



**SENIOR HIGH SCHOOL STUDENTS' PERCEPTION OF
USING MICROSOFT TEAMS AS A PLATFORM IN ENGLISH
READING**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF EDUCATION
JEMBER UNIVERSITY**

2025



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
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DEDICATION

This thesis is honorably dedicated to:

1. To my beloved parents, Djarwo Purwanto and Tresia Sukarti, S.Pd, thank you for your unwavering prayers, encouragement, motivation, and endless love.
2. To my beloved brother, Ipda Dimas Setyo Nugroho, S.H, thank you for always supporting me through all of my college process.
3. All of my friends who cannot be mentioned one by one always give me support.

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work that has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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ADVISOR APPROVAL

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2. The Chairperson of Language and Arts Education Department.
3. The Chairperson of the English Education Study Program.
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This thesis surely has some weaknesses. Therefore, I would be more grateful and wisely appreciated for any criticism and suggestions from the readers to improve this thesis.

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SUMMARY

Senior High School Students' Perception of Using Microsoft Teams as A Platform in English Reading; Desi Prihatin Kushandayani; 180210401133;2025; 61 pages; English Education Study Program, Language and Arts Education Department, Faculty of Education, University of Jember.

Reading is a significant part of the educational process because it can improve the students' abilities in English learning, such as increasing various new vocabulary, improving brain connectivity, thinking critically related to the content of the text, and gaining a lot of important information from what they read. On the other hand, Rahayu et al. (2022) stated that global access to information, together with recent technological advancements, has made a significant transition from print to digital reading. It changes the reading behavior of students from reading with printed materials to digital materials due to the use of the internet in reading, which gives wider access to various reading topics that could make reading more interesting than traditional printed books (Rahayu et. al., 2022). To adapt to that change, various schools also develop their learning process by using various online platforms, and one of the most popular learning platforms is Microsoft Teams. Hubbard & Bailey (2018) stated that Microsoft Teams could be treated as one of the best applications that collaborate several different apps such as Office 365 including Word/Excel/PowerPoint, Skype, Outlooks meeting, a persistent chat client, OneDrive for Business, a SharePoint site collection, scheduling software, and Azure Active Directory (AAD) into one tool.

Unfortunately, not all the students are ready to use Microsoft Teams directly because of various reasons. Thus, in this research, the researcher wants to explore the use of Microsoft Teams on reading skills because there are still few

researchers who make observations on this topic at the high school level, especially in the Indonesian context.

This research was aimed at investigating the students' perceptions of using Microsoft Teams as a medium for teaching reading at the Senior High School. The researcher conducted this research at one of the senior high schools in Probolinggo, East Java, by applying a qualitative research design and using semi-structured interviews to collect the data. The participants of this research are 6 students who are randomly selected from various classes in that particular school. Then, the results of the obtained data were analyzed by using the thematic analysis method.

In short, based on the results of the obtained data, most students had positive perceptions of Microsoft Teams for reading. Most of them also found the platform helpful because it allowed them to access materials easily, repeat lessons anytime, and learn at their own pace. However, some students also faced challenges, including technical problems like slow notifications or heavy files, and confusion about how to use certain features.

CHAPTER 1. INTRODUCTION

This introductory chapter consists of research background, research question, research objective, and research contributions.

1.1 Research Background

In English learning, reading is a significant part of the educational process because it can improve the student's abilities. Students can increase many new vocabulary, improve brain connectivity, think critically related to the content of the text, and get a lot of important information from what they read, such as from textbooks, newspapers, magazines, novels, and other sources.

Rahayu et al. (2022) stated that global access to information, together with recent technological advancements, has made a significant transition from print to digital reading. Nowadays, students can read information from various media on the internet directly. For example, students do not have to go to the public library to borrow books and carry lots of books everywhere if they want to read something, as they only need a laptop or mobile phone to access learning media. Further, the use of the internet in reading, which gives wider access to various reading topics in less time, and the graphics, including animations in it, could make reading more interesting than traditional printed books (Rahayu et. al., 2022). From several previous reasons, it changes the reading behavior of students from reading with printed materials to reading digital materials.

Students can obtain various reading and learning materials from the internet because it provides various media and platforms that support the teaching and learning process. One of the most popular learning platforms is Microsoft Teams. Hubbard & Bailey (2018) stated that Microsoft Teams could be treated as one of the best applications that collaborate several different apps such as Office 365 including Word/Excel/PowerPoint, Skype, Outlooks meeting, a persistent

chat client, OneDrive for Business, a SharePoint site collection, scheduling software, and Azure Active Directory (AAD) into one tool. Using Microsoft Teams, teachers and students can make the learning process more accessible because they can use it anytime and anywhere. Microsoft Teams provides better features than other education platforms, covering chat rooms, meetings, and scheduling tools like collaborative discussion, content sharing, and video conferencing (Buchal & Songsore, 2019)

According to Linh & Ngo (2021), most students stated that Microsoft Teams is a simple platform to use, and the students feel helpful and enjoyable using Microsoft Teams as a teaching and learning tool. In line with that. The teachers believe that Microsoft Teams is valuable and practical for teaching and learning (Olugbade & Olurinola, 2021). Then, Sobaih et al. (2021) found that Microsoft Teams helped the students approach information and learning resources by functioning as a digital learning management system (DLMS) that provides learning materials to the students. Furthermore, Microsoft Teams can be used as a tool to facilitate an online learning process due to its features, such as its capabilities for displaying interactions in discussion forums, the assessment process, and even sufficient data storage (Wijayanto et al., 2021). In addition, Matulin et al. (2021) stated that the disconnection frequency of Microsoft Teams is lower and the quality of video transmission is better than Zoom or Skype, which makes Microsoft Teams a better application among similar applications. On the other hand, Loan (2022) found that students also perceived challenges using the Microsoft Teams platform. The challenges were technical problems, lack of concentration and interaction, time management, and collaboration between the students and teachers. From the results of the research, not all the participants had positive responses. In addition to having various advantages,

Microsoft Teams also has disadvantages. One disadvantage is the lack of ability of teachers to see the students' body language.

From the previous research above, it was known that almost all of the students perceive the use of Microsoft Teams as a positive thing because it has various advantages, such as bringing various applications of learning activities into one platform. Microsoft Teams also boosts learners to understand and study more actively in school because it brings all of the learning activities together in one application (Fuaddah & Maharani, 2021). However, some students felt it was difficult to implement the use of Microsoft Teams because this application is relatively unknown and lacks exposure, especially in Indonesia (Nasrum, 2020). Therefore, in this research, the researcher wants to explore the use of Microsoft Teams on reading skills because there are still few researchers who make observations on this topic at the high school level, especially in the Indonesian context.

Based on the background above, the researcher is interested in conducting research entitled "Senior High School Students' Perception of Using Microsoft Teams in English Reading."

1.2 Research Question

Based on the background above, the study focused on answering one research question that is "What is the students' perception regarding the use of Microsoft Teams as a platform in English reading at the Senior High School level?"

1.3 Research Objective

Referring to the research question, the goal of this research is to investigate the students' perceptions of using Microsoft Teams as a platform in English reading at the Senior High School.

1.4 Research Contributions

The results of the research are expected to give empirical and practical contributions.

1. Empirical contribution: The result of this research is expected to be helpful for other researchers as a reference to conduct further studies about the related topic. Additionally, the findings on the problems and the challenges of the students' perception in this study can serve as a reference to find a solution to minimize the challenges students might face when using Microsoft Teams in the future.
2. Practical contribution: Practically, the result of this research is expected to inspire other teachers to create an attractive learning environment and maximize the implementation of Microsoft Teams as a media in learning of English reading skill.

CHAPTER 2. LITERATURE REVIEW

This chapter presents the theories related to the research topic. They are theory of perception, overview about Microsoft teams, the importance of English reading, and student's perception of using Microsoft Teams, and previous studies review.

2.1 Theory of Perception

Perception is experience that is acquired by the five senses of human and also considered to be a psychological process of an individual, which can be divided into two named positive and negative perceptions (Erin & Maharani, 2018). Nasution & Ahmad (2020) stated that perception refers to the way a person interprets and makes sense of the world based on the received information. Another definition of perception is a process to obtain meaning from interpretation of received stimuli and sense which heavily affected by internal or external factors of an individual (Arifin & Kuswarno, 2017). Further, Arifin & Kuswarno (2017) stated that the internal factors of an individual which can affect perception are experience, expectation, judgement, and need. Meanwhile, the external factors are the situation of the environment and characteristics of stimuli.

