social life involving the five sense (Matthen, 2015). According to (William, 2010), perception is persons aspect of what they see from the previous expriences that have experience and outcomes. The statement according to (Dorf, 2019) to build up a meaningful and valuable users experience, the materials and learning activity in an online learning platform should be useful, usable, desirable, findable, accessible, credible, as well as valuable. The statement also related to the previous research by (Ridho 2020), states that online learning via MS Teams is categorized as something new for students, but the learning environment and interaction motivated students in attending online learning, as a result, they can easier comprehend the learning materials. In my opinion the students ability to learning and practice writing skill using MS Teams must be upgraded.

The third indicator was about the positive impact of the use of MS Teams in writing. The result from the research was: (1) The student feels enthusiasm learning using MS Teams, (2) The video group can use to explain the material, (3) MS Teams can help student learning to conclude the text, (4) The student get information using MS Teams faster. E-Learning and IT more be appeared in this world. It is a line theory from (Soni, 2020). The teacher more increases the students' ability to participate through MS Teams, and the teacher recommends this application to be used in the learning process to the Ministry this statement is from the previous research by (R. K. Bsharat and Behak 2021). This explanation makes me thinkthat MS Teams should be used in learning writing skills.

The result for the fourth indicator was about the students' response in teaching writing skills using MS Teams there was: (1) MS Teams help students practice arrange words into a paragraph, (2) MS Teams help me to improve vocabulary, (3) use MS Teams to develop English writing assignment, (4) students always do the assignment using MS Teams. The

teacher must change the traditional learning into the virtual concept, this concept is most very important to do now and in the future, it is line theory from (Setiadi, 2016). The previous research according to (Wijayanto, 2021) The features of MS Teams can be used optimally by the student and teacher in the teaching and learning process. so, it can be concluded that MS Teams that use teacher and students properly in teaching and learning writing.

3. The Students' utilize using MS Teams in learning writing

The first indicator was about The students' level of MS Teams usage in writing skills. the result in this indicator was: (1) Students use MS Teams 2 hours per day to learn writing, (2) Students using MS Teams to collect assignments, (3) Student use MS Teams to see the material, (4) Students use MS Teams 2 time in a week to communicate with the teacher, (5) The students difficult to use MS Teams (see table 3). Some subject of lesson is design and displayed on LSM online learning, Wikipedia, video, and the online platform it is line theory from (Susan ko, 2017). This is base on previous research conducted by (Sakkir et al. 2016) the result of the research is the students give a positive perception of the use of social media in writing class, but that any factors that implementation. In my opinion, the student's level of using MS Teams to enhance their writing skills is more improved

The second indicator was about the students' level of mastering writing skills. the result was: (1) Students still difficulty to connect a word with conjunction, (2) Students difficulty to understand the grammatical rules, (3) Students not pay attention to the aspect of writing, (4) Students difficulty to develop ideas into a good text, (5) Students still difficult use topic given by the teacher. It is the line theory from (Chakravarthy, 2015) After the students are good at writing correctly and logically, students know how to use appropriate language and the learning style in the future. The previous research that results conducted by (Anh, 2019) from the analysis on the writing mistakes, students difficult to practice writing and because the research is purpose is the solution to enhance the English writing skills.

The third indicator was about the faced by students in using MS Teams in teaching writing skills. The result was: (1) Ineffective learn using MS Teams in bag signal, (2) MS Teams difficult to access sometimes, (3) Student sometimes failed to send the assignment, (4) MS Teams make students difficult understand the material. The technology progress in the teaching and learning process in Indonesia can be implemented and will give a positive impact on the student can increase their motivation and the confidence it is the line from (Sari et al., 2020)

CONCLUSION

Based on the discussion above, the result of this reseach can be concluded as follows: the activities carried out using MS Teams can be said very good: 1) students use MS Teams to send and finish assignment, 2) MS Teams help students to communication with the teacher.

Students perception on the use MS Teams in learning writing: 1) students can use MS Teams to learn anywhere and anytime, 2) the features of MS Teams help students to learn writing, 3) The use of MS Teams can improve their students writing skill

The students utilize using MS Teams in teaching wrting: 1) students think MS Teams make send assignment more easier and faster, 2) MS Teams help students get new vocabulary, 3) students use MS Teams to discuss the assignment

Biside that, MS Teams has a obstacle to sometimes, students difficult to access MS Teams to sent the assignment and the bad signal make students can't access MS Teams. Based on the students' experience MS Teams develop to improve the students writing skill. But, the students have some trouble when use MS Teams.