Based on previous explanation, perception is a way of a human to understand their surrounding by using their senses such as sight, smell, taste, sight, hearing and touch. Therefore, the perception that will be investigated by the researcher is students' perception on using Microsoft Teams in English reading

2.2 Overview of Microsoft Teams

Among various online applications that have been released such as zoom or google meets, Microsoft Teams is one of applications that can be used to establish an online learning platform. According to Rouse (2020), Microsoft Teams is software in the Office 365 packages software suite that has a notable and

wide variety of functions including file sharing, file storage, messaging, video calling, and video conferences). Therefore, Tsai (2018) predicts that the use of Microsoft Teams will massively improve in course of the following two years, which 41% of people will utilize it before the end of 2020. Further, Hubbard & Bailey (2018) regarded Microsoft Teams as one of super applications because it integrates many different applications such as Office 365 including Word/Excel/PowerPoint, Skype and Outlooks meeting into one program which called Microsoft Team. In line with that, Microsoft Team offer better utilization than general e-mail services such as video conferencing and the ability to visit various rooms in it (Tsai, 2018).

However. There are few limitations in the utilization of Microsoft Teams. With a free Microsoft Teams account, live gatherings can be held for only 45 minutes with 100 people as limit of people that can join in one session. Other than that, there are only 2 GB of storage for individual account and 10GB shared storage when joining any free rooms in it. Thus, to overcome those limitations, it would be required and necessary to buy its license that ranges from A1 to A5.

2.3 The Importance of English Reading

English is a popular language that have been studied by various foreign learners whether in formal or non-formal educational institute (Wahyudin & Amin, 2022). Further, the use of English becoming widespread almost in every field such as business and government thing that make it not just used for communication only (Fitriana, 2012). Moreover, Özdemir (2015) also stated that most people that have successful career are equipped with good English understanding. Meanwhile in Indonesia, English is included in curriculum program, and it was taught from elementary level to university level (Wahyudin & Amin, 2022). From previous statements, it can be concluded that learning English language seemed to be an

important thing to do especially for the students. Therefore, there are four essential skills for all students to master English fluently and one of them is reading.

Reading is an important subject taught at school around the globe both in industrial countries and developing countries (Rintaningrum, 2019). According to Wahyudin & Amin (2022), reading is the ability of people to read and examine the information in what they read from the written texts. It is also an essential factor that helps the students in obtaining latest resources which can help them to master English language (Wahyudin & Amin, 2022). The example is students can obtain and discover various new vocabularies in English if they read various resources that available for them. Further, reading has become important because it provides many benefits including increasing the source of knowledge, opening new information that is available, the ability to explain new information to other people, improve concentration, and for entertainment purpose such as from novels (Rintaningrum, 2019). Bharuthram (2012) also stated that reading is one of the most important academic tasks that encountered by the students.

2.4 Challenge in English Reading for Senior Highschool Students

Even though reading is Importance for the students to increase their English skills and help them to obtain various knowledge, there is still a problem which is the lack of students' interest in reading due to monotonous learning (Wahyudin & Amin, 2022). Another problem that occurs is reluctant readers that are only interested and have great enthusiasm in the beginning of the learning process or only in a few texts because countless unknown words, complex sentence structure and old-fashioned topics before they actually read the given materials (Mu, 2012).

In line with that, Hakim (2022) stated that the problem with reading especially in the Indonesian context is because of several factors which are the difficulty of a text, students' understanding of the reading text materials given, students' lack of awareness in reading text genre, students' ignorance of applying the reading strategies, and students' motivation to read.

2.5 Microsoft Teams as platform in English Reading

In order to solve the problem that was stated in the previous part, which is the lack of students' interest in reading, various methods can be implemented and one of them is using Microsoft Teams. Rojabi (2020) revealed that online learning via Microsoft Team is categorized as something new for the students but this interaction and learning environment motivated students to participate in online learning, as a result, they can more easily comprehend the learning materials.

Further, according to Faisal (2021) Microsoft Teams for Education is an excellent tool for increasing students' interest in learning because it can be considered as a digital hub that brings conversations, content, assignments, and apps together in one place, enabling teachers to create dynamic and engaging learning environments. Microsoft Teams also help students in the learning process because they can build communication and interaction with lecturers even though they are in virtual condition (Rojabi, 2020). Students also can communicate with each other with their classmates using this application. This condition can motivate students to be independent and disciplined in learning because the lecturer provided learning materials, and discussions in fun and meaningful tasks.

Rojabi (2020), also stated that concentrating on utilizing Microsoft Teams can improve students' level of focus. Additionally, students can likewise cooperate with friends and teachers without any problem due to features in Microsoft Teams such as group chat or video group call. In other hand, students

these days know about innovation data, however it doesn't ensure that they can utilize web-based learning applications well (Popovici, 2015).

2.6 The Implementation of Using Microsoft Teams in the English Reading at Senior High School.

Microsoft Teams can be implemented in learning process at school especially in English reading. For example, a teacher can give a Microsoft Word document to students after they create their own group in the application by clicking “add channel” button and naming it according to the instruction of teacher.

Figure 1. Adding New Channel

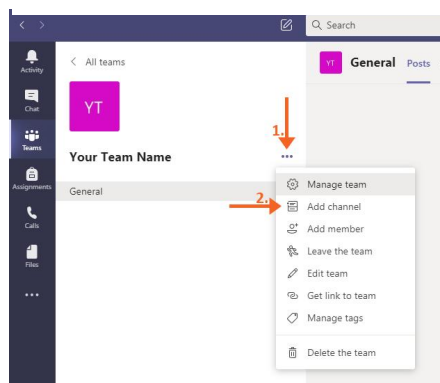
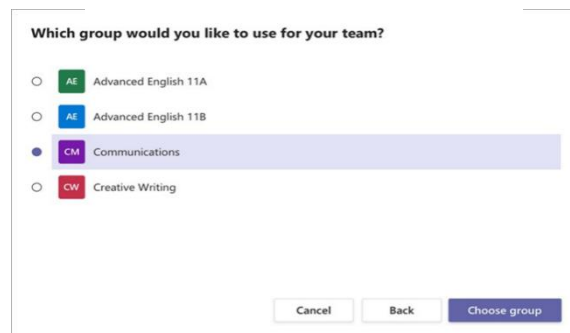


Figure 2. Choosing The Class



Then, that document can be simultaneously edited and shared among the members of the group by using Microsoft Teams. This thing represents an extraordinary benefit for working together in that application.

Figure 3. Creating New Assignment

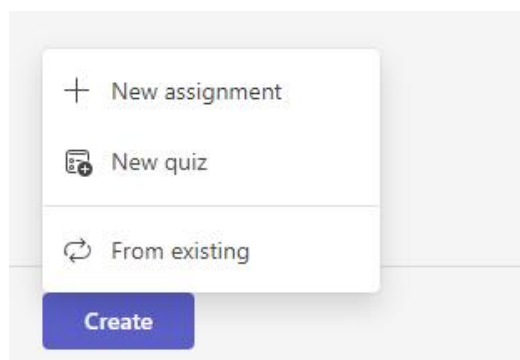
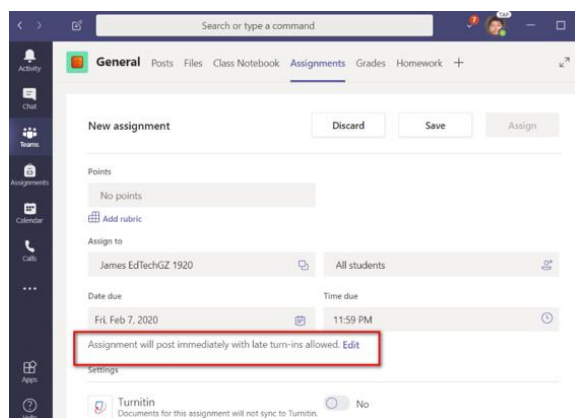


Figure 4. Setting up New Assignment



Therefore, one student can deal with the presentation part of the selected topic by creating a presentation slide; one more student on the given question from the teacher; and one more student on the discoveries part of the topic at the same time. Afterward, they can talk about the end part of the topic through a video gathering and discuss it together.

2.7 Student's Perception of Using Microsoft Teams in the Teaching of Reading at Senior High School.

Fadilah, et.al (2021) stated that using Microsoft teams really made the students felt more easily in getting the information on extensive reading subjects. The reason is that the students are able to not only read various articles as learning materials but also get some new information which can be explored by writing a summary of what they have read as additional task or write some new vocabulary that seems new for them. After that, they can share what they have done or what they have found to other students via Microsoft Teams' share screen feature.

Faisal (2021) stated that most of the students perceive the use of Microsoft Teams as a positive thing to them because various benefits in it such as flexibility during learning. It is also effectively used in online learning and provides

maximum results because it has complete features in facilitating students. In line with that, (Rojabi, 2020) also revealed that students perceive Microsoft Team as a positive thing because they can access the material and study at any time to deepen their conceptual understanding by accessing materials in file tabs of each class.

Unfortunately, some of the students have similar issues regarding the use of Microsoft Teams which have bad internet connection when the learning process starts. Because of bad connection, some students faced the response access of Microsoft teams is very slow and usually out from the application, so students cannot understand the material from teacher explanation clearly (Faisal, 2021). They also need some improvement in the method of presenting learning material which is considered monotonous and sometimes boring. The application of attractive learning methods is needed to increase students' interest in learning and understanding of concepts. In addition, students must also prepare themselves well before taking part in learning to create a balanced interaction between lecturers and students. Students hope that there will be some tutorial regarding the usage of Microsoft Teams application. In short, although the students are accustomed to using online applications, it does not mean that they are able to adapt to using Microsoft Teams quickly.

2.8 Previous Studies

The first research was conducted by Rojabi (2020) about students' perception of online learning via Microsoft Teams in university level which revealed that using Microsoft Teams as tool in organizing web-based class can make ideal learning environment for the students. Rojabi (2020) stated that Most participants in that research gave their positive perception toward the environment of learning that was created in an internet-based class by utilizing Microsoft Teams. It can

happen because there are nice materials, videos, and fun activities collaboratively. It is also because not only Microsoft Teams support the interaction between students, but also it supports the interaction between teacher and students.

The second research was conducted by Wea (2021) about students' perceptions of using Microsoft Teams during the Covid-19 Pandemic. In that research, the researcher stated that online learning was continuously carried out by using Microsoft Teams application during pandemic for the students at Education Faculty in Nusa Nipa University. The result is the participants of that research have a good perspective on using Microsoft Teams application. The participants can experience the online learning process same as direct learning process as usual. Therefore, they are motivated to conduct self-study and more disciplines. Further, Microsoft Teams application becomes helpful media for conducting online learning. However, there are several points that need to be improved such as the method in presenting learning materials, so that this application can be used effectively and efficiently. It means that the teaching methods by utilizing Microsoft Teams need to be more interactive and variative.

The third research was conducted by Cankaya (2020) about integrating Microsoft Teams into an emergency distance education system. As addition, emergency distance education is different from usual online learning. The difference is emergency education is conducted as a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances such as Covid-19 Pandemic whereas usual online learning can be implemented without any specific circumstances (Hodges et al, 2020). Cankaya (2020) stated that Microsoft Teams that are used by educational institutions will provide great convenience, especially for universities that have appropriate infrastructure to implement it because Microsoft Teams contain the essential elements that can be

found in a usual Learning Management System such as asset sharing, schoolwork assortment and tests. In this way, an educational institution using Microsoft Teams will not need to install and administrate an additional learning management system. Along these lines, an educational institution that utilizes Microsoft Teams won't have to prepare extra work to implement it.

The fourth research is about SMAN 10 Pinrang students' perception of using Microsoft Teams in English online learning conducted by Faisal et al. (2021). It revealed that the students or the participants mostly have positive perceptions toward the use of Microsoft Teams in English online learning. It was supported by the data that was obtained through questionnaires and interviews which showed that most students had positive perception in every response. From seven themes which were found, four of the themes included in positive perception are flexibility, affection, social interaction and effectiveness. Furthermore, the students' explanation revealed that Microsoft teams is a good and interesting online learning tool because it has good features especially for learning English such as the students are not needed to enter code or password when joining video conference.

The Fifth is about the use of Microsoft Teams to enhance students' engagement during learning that conducted by Poston et al. (2020). The results show that Microsoft Teams is a great tool for meeting virtually, collaborating and even recording class sessions. Other than that, Microsoft Teams can act as a hub for all Office 365 apps and allows for easy way in uploading of the videos. Microsoft Teams allows the participants to easily review various recorded class sessions, so that they do not fall behind.

The last is about analysis of the use of Microsoft Teams as a platform for Reading Comprehension that was conducted by Vani (2024) that revealed

Microsoft Teams is a good platform for conducting reading comprehension. Most of the participants agree that Microsoft teams helped them to access reading material easier because the learning material provided by the teacher is very structured in it and because of the features that exist in Microsoft Teams which is collaboration across all Microsoft Office application (Microsoft Word, Excel, and Power Point) can helped their learning process especially in reading.

From various previous research, it can be concluded that using Microsoft Teams in English learning has various positive impact for the students. However, there are still limited research conducted to reveal students' perception in using Microsoft Teams in reading especially at high school level in Indonesia. Thus, this research will be focused on that topic.

CHAPTER 3. RESEARCH METHOD

In this chapter, the research method will be explained. This part consists of research design, research context, data collection method, and data analysis.

3.1 Research Design

The research design chosen for this research is a qualitative research design and using thematic analysis to analyze the obtained data. Tenny et. al (2017) explained that qualitative research is a type of research that explores and provides deeper insights into real-world problems. Further, it can also gather participants' experiences, perceptions, and behavior. It answers the how and whys instead of how many or how much, like in quantitative research. The reason is because, in its core, qualitative research asks open-ended questions which obtained answers from the participant and are not able to easily put into numbers to answer the question of 'how' and 'why' in research (Tenny et. al., 2017). Therefore, the approach that will be used in this research is narrative research design.

The reason to choose narrative research design as an approach of this research is its advantage to tell stories from the perspective of those directly involved in the situation or phenomena investigated. It also includes the details and descriptions of the setting involved and quotes from participants. This detail is called a "thick" or "rich" description and is a strength of qualitative research (Tenny et. al.2017).

3.2 Research Context

This research was conducted at a certain Senior High School in Probolinggo, East Java that uses Microsoft Teams in English reading process. This research also focused on exploring the students' perception on the use of Microsoft Teams as a platform to conduct English reading. The information related to students' perception was obtained by employing interviews with open-ended surveys which

make the students express their thoughts and feelings in their own words. Another reason is due to accessibility to that school in conducting this research.

The reason that the school uses Microsoft teams is because the school used it as substitutes for projector devices because the school is not equipped with it in every class to show additional reading materials beside in the available textbook. The steps of teaching using Microsoft teams in that school are as follows: First, the teacher asks the students to open Microsoft teams and asks them to open the reading materials in group class that has been created. Then, the teacher gives the students several minutes, which usually 10-15 minutes to read the materials. After that, the teacher asks the students about the materials and gives them exercise to ensure their understanding about given materials whether by asking several questions directly to the students in the class or giving them a link to assignment or task in Microsoft Teams.

3.3 Research Participant

The participant of this research were 6 students from certain Senior High School in Probolinggo who are actively using Microsoft Teams as part of their English learning process especially in reading. The Participants selected based on random sampling to ensure diversity in terms of grade level and reading proficiency.

3.4 Data Collection Method

The data needed on this research will be collected using a semi-structured interview. There are 12 questions which are divided into 5 sections in the interview that used by the researcher to investigate students' perception of using Microsoft Teams in English reading, namely background information, usage of Microsoft Teams in reading activities, perception of Microsoft Teams, impact and suggestions, and closing questions. The questions of semi-structured interview are adapted from Eriksson (2020). The adapted parts are as follows: First, the

researcher translate the questionnaire to Bahasa Indonesia to ensure that all the participants are understand each question, then question in first section are reduced into two questions which are “How long have you been using Microsoft Teams as part of your learning process?” and “How often do you use Microsoft Teams for your reading activities?”. In section two, it contains two questions which are summaries of items that asked in reference. Then, in section 3 the researcher asks the participants about perceptions of students which are not included in reference. Section 4 which is Impact and suggestion is adapted from “conditions of use” part in reference. Last, section 5 is the same as in the reference which is conclusion

Therefore, semi-structured interviews are a qualitative data collection strategy which the researcher asks the participant with predetermined but open-ended questions (Petrescu et al., 2017). Further, one of the various advantages of using semi-structured interviews is that it allows the participant to give open responses instead of affirmative and negative (yes or no) answer (Petrescu et al., 2017).

Thus, the method to collect the needed data in this research is by conducting interviews with each selected student to gain in-depth insights into their perceptions, experiences, and challenges related to the use of Microsoft Teams for reading. Then, the interview was conducted in February 2025 by asking the participants directly during their break-time or after school.

3.5 Data Analysis Method

The data that has been collected by using interviews are analyzed by using thematic analysis. Braun & Clarke (2006) stated that thematic analysis is a method to identify, analyze, and report pattern or theme within obtained data. Braun & Clarke (2006) also divided the process of thematic analysis into six steps which are:

- a. Familiarizing the research data: The researcher focuses and familiarizes on the obtained data to identify possible codes, themes, and pattern that will appear
- b. Generate codes: After the data has been prepared, the researcher will involve the systematic labeling and categorization of text segments or data points related to students' perceptions, difficulties, and benefits of using Microsoft Teams for teaching reading. This coding process is crucial for identifying recurring themes and patterns within the data. For example, responses that mention challenges in using Microsoft Teams may be coded under a "Difficulties" category, while positive comments about its impact on learning could be coded under a "Benefits" category.
- c. Generating themes: Once the coding process is complete, the researcher will proceed to the development of themes and sub-themes. Themes are overarching concepts or ideas that encapsulate the most salient patterns and insights within the data. Sub-themes, on the other hand, represent more specific or nuanced aspects of the overarching themes
- d. Reviewing themes: Through a systematic review of the coded data, the researcher will identify commonalities and connections, allowing for the categorization and interpretation of the data into these themes and sub-themes.
- e. Defining and naming themes: This step aims to capturing interesting data which can assist the researcher in analyzing the data
- f. Reporting the results: In the last step of thematic analysis, the researcher writes a theme that meaningful and have contribution in the research (Braun & Clarke, 2006). Then, the purpose of this step is to deliver the data to the reader by delivering its usefulness and its validity.