REFERENCES

- Anh, Dang. 2019. "EFL Student's Writing Skills : Challenges and Remedies." *IOSR Journal of Research & Method in Education* 9(6):74–84. doi: 10.9790/7388-0906017484.
- Chakravarthy, Ranganath. 2015. Problems encountered by rural students in writing English–role of English teacher-some Solutions. *International Journal on Studies in English Language and Literature (IJSELL)*, 3(7), 27-38.
- Creswell. 2009. "Creswell (2008) Research Design.Pdf." 296.
- Martin, Louis, and Dave Tapp. 2019. "Teaching with Teams: An Introduction to Teaching an Undergraduate Law Module Using Microsoft Teams." *Innovative Practice in Higher Education Journal* 3(3):58–66.
- Mishra, Lokanath, Tushar Gupta, and Abha Shree. 2020. "Online Teaching-Learning in Higher Education during Lockdown Period of COVID-19 Pandemic." *International Journal of Educational Research Open* 1:100012. doi: 10.1016/j.ijedro.2020.100012.
- Nursalina, N., and F. Fitrawati. 2021. "EFL Teachers' Perception on Online English Learning

- Activities during the Covid-19 Pandemic at High Schools in Padang.” *Journal of English Language Teaching* 10(2):204–20. doi: 10.24036/jelt.v10i2.112341.
- Padmo, Dewi, Universitas Terbuka, Lidwina Sri Ardiasih, and Universitas Terbuka. 2020. “The Impact Of COVID19 On The International Education System.” *The Impact Of COVID19 On The International Education System* (November). doi: 10.51432/978-1-8381524-0-6.
- Pal, Debajyoti, and Vajirasak Vanijja. 2020. “Perceived Usability Evaluation of Microsoft Teams as an Online Learning Platform during COVID-19 Using System Usability Scale and Technology Acceptance Model in India.” *Children and Youth Services Review* 119(September):105535. doi: 10.1016/j.chilyouth.2020.105535.
- Phan, Thach Thi Ngoc, and Duyen Thi Nhu Huynh. 2021. “Improving Non-Majored Students’ Fluency in the English Speaking Skill in the Online Environment via Ms-Team.” *Proceedings of the 17th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL 2021)* 533(AsiaCALL):97–105. doi: 10.2991/assehr.k.210226.012.
- Poston, Janice, Shawn Apostel, and Keith Richardson. 2020. “Using Microsoft Teams to Enhance Engagement and Learning with Any Class : It ’ s Fun and Easy.” *Pedagogicon Conference Proceedings* 5.
- R. K. Bsharat, Tahani, and Fariza Behak. 2021. “The Impact of Microsoft Teams’ App in Enhancing Teaching- Learning English during the Coronavirus (COVID-19) from the English Teachers’ Perspectives’ in Jenin City.” *Malaysian Journal of Science Health & Technology* (March). doi: 10.33102/mjosht.v7i.116.
- Rababah, Luqman. 2020. “Jadara University Students’ Attitudes towards the Use of Microsoft Teams in Learning English as a Foreign Language.” *Studies in Linguistics and Literature* 4(4):p59. doi: 10.22158/sll.v4n4p59.
- Ridho, Ahmad. 2020. “Exploring EFL Students ’ Perception of Online Learning via Microsoft Teams : University Level in Indonesia.” 3(2):163–73.
- Sakkir, Geminastiti, Qashas Rahman, and Kisman Salija. 2016. “Students’ Perception on Social Media in Writing Class at STKIP Muhammadiyah Rappang, Indonesia.” *International Journal of English Linguistics* 6(3):170. doi: 10.5539/ijel.v6n3p170.

- Sari, A., Suryani, N., Rochsantiningsih, D., & Suharno, M. (2017). "Teachers' Perceptions Towards Digital-Based Teaching Material." 158(Ictte):136–43.
- Sari, Ayu I., Nunuk Suryani, Dewi Rochsantiningsih, and Suharno Suharno. 2020. "Digital Learning, Smartphone Usage, and Digital Culture in Indonesia Education." *Integration of Education* 24(1):20–31. doi: 10.15507/1991-9468.098.024.202001.020-031.
- Setiadi, Hari. 2016. "Pelaksanaan Penilaian Pada Kurikulum 2013 The mplementation of Assessment in The Curriculum 2013 Pendahuluan Pada Tahun Pelajaran 2014 / 2015 Telah Mulai Diberlakukan Kurikulum 2013 Di Selu- Ruh Indonesia Yang Merupakan Pembaharu- an Dan Penyempurnaan Ku." 20(2).
- Sharapova, Ksenia. 2019. "Integrating Microsoft Teams into English for Specific Purposes Course for Future Learning: A New Business English Course Concept." *12th International Conference Innovation in Language Learning* 35–40.
- Soni, Vishal Dineshkumar. 2020. "Challenges and Solution for Artificial Intelligence in Cybersecurity of the USA." *SSRN Electronic Journal* 1–17. doi: 10.2139/ssrn.3624487.
- Vu, Tran, Mai Yen, Nguyen Tran, and Uyen Nhi. 2021. "The Practice of Online English Teaching and Learning with Microsoft Teams : From Students ' View." 12(2):51–57.
- Wang, Lillian Yee Kiaw, Sook Ling Lew, Siong Hoe Lau, and Meng Chew Leow. 2019. "Usability Factors Predicting Continuance of Intention to Use Cloud E-Learning Application." *Heliyon* 5(6):e01788. doi: 10.1016/j.heliyon.2019.e01788.
- Wijayanto, Yanuar Rizka, Andayani Andayani, and Sumarwati Sumarwati. 2021. "Utilization of Microsoft Teams 365 as an Alternative for Distance Learning Media Amid the Covid-19 Pandemic." *International Journal of Multicultural and Multireligious Understanding* 8(2):87. doi: 10.18415/ijmmu.v8i2.2333.
- William, F. (2010). *Philosophy of Perception A Contemporary Introduction*. New York: Routledge