The start point of thematic analysis is to look for patterns from obtained data and potential issue or interest in the data and the endpoint is the reporting of

the content and the meaning of patterns or themes in the data. Therefore, thematic analysis is an iterative process, meaning that it involves cycles of data review, coding, and theme development. This process ensures that no valuable insights are overlooked and that the resulting themes accurately represent the diversity of perspectives within the data. By employing thematic analysis, this study aims to provide a structured and meaningful interpretation of the data, going beyond a mere description of the responses. It allows for the identification of deeper patterns and connections within the participants' accounts, enabling a comprehensive understanding of the students' perceptions regarding the use of Microsoft Teams in teaching reading. Ultimately, this systematic approach to data analysis helps to extract valuable insights and draw meaningful conclusions from the collected data.

CHAPTER 4 FINDINGS AND DISCUSSION

This chapter is divided into two parts, the findings of the research and the discussion of the research findings.

4.1 Findings

This section presents the findings from interviews conducted with six students across different grade levels who participated in English reading lessons using Microsoft Teams. The interviews aimed to explore students' experiences, perceptions, and suggestions regarding the use of the digital platform in reading activities. To maintain confidentiality while allowing identification of patterns among different student groups, a coding system was used to represent each participant.

Each student was assigned a code based on their grade level and academic performance in English reading. The format of the code is GXX-Y, where "G" refers to the grade level (10, 11, or 12), and "Y" indicates their reading proficiency. For example, G10-1 represents a Grade 10 student with high reading proficiency, while G11-2 refers to a Grade 11 student with low reading proficiency. The full list of student codes is as follows:

Student	Grade Level	Informant Code
Siswa 1	Grade 10	G10-1
Siswa 2	Grade 10	G10-2
Siswa 3	Grade 11	G11-1
Siswa 4	Grade 11	G11-2
Siswa 5	Grade 12	G12-1
Siswa 6	Grade 12	G12-2

4.1.1 Background Information

a. Students' Experience Duration with Microsoft Teams

The students gave different answers about how long they have used Microsoft Teams. The participants mostly started using the platform earlier and have become more confident over time. On the other hand, some students started later and needed more time to get used to it. This shows that using technology regularly from the start can help students feel more comfortable and involved in learning.

"Kurang lebih sudah satu tahun aku pakai Microsoft Teams, sejak awal masuk kelas 10. Awalnya agak bingung, tapi sekarang sudah terbiasa."

("I've been using Microsoft Teams for about a year, since I started 10th grade. I was a bit confused at first, but now I'm used to it.") (G10-1, 2025)

This quote shows how students often feel unsure at first when using a new app, but they can adjust if they keep using it. It means that using Microsoft Teams frequently is able to help those students learn more easily and feel more confident in English learning. It also shows the importance of giving them enough time to learn digital tools well. As they get used to it, their skills improve naturally by the time passed.

"Baru sekitar enam bulan terakhir aku mulai pakai Microsoft Teams secara aktif. Sebelumnya sempat jarang karena belum paham cara pakainya."

("I only started using Microsoft Teams actively in the past six months. Before that, I barely used it because I didn't understand how.") (G10-2, 2025)

From that statement, it is explained that the participants didn't use Microsoft Teams that much because they didn't know how to use it. This shows that they need proper instructions when starting with a new digital platform. If not, they may avoid using it and miss out on learning.

"Sudah mulai aktif pakai Microsoft Teams sejak akhir kelas 10, jadi kira-kira sudah satu tahun."

("I've been actively using Microsoft Teams since the end of 10th grade, so it's been about a year.") (G11-1, 2025)

This statement indicates that using Microsoft Teams when they were in 10th grade and have continued since then. It means that Microsoft Teams has become part of their regular school routine. This kind of long-term use can help students be more independent and skilled in online learning. It also shows how important it is when teachers use digital tools consistently.

"Baru aktif pakai Microsoft Teams semester ini. Awalnya agak bingung, tapi pelan-pelan mulai ngerti dan bisa ngikutin."

("I only started actively using Microsoft Teams this semester. At first it was confusing, but slowly I started to understand and keep up.") (G11-2, 2025)

In this quote, the student explained that they just began using the app in the beginning of 2020 semester and found it confusing at first. However, over time, they started to understand it better. It shows that they can improve their English reading skill if they get the chance to practice more with Microsoft Teams.

"Sudah terbiasa pakai Teams sejak awal kelas 11. Jadi sekarang sudah hampir dua tahun."

("I've been used to using Teams since the beginning of 11th grade. So now it's almost been two years.") (G12-1, 2025)

This participant has been using Microsoft Teams for nearly two years and is already very familiar with it. Having long experience with the app makes learning easier. Students like this can use more features and manage their learning better. It shows how important to introduce these tools early.

"Baru benar-benar aktif pakai Teams sejak semester lalu. Sebelumnya sering ketinggalan informasi karena belum terbiasa."

("I only really started using Teams actively since last semester. Before that I often missed information because I wasn't used to it.") (G12-2, 2025)

This quote shows the challenge of not being familiar with the platform because the student wasn't used to it, so they often missed important information. This quote also highlights the need to help students use learning apps regularly. With better guidance, students can avoid missing assignments or lessons.

b. Frequency of Microsoft Teams Use in Reading Activities

Students also had different answers about how often they use Microsoft Teams for reading activities. They were also more likely to open the app without waiting for instructions from the teacher. On other hand, participants mostly used it only when teachers told them to, and they sometimes forgot to open it.

"Cukup sering, bisa 3 sampai 4 kali seminggu tergantung tugas dan jadwal guru."

("Fairly often, about 3 to 4 times a week depending on assignments and the teacher's schedule.") (G10-1, 2025)

This shows that when teachers give regular tasks using Teams, students are more likely to use it often. Regular use of the app helps them stay active in their reading lessons. It also helps build a habit of using digital platforms for schoolwork. This can lead to better learning results over time.

"Biasanya aku pakai Teams buat reading saat ada tugas saja, nggak rutin tiap minggu."

("I usually use Teams for reading only when there's an assignment, not regularly every week.") (G10-2, 2025)

In this case, the student uses Microsoft Teams only when needed. This means they are not using it as part of their daily learning. Students like this may need more support to build digital study habits. Teachers might encourage more regular use with weekly activities.

"Hampir setiap pelajaran reading pasti pakai Teams untuk materi dan tugas."

("Almost every reading class uses Teams for materials and assignments.") (G11-1, 2025)

For this participant, Microsoft Teams is a normal part of reading lessons. This means the school has successfully made digital tools part of the learning routine. It also helps students know

where to find their lessons and assignments. This kind of regular use supports better learning flow.

"Saat disuruh guru saja, kadang juga buka sendiri kalau ada tugas."

("Mostly when the teacher tells me to, sometimes I open it myself if there's homework.") (G11-2, 2025)

This participant uses Teams mainly when told to by a teacher. Sometimes they take the initiative, but not always. Students like this might benefit from more independent learning activities. Teachers can help by encouraging students to use Teams more freely.

"Sering, apalagi kalau udah deket ujian, guru kasih latihan lewat Teams."

("Often, especially when exams are near, the teacher gives exercises via Teams.") (G12-1, 2025)

This kind of participant uses Microsoft Teams more during exam preparation. It shows that they see the app as useful when they need to study more. Teachers often give practice questions through Teams. However, it would be better if students also used it outside of exam times.

"Cuma kalau ada tugas dari guru. Kadang suka lupa buka juga."

("Only when there's a task from the teacher. Sometimes I even forget to open it.") (G12-2, 2025)

This quote shows low level of engagement with the platform. If students forget to open the app, they may miss important lessons.

This can affect their reading skills and overall progress. To overcome this challenge, the teacher and the school should help students build stronger digital routines.

4.1.2 Usage of Microsoft Teams in Reading Activities

a. Reading Activities Conducted via Microsoft Teams

From obtained data, it show that students doing various reading-related tasks on Microsoft Teams. These tasks generally involve reading texts provided by the teacher, answering comprehension questions, summarizing main ideas, and sometimes discussing content with classmates. Several students mentioned that reading activities are delivered in multiple formats, such as files, Microsoft Forms, and chat discussions, which make the experience more flexible. Many students said they liked having access to learning materials anytime, which helps when they need more time to understand a reading. Some of them also noted that being able to re-read instructions and assignments was helpful for their learning pace. The integration of digital reading activities within Teams has made reading activities more interactive than in traditional classroom settings, although the level of participation still varies depending on the student's motivation and understanding.

"Baca teks, bikin rangkuman, jawab soal, kadang diskusi bareng teman di chat."

("Read texts, make summaries, answer questions, and sometimes have discussions with friends in the chat.")
(G10-1, 2025)

This participant described a structured approach to reading including doing summaries after reading which helps them reflect on what they have read. Further, involving discussion allows for sharing opinions and clarification of difficult points. In addition, using chat as a discussion platform makes the session feel more relaxed but still productive.

"Baca materi dari guru, nonton video penjelasan kalau ada, terus kerjain tugas."

("Read material from the teacher, watch explanation videos if available, then do the assignments.") (G10-2, 2025)

The participant emphasized the importance of using multimedia, such as videos, along with reading tasks. This kind of learning helps bridge the gap for students who find it difficult to understand reading materials only through text. Videos can serve as additional explanation and support students' comprehension. The step-by-step nature of reading, watching, and then doing assignments reflects a blended learning approach.

"Latihan baca artikel, cari ide pokok, diskusi singkat di Teams."

("Practice reading articles, find the main ideas, and have short discussions in Teams.") (G11-1, 2025)

This quote indicates the development of critical reading skills like identifying the main idea. It also shows that even short discussions in Teams can support comprehension. The ability to talk about the reading allows students to process information more deeply.

This method builds not only understanding but also confidence in expressing opinions.

"Baca teks dan jawab soal, kadang lewat Microsoft Forms atau komentar tugas."

("Read texts and answer questions, sometimes through Microsoft Forms or assignment comments.") (G11-2, 2025)

The use of Microsoft Forms and comment sections helps students submit answers easily. It also allows teachers to give feedback quickly. This digital approach is convenient and keeps all student activities well-documented. However, it may require clear instructions from teachers so students do not get confused.

"Baca teks, jawab soal, diskusi di Teams kalau guru buka sesi."

("Read texts, answer questions, and join discussions in Teams if the teacher opens a session.") (G12-1, 2025)

This shows how much the teacher's presence and direction can influence how interactive the reading activity becomes. If the teacher actively opens a discussion session, students are more likely to join and engage. Therefore, it suggested that digital tools work better when combined with teacher guidance.

"Baca teks, jawab pertanyaan, kadang tonton video pembelajaran."

("Read texts, answer questions, and sometimes watch learning videos.") (G12-2, 2025)

This statement highlights a learning routine that mixes reading and visual content. For students who struggle with reading long texts, videos can support better understanding. Watching and reading together offers a more complete learning experience. It allows students to review at their own pace, especially if they find certain materials hard.

b. Teacher Strategies in Utilizing Microsoft Teams for Reading Instruction

The strategies used by teachers in Microsoft Teams vary, but all aim to help students understand the reading materials better. Most teachers provide texts in the form of documents or links, followed by instructions on what students should do. Some teachers also use comment sections, private chats, or Microsoft Forms to check students' understanding and provide clarification. A few students mentioned that teachers sometimes guide discussions or hold review sessions after assignments are submitted. These approaches show that while teachers are using the platform in diverse ways, their goal remains the same—to support students in improving reading comprehension. However, the effectiveness of these strategies depends on how clear the instructions are and how responsive the teacher is during the lesson.

"Guru kasih materi di channel, terus kita disuruh baca dan jawab soal. Kadang ada sesi diskusi."

("The teacher gives the materials in the channel, then we are told to read and answer questions. Sometimes there's a discussion session.") (G10-1, 2025)

This reflects a teacher-centered approach where the teacher uploads materials and gives students a clear task. The occasional

discussions help clarify misunderstandings and add interaction. When discussions are held, students tend to be more engaged. This also shows the teacher's effort in balancing independent reading with group learning.

"Guru kirim file teks, suruh baca dan jawab soal. Kalau bingung, biasanya aku nanya di chat pribadi."

("The teacher sends a text file, tells us to read and answer questions. If I'm confused, I usually ask in a private chat.") (G10-2, 2025)

Private chat becomes a useful channel for students who might not feel comfortable asking in group settings. It helps teachers provide personal feedback or help when students are struggling. This strategy supports quieter students or those who need extra explanation. It's also a good way for teachers to keep track of individual progress.

"Guru kasih tugas analisa teks, kadang disuruh diskusi di komentar tugas."

("The teacher gives text analysis assignments and sometimes asks us to discuss in the assignment comments.") (G11-1, 2025)

Text analysis tasks allow students to practice deeper reading skills, such as making inferences or understanding tone. Teachers using the comment section keep discussions tied to the actual assignment. This can make the learning experience more focused and meaningful. It also helps teachers see how students interpret the reading in their own words.

"Guru share link bacaan atau file, terus kasih instruksi ngerjain soal."

("The teacher shares reading links or files, then gives instructions to answer questions.") (G11-2, 2025)

This shows a clear and direct instruction style. Sharing online links is helpful because students can access a wide range of reading resources. It also teaches them how to use digital tools to find and understand information. Clear instructions are essential so students can follow along independently.

"Guru sering kasih dokumen, disuruh kerjain mandiri dan kadang ada sesi pembahasan."

("The teacher often gives documents, asks us to work independently, and sometimes there is a review session.") (G12-1, 2025)

Independent reading trains students to manage their own learning. Review sessions allow them to compare their answers and see where they went wrong. This cycle of read–respond–review helps improve comprehension over time. It also encourages responsibility and reflection.

"Guru kasih teks dan soal, semua dijelasin lewat tulisan, jadi harus baca baik-baik."

("The teacher gives texts and questions, everything is explained in writing, so I have to read carefully.") (G12-2, 2025)

Written instructions require students to be extra attentive and develop their ability to understand directions. It encourages self-reliance but may be harder for students who struggle with written

communication. This method works well if the instructions are clear and not too long. It supports consistent reading and instruction-following habits.

4.1.3 Perception of Microsoft Teams

a. Students' Attitudes Toward Reading Lessons on Microsoft Teams

Students had different feelings about using Microsoft Teams for reading lessons, but most expressed that they were gradually becoming more comfortable with the platform. Many students appreciated the flexibility of accessing materials anytime and found the learning process more relaxed compared to face-to-face classes. Others mentioned that although it was confusing at first, they eventually adapted to the online structure. Teams allowed them to learn at their own pace, especially when they could review instructions or lessons independently. Despite the differences in academic levels, most students recognized that Teams helped reduce pressure and gave them time to adjust to digital learning environments.

"Terbantu banget karena bisa akses materi kapan saja dan belajar lebih santai."

("It really helps because I can access the materials anytime and study more comfortably.") (G10-1, 2025)

This student appreciated the flexibility and comfort that Microsoft Teams offers. The ability to study anytime made the learning process less stressful and more efficient. Students like this often feel more in control of their learning. It also shows how digital platforms

can reduce learning anxiety by providing students with easier access to resources.

"Awalnya bingung, tapi sekarang mulai ngerti alurnya walau masih pelan-pelan."

("At first I was confused, but now I'm starting to understand how it works, even if it's still slow.") (G10-2, 2025)

This response shows a student's gradual adjustment to the digital platform. The learning curve may be slower for some students, especially those with limited exposure to technology. However, their willingness to keep learning suggests that Teams is becoming more manageable over time.

"Lebih percaya diri karena bisa latihan sendiri dan nggak harus malu tanya langsung."

("I feel more confident because I can practice on my own and don't have to be shy about asking questions directly.") (G11-1, 2025)

The platform supports independent learning and helps students build confidence. Being able to ask questions without the pressure of speaking out in class creates a safer environment. This also encourages students to be more engaged without the fear of embarrassment.

"Sempet bingung, tapi sekarang pelan-pelan bisa ngikutin walau masih susah paham bacaan panjang."

("I was confused at first, but now I can slowly follow along, even though I still struggle with long readings.") (G11-2, 2025)

This quote reflects the common experience of students with lower reading proficiency. Although progress may be slow, the consistent use of Teams provides structure and access that supports steady improvement.

"Lebih enak karena bisa ulang materi kapan aja dan belajar mandiri."

("It's more convenient because I can repeat the material anytime and study on my own.") (G12-1, 2025)

This participant highlights the benefit of self-paced learning. The ability to review lessons helps reinforce understanding, especially when students miss important points during live sessions.

"Kadang bingung, tapi karena bisa dibuka ulang, aku pelan-pelan belajar sendiri."

("Sometimes I get confused, but since I can reopen the materials, I slowly learn by myself.") (G12-2, 2025)

The quote shows the value of having permanent access to learning resources. Even when students face difficulties, being able to revisit materials promotes independent learning and builds confidence over time.

b. Perceived Improvement in Reading Skills Through Microsoft Teams

Many students reported improvements in their reading skills after using Microsoft Teams, though the level of progress varied. High-performing students mentioned becoming faster at reading, recognizing text structures, and expanding vocabulary. Meanwhile, lower-performing students described small but meaningful improvements,

such as understanding main ideas or developing more consistent reading habits. Several students also expressed that having more chances to practice on their own, with the help of videos or written explanations, allowed them to grow at their own pace. Although some still faced difficulties with complex vocabulary or long texts, they felt more motivated to read and complete tasks than before.

"Iya, aku jadi lebih cepat baca dan makin banyak kosa kata yang aku tahu."

("Yes, I read faster now and know more vocabulary.")
(G10-1, 2025)

This participant recognized noticeable improvement in reading speed and vocabulary growth. The consistent exposure to English texts through Teams likely contributed to these skills. It shows how digital reading materials, when used regularly, can support vocabulary acquisition and reading fluency.

"Lumayan, aku jadi lebih sering baca walau masih suka lambat paham teksnya."

("A little. I read more often now even though I still take time to understand the text.") (G10-2, 2025)

For this participant, the frequency of reading increased, even if comprehension is still a challenge. This is a positive sign, as developing a reading habit is an important step toward improvement. Continued exposure can eventually lead to better comprehension.

"Iya, sekarang aku ngerti struktur teks dan bisa ambil informasi lebih cepat."

("Yes, now I understand text structure and can find information more quickly.") (G11-1, 2025)

The participant demonstrated a deeper understanding of how texts are organized, which is a key skill in academic reading. Learning to find information efficiently is essential for success in more complex tasks like summarizing and analyzing.

"Sedikit demi sedikit meningkat, terutama dalam cari ide pokok."

("Little by little, I've improved, especially in finding the main idea.") (G11-2, 2025)

Even small improvements, such as identifying main ideas, are important indicators of reading progress. This also reflects the impact of guided reading tasks within the Teams environment, which help students focus on key reading goals.

"Iya, aku jadi bisa atur strategi baca dan ngerti pertanyaan lebih cepat."

("Yes, I can now manage my reading strategies and understand the questions more quickly.") (G12-1, 2025)

This response shows that the student has gained metacognitive skills in reading. Being aware of reading strategies helps improve both speed and comprehension. It also reflects a higher level of reading independence.

"Bisa, tapi masih sering buka kamus karena belum paham semua kosakata."

("Yes, but I still use the dictionary a lot because I don't understand all the vocabulary yet.") (G12-2, 2025)

The participant admitted improvement but also acknowledged ongoing challenges. Needing to check words is normal in the learning process, especially for low-frequency or academic vocabulary. However, this habit also shows the student's initiative in trying to understand texts.

c. Beneficial Features of Microsoft Teams for Reading

Many students appreciated the way Microsoft Teams organized reading materials and assignments in one place. They found this structure helpful for staying on track with tasks and accessing content anytime. For example, one student mentioned:

"Fitur tugas dan file yang rapi bikin aku mudah akses materi dan nggak bingung."

("The assignment and file features are well-organized, so I can access the materials easily and don't get confused.") (G10-1, 2025)

This suggests that the clarity of Teams' layout supported students in managing their reading activities more independently. However, while students acknowledged the benefit of this organization, some also subtly pointed out limitations compared to other platforms. One student explained:

"Belajar dari rumah dan bisa diulang-ulang materi kalau belum paham."

("I can study from home and repeat the materials if I don't understand them the first time.") (G10-2, 2025)

This highlights the advantage of Teams in allowing repeated access to materials, yet further probing revealed that some students felt

Teams lacked modern interactive features. For example, unlike Google Classroom or Zoom, Microsoft Teams was seen as slower in updating its user interface and providing integrated tools for live discussion and personalized feedback.

Other students emphasized the convenience of centralized content delivery:

"Tugas dan pembahasan dari guru semua ada di satu tempat, jadi nggak ribet."

("The tasks and explanations from the teacher are all in one place, so it's not complicated.") (G11-1, 2025)

"File bisa dibuka kapan saja dan bisa dipelajari pelan-pelan."

("The files can be opened anytime, and I can study them slowly.") (G11-2, 2025)

These responses reflect how Teams enabled flexibility and self-paced learning. Still, there were implicit comparisons drawn in several interviews, where students commented that Microsoft Teams often felt "ketinggalan" (lagging behind) in terms of features, compared to more dynamic platforms like Google Classroom or Zoom, which allow easier integration of interactive quizzes or smoother mobile access.

Even senior students found the platform beneficial for review:

"Dokumen dan rekaman bisa ditonton ulang, itu sangat membantu."

("Documents and recordings can be rewatched, which really helps.") (G12-1, 2025)

"Materi bisa diakses kapan aja, jadi kalau ketinggalan masih bisa nyusul."

("The materials can be accessed anytime, so I can catch up if I miss anything.") (G12-2, 2025)

These comments confirm the platform's role in supporting continuous access and learning recovery. However, several participants from lower-performing groups suggested that Microsoft Teams should improve its mobile optimization and add clearer, more interactive features something they noticed working better in competing platforms.

d. Challenges and Limitations of Microsoft Teams in Reading Lessons

Despite the benefits, students also reported several challenges in using Microsoft Teams for reading. Technical issues were a common concern, such as slow notifications, large file sizes, or poor internet connection, which sometimes caused students to miss deadlines or struggle to open reading tasks. Some students found the interface of Microsoft Teams to be confusing, especially when there were many channels and tasks overlapping. Device limitations were also mentioned, particularly when using mobile phones with lower capacity, making it harder to access files quickly. These limitations affected students' ability to participate smoothly in reading activities and reduced their motivation in some cases.

"Notifikasi kadang telat masuk, bikin aku kelewat tugas."

("Notifications sometimes come late, and I end up missing assignments.") (G10-1, 2025)

This student's experience shows how unreliable notifications can interfere with task management. Late updates may lead to missed deadlines or confusion about reading assignments.

"Aplikasinya agak berat di HP aku, jadi kadang telat buka tugas."

("The app is a bit heavy on my phone, so I'm sometimes late in opening tasks.") (G10-2, 2025)

Technology limitations can directly affect access to learning. Students using older or slower devices face more obstacles, which can impact their reading performance and participation.

"Sinyal kadang nggak stabil, bikin aku susah buka file besar."

("The signal is sometimes unstable, and it's hard to open large files.") (G11-1, 2025)

Poor internet connectivity remains a significant barrier in online learning. For reading activities that require downloading large texts or videos, this issue can delay understanding and reduce engagement.

"Tugas suka ketumpuk, bikin bingung mana yang udah dikerjain."

("Tasks often pile up, and it gets confusing to know which ones I've done.") (G11-2, 2025)

Overlapping tasks and a cluttered task list can overwhelm students. Without a clear tracking system, they might miss or repeat assignments, making the reading experience more stressful.

"File yang dikirim kadang berat dan butuh waktu lama buat dibuka."

("The files sent are sometimes large and take a long time to open.") (G12-1, 2025)

Large file sizes delay the learning process, especially for students without strong internet or devices. This also disrupts their focus during reading sessions.

"Tampilan Teams agak ribet dibandingkan platform lain, banyak channel yang bikin bingung."

("The layout of Teams is a bit complicated compared to other platforms; too many channels make it confusing.") (G12-2, 2025)

A complex user interface can discourage student interaction. When platforms are not user-friendly, especially for younger learners or those new to digital tools, it limits their ability to focus on the actual learning content.

4.1.4 Impact and Suggestions

a. Changes in Reading Habits and Skills Due to Microsoft Teams

Microsoft Teams has helped many students build better reading habits. Before using the platform, some students rarely read English texts and found it hard to stay consistent. But now, because the materials and tasks are available online, students feel encouraged to

read more often. They can practice reading anytime and are starting to become more comfortable with English texts, even though they still face some challenges. This shows that Teams can help create regular learning routines and support students in becoming more confident readers.

"Sekarang aku lebih rutin baca teks Inggris, dulu jarang banget."

("Now I read English texts more regularly, while I used to rarely do it.") (G10-1, 2025)

Even students who were not motivated before are starting to open English texts more frequently. Although some still struggle with laziness or lack of motivation, the habit of reading is slowly forming. The structure of Teams, with its scheduled tasks and stored materials, plays a big role in reminding students to read. While the learning process is not always fast, students are trying to improve at their own pace.

"Jadi lebih sering buka teks bahasa Inggris meski masih suka males."

("I read English texts more often now, even though I still feel lazy sometimes.") (G10-2, 2025)

For other students, using Teams regularly has helped them become less afraid of reading in English. They may still read slowly, but they no longer avoid reading tasks. Instead, they feel more comfortable trying to understand what they read. This habit helps them build confidence, especially when they have to analyze texts or answer questions.

"Dulu aku males baca, sekarang jadi terbiasa walau masih pelan."

("I used to avoid reading, but now I'm getting used to it, even though I still read slowly.") (G11-1, 2025)

Although some participants still find it difficult to understand longer or more complex texts, they are practicing more often. Even small improvements in reading skill can be helpful, especially if students keep trying. This shows that digital tools like Teams can encourage learners to keep reading, even when they find it challenging.

"Lebih sering latihan baca walau masih susah paham isinya."

("I practice reading more often now, even though it's still hard to understand the content.") (G11-2, 2025)

Some participants mentioned that they now prepare for reading tasks or discussions ahead of time. This shows an increase in discipline and responsibility. Instead of waiting until the last minute, they read earlier so they can be ready for classroom tasks. Microsoft Teams has helped make reading a regular part of their learning routine.

"Sekarang lebih disiplin baca sebelum diskusi atau tugas."

("Now I'm more disciplined to read before discussions or assignments.") (G12-1, 2025)

Even students who are still not fluent in reading said they now read more than before. They may still need help with vocabulary and understanding, but they have started to practice on their own. This

shows that using Teams can support independent learning and encourage students to make progress step by step.

"Aku mulai lebih sering latihan walau belum terlalu lancar."

("I practice more now, even though I'm not very fluent yet.") (G12-2, 2025)

b. Student Suggestions for Improving Microsoft Teams in Reading Instruction

that Teams could be more interactive, not just full of text files. They wanted extra features like quizzes, audio recordings, or videos to make reading activities more enjoyable and easier to understand. These ideas show that students want learning to be more fun and engaging, especially when they study on their own at home. Some also asked for clearer instructions and more support from teachers during online reading tasks.

"Tambah fitur kuis atau audio buat latihan listening sekaligus."

("Add quizzes or audio features to practice listening at the same time.") (G10-1, 2025)

The participants also felt that sometimes the reading materials were too plain. They preferred if teachers gave explanations, not just the text. This would help them understand what to focus on and how to complete the tasks. Students who struggle with reading especially benefit from extra explanations.

"Kasih lebih banyak penjelasan, jangan cuma file teks doang."

("Give more explanations, not just plain text files.") (G10-2, 2025)

Some students also wanted quicker feedback from teachers. They believed that when teachers reply faster, they can understand mistakes quickly and improve sooner. Using the chat feature in Teams for quick feedback would be very helpful.

"Guru bisa kasih feedback langsung lewat chat biar cepat ngerti."

("The teacher could give direct feedback through chat, so we understand faster.") (G11-1, 2025)

Another useful idea was to add explanation videos for every reading topic. This could make the materials easier to understand, especially when students are learning independently. Videos can also help students who don't enjoy reading long texts.

"Boleh juga ditambah video penjelasan tiap materi bacaan."

("They could add explanatory videos for each reading material.") (G11-2, 2025)

Interactive exercises were also a common suggestion. Students believed that if learning activities were more fun, they would feel more motivated to study. Interactive tasks can also help students stay focused and enjoy the learning process more.

"Bisa ditambah latihan interaktif biar lebih seru belajarnya."

("Interactive exercises could be added to make the learning more fun.") (G12-1, 2025)

Step-by-step guidance was another important suggestion, especially for students who struggle. Without clear instructions, they can feel lost and unsure what to do. Teachers giving short, clear directions would make it easier for all students to follow the reading lessons.

"Lebih sering dikasih bimbingan step by step biar nggak bingung."

("Give more step-by-step guidance so we don't get confused.") (G12-2, 2025)

c. Overall Perception of the Digital Learning Environment

Most students felt that learning through Microsoft Teams was comfortable and flexible. They liked being able to study from home and review materials anytime they wanted. However, some also said that it was easy to feel lonely or confused without direct support from teachers. Learning through Teams requires students to manage their time and focus on their own, which is sometimes hard. While the platform offers many benefits, it still needs support from teachers to help students stay motivated and understand the material clearly.

"Nyaman karena fleksibel, tapi harus bisa atur waktu sendiri."

("It's comfortable because it's flexible, but I have to manage my time myself.") (G10-1, 2025)

For some participants, digital learning feels peaceful and calm. However, it can also feel isolating. Without classroom interaction, students

may not know who to ask for help. This shows that communication is very important in online learning.

"Belajar jadi tenang, tapi kadang sepi dan bingung mau nanya ke siapa."

("Learning is calm, but sometimes it's lonely and I don't know who to ask.") (G10-2, 2025)

Some participants liked that everything they needed was already in Microsoft Teams. It made it easier to stay focused because they didn't have to search for materials elsewhere. They could relax a bit more, but still complete their learning tasks.

"Lebih santai tapi tetap fokus karena semua materi lengkap di Teams."

("It's more relaxed but still focused because all the materials are complete in Teams.") (G11-1, 2025)

However, not all students felt confident learning alone. Without live support, they sometimes felt confused or unsure about the lesson. They preferred being able to ask questions directly and quickly.

"Kadang suka bingung sendiri kalau nggak ngerti karena nggak langsung tanya."

("Sometimes I get confused because I can't ask questions directly.") (G11-2, 2025)

Flexibility was seen as a big advantage. Students were able to learn in their own time and space. But this freedom also required them to be more disciplined and take responsibility for their learning.

"Lebih fleksibel, nggak tergantung ruang kelas, tapi butuh disiplin."

("It's more flexible, not tied to the classroom, but it needs self-discipline.") (G12-1, 2025)

Some participants said they felt alone during digital learning, but they still managed to keep up with their lessons. This shows that even with some emotional challenges, students are able to adapt and continue learning well.

"Kadang merasa sendiri, tapi tetap bisa ikut pelajaran dengan baik."

("Sometimes I feel alone, but I can still follow the lessons well.") (G12-2, 2025)

4.1.5 Closing Reflections

a. Additional Student Reflections on the Use of Microsoft Teams in Reading

In the final part of the interviews, students were asked to share any additional thoughts regarding their experience using Microsoft Teams for reading lessons. Most of them appreciated the access and flexibility the platform provides. Microsoft Teams allowed them to study at their own pace and review materials when needed, especially helpful when preparing

for exams or catching up after missing a class. However, many students also emphasized that self-learning still has limitations. They still needed teachers to provide guidance, especially when the material became too complex or difficult to understand without explanation.

"Aku senang bisa belajar mandiri lewat Teams, tapi kadang butuh penjelasan langsung juga."

("I enjoy learning independently through Teams, but sometimes I still need direct explanation.") (G10-1, 2025)

Some participants expressed a wish for more frequent guidance in reading strategies, particularly for longer and more difficult texts. They explained that while Teams helped them access the materials, it was still hard to fully understand reading texts without being shown how to analyze them step by step. This reflects the need for more structured support from teachers when introducing challenging content. They also felt that explanations would help reduce their confusion and build confidence over time.

"Ingin lebih sering diajarkan cara baca teks panjang yang susah dimengerti."

("I really hope to be taught more often how to read long texts that are hard to understand.") (G10-2, 2025)

Another participant shared how the Teams learning environment helped reduce their anxiety during lessons. For them, the ability to work quietly without classroom pressure created a more peaceful space to focus. Without having to speak up in front of classmates, they could complete reading tasks in a more relaxed manner. This shows that digital learning

tools can create a safer and calmer learning space, particularly for students who are shy or easily stressed.

"Belajar di Teams bikin aku lebih tenang, nggak terlalu stres seperti belajar di kelas."

("Learning on Teams makes me feel more relaxed, not as stressed as when studying in the classroom.") (G11-1, 2025)

However, one participant noted that reading exercises on Teams would be more effective if they followed a gradual level of difficulty. They suggested that tasks should start from simple to more difficult, so students don't feel overwhelmed from the beginning. This kind of structured progression can help low-achieving students to build skills slowly and understand concepts step by step. It would also help them gain more confidence in handling texts.

"Menurutku latihan harus lebih bertahap, dari yang mudah ke sulit."

("In my opinion, the exercises should be more gradual, from easy to difficult.") (G11-2, 2025)

Some participants pointed out that Teams is suitable for independent learning, as long as teachers stay active in giving responses. They appreciated being able to complete their reading tasks without pressure but emphasized that timely feedback is important. When teachers respond quickly to questions or submitted assignments, students feel more supported. Without that, even though the platform is accessible, the learning process can feel one-sided.

"Cocok untuk belajar sendiri, asal guru juga aktif kasih respon."

("It's good for learning on your own, as long as the teacher also responds actively.") (G12-1, 2025)

Lastly, a participant shared that the reading experience could be improved with more varied exercises. Repeating the same types of tasks made them feel bored and less motivated. They hoped for different kinds of assignments that could include games, videos, or creative responses. This shows that variety is an important factor in maintaining student engagement during online reading lessons.

"Kalau bisa, lebih sering kasih latihan soal yang variatif agar siswa tidak bosan."

("If possible, give more varied reading exercises so it doesn't feel boring.") (G12-2, 2025)

4.2 Discussions

Based on the interviews with high school students, this study found that most students had a positive view of using Microsoft Teams for reading activities in English. Many students said that Microsoft Teams helped them learn more easily because they could access materials anytime and study at their own speed. They found it helpful that reading tasks were well-organized in one place, including texts, questions, and instructions from the teacher. This helped them to be more independent and build new reading habits, such as reading English texts more often than before.

Students did several types of reading activities using Microsoft Teams. These included reading texts, making summaries, answering questions, and sometimes joining short discussions in the comment section or group chats. Some students also watched learning videos when the

teacher provided them. These materials helped students who needed more time to understand the text because they could read or watch again as needed. As a result, many students felt that their reading skills improved. They became better at finding the main ideas, reading faster, and learning new words. A few students who were shy or lacked confidence before said they felt more comfortable using Microsoft Teams because they could learn without pressure.

However, the study also found some challenges. Some students had trouble with notifications not coming in on time, which caused them to miss assignments. Others had issues with the internet connection or said that the app was slow on their phones. Students who were new to using Teams sometimes felt confused with how to use certain features. Because of these problems, some students did not use the app regularly or missed out on important tasks.

Students also said that teacher support was important. Even though Microsoft Teams allowed them to study on their own, they still needed clear instructions and feedback from the teacher. Without that, some students felt unsure about whether they had done the task correctly. They suggested that teachers should provide more interesting and interactive materials, like videos, quizzes, and direct feedback, to help them understand the texts better and stay motivated.

Compared to prior studies, the current study's findings show both parallels and variations in how students perceive Microsoft Teams. Similar to Rojabi (2020), who discovered that university students valued Microsoft Teams for its user-friendly design and effective teacher-student interaction,

this study demonstrated that high school students felt more comfortable and supported when learning online. However, while Rojabi's participants were more independent, the students in this study, while being younger, required more help, particularly when dealing with difficult reading materials.

Similarly, motivation and discipline emerged as critical outcomes in both Wea's (2021) and the current studies. In both situations, students reported taking activities more seriously and developing better reading habits. However, the current study demonstrates that this motivation in high school students frequently relied on teacher support and encouragement, which may not have been as important for older students in Wea's study.

In terms of technological aspects, Cankaya (2020) and this study found that Microsoft Teams worked effectively as a learning management system, allowing users to easily access resources and submit assignments. Unlike Cankaya's university-level research, participants in this study encountered more issues with internet reliability and app navigation, implying that age and digital knowledge may influence user experience.

Finally, whereas Faisal et al. (2021) reported that high school students found Teams adaptable and pleasant for English learning, the current study adds subtlety by indicating that students still requested more involvement and chances for real-time teacher participation. This distinction may indicate changing expectations as students get more comfortable with digital learning environments.

In short, this study shows that Microsoft Teams can be a useful tool for reading activities in English at the high school level. It helps students learn in a flexible and organized way. It also encourages them to read more often and become more independent. However, for it to work well, teachers need to give clear instructions, quick feedback, and use more interactive methods. Also, technical problems need to be solved so that all students can use the app easily and effectively.

CHAPTER 5 CONCLUSION AND SUGGESTION

This chapter consists of conclusion of the research and the suggestions for future researchers. Each topic is respectively written in the following section

5.1 Conclusion

Based on the result of obtained data, most students had positive perceptions of Microsoft Teams for reading. Most of them also found the platform helpful because it allowed them to access materials easily, repeat lessons anytime, and learn at their own pace. They also felt that their reading skills, such as vocabulary and understanding the main idea, had improved. They appreciated its features like organized task folders and the flexibility to study anywhere and anytime.

However, some students also faced challenges, including technical problems like slow notifications or heavy files, and confusion about how to use certain features. Microsoft Teams often feel lagging behind in terms of features, especially when compared to more dynamic platforms like Google Classroom or Zoom, which offer easier integration of interactive quizzes and smoother mobile access. A few students also mentioned that they needed more direct guidance or clearer instructions from their teachers. Despite these issues, Microsoft Teams was still seen as a useful and effective tool for English reading activities, especially when supported by proper teaching methods and active communication.

In conclusion, Microsoft Teams can support students' reading development and make learning more flexible and accessible, but it should

be used together with interactive teaching approaches and clear teacher support to give students the best learning experience.

5.2 Suggestion

English teachers are encouraged to give clear and simple instructions when assigning reading tasks through Microsoft Teams. This helps students avoid confusion and complete their tasks with more confidence. Teachers should also try to use different kinds of materials, such as videos, interactive quizzes, or group discussions, to make the reading activities more fun and engaging. In addition, giving quick and useful feedback through chat or comments is very helpful for students to understand their mistakes and improve their skills. It is also important for teachers to guide students on how to use Teams properly and show them how to manage files, join discussions, or check assignments effectively.

For future research, it would be valuable to focus on a comparative analysis between Microsoft Teams and other digital learning platforms, such as Zoom or Google Classroom. The goal should be to determine which platform is more effective and efficient for supporting students in English reading activities. This comparison could help identify which platform provides better features, ease of use, student engagement, and overall learning outcomes. Rather than only exploring Microsoft Teams in isolation, future studies can offer more practical insights for educators by highlighting the strengths and weaknesses of each platform in real classroom settings.

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Appendix 1 – Research Matrix

Title	Problem	Variables	Indicators	Data Resources	Research Methods
Senior High School Students' Perception of using Microsoft Teams in English Reading	How the students perceive the use of Microsoft Teams as a media for learning English reading at Senior High School level?	1.Independent variable: The use of Microsoft Teams in English Reading 2. Dependent variable: Students' perception of using Microsoft Teams	Students' perception toward the use of Microsoft Teams in in English Reading	Research participants: 5 Students that choose randomly	1. Research design: Qualitative research design with narrative research design as its approach 2. Research Context: one of Senior High School in Probolinggo 3. Research participant: Purposive sampling with 5 students of the selected school as participant 4. Data collection methods: Semi-structured Interview 5. Data analysis method: Thematic Analysis

Appendix 2 - List of Semi-structured Interview Questions

A. English Version

Section	Question
Section 1: Background Information	1. How long have you been using Microsoft Teams as part of your learning process?
	2. How often do you use Microsoft Teams for your reading activities?
Section 2: Usage of Microsoft Teams in Reading Activities	3. What types of activities do you typically perform on Microsoft Teams to support your reading skills?
	4. Can you describe how your teacher utilizes Microsoft Teams for teaching reading?
Section 3: Perception of Microsoft Teams	5. How do you feel about using Microsoft Teams for your reading lessons?
	6. Do you think using Microsoft Teams has improved your reading skills? If yes, in what aspects?
	7. What do you find most beneficial about Microsoft Teams in your reading activities?
	8. Are there any features or aspects of Microsoft Teams that you find challenging or less effective? Why?
Section 4: Impact and Suggestions	9. Have you noticed any changes in your reading habits or skills since using Microsoft Teams? Can you provide examples?
	10. What improvements would you suggest enhancing the use of Microsoft Teams for teaching reading?
	11. How do you feel about the overall learning environment when using Microsoft Teams for reading lessons?
Section 5: Closing Questions	12. Is there anything else you'd like to share about your experiences using Microsoft Teams for reading?

B. Indonesia Version

Section	Question
Bagian 1: Informasi Dasar	1. Seberapa lama kamu telah menggunakan aplikasi <i>Microsoft Teams</i> sebagai bagian dari proses pembelajaran?
	2. Seberapa sering kamu menggunakan aplikasi <i>Microsoft Teams</i> dalam

	aktifitas membaca?
Bagian 2: Penggunaan <i>Microsoft Teams</i> dalam kegiatan membaca	3. Kegiatan apa yang biasa kamu lakukan dengan menggunakan aplikasi <i>Microsoft Teams</i> yang dapat mendukung kemampuan membaca kamu?
	4. Tolong deskripsikan bagaimana cara guru kamu mengajar “reading” menggunakan aplikasi <i>Microsoft Teams</i> !
Bagian 3: Persepsi terhadap <i>Microsoft Teams</i>	5. Apa yang kamu rasakan selama menggunakan aplikasi <i>Microsoft Teams</i> selama pelajaran “reading”?
	6. Apakah menggunakan aplikasi <i>Microsoft Teams</i> dapat meningkatkan kemampuan “Reading” kamu? Jika iya, aspek apa saja yang ditingkatkan?
	7. Menurutmu, apa hal yang paling bermanfaat dalam penggunaan aplikasi <i>Microsoft Teams</i> untuk aktifitas “Reading”?
	8. Adakah fitur atau aspek dalam aplikasi <i>Microsoft Teams</i> yang kamu rasa menyulitkan atau kurang efektif? Kenapa demikian?
Bagian 4: Kesan dan Saran	9. Apakah kamu menyadari adanya perubahan dalam hal kebiasaan membaca semenjak menggunakan aplikasi <i>Microsoft Teams</i> ? Bisakah kamu menjelaskan contohnya?
	10. Perubahan atau perkembangan dalam hal apa yang menurutmu perlu dilakukan untuk meningkatkan kualitas penggunaan aplikasi <i>Microsoft Teams</i> dalam proses pembelajaran “Reading”?
	11. Apa saja hal yang kamu rasakan mengenai kondisi belajar secara umum Ketika menggunakan aplikasi <i>Microsoft Teams</i> dalam pembelajaran “Reading”?

Bagian 5: Penutup	12. Adakah hal lain yang ingin kamu bagi dan bicarakan mengenai pengalaman kamu dalam menggunakan aplikasi <i>Microsoft Teams</i> untuk “ <i>Reading</i> ”?
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