THE IMPLEMENTATION OF MICROSOFT TEAMS

AS E-LEARNING PLATFORM IN ENGLISH LEARNING

BASED ON E-TIVITIES MODEL IN SMA NEGERI 2 PATI

FINAL PROJECT

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan* in English

by

Fatimah Dwi Pangestuti

NPM 17420047

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGE AND ARTS EDUCATION

UNIVERSITAS PGRI SEMARANG

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APPROVAL

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DECLARATION

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writer's opinions or findings included in the final project are quoted or cited in accordance with ethical standards.

Semarang, February 2022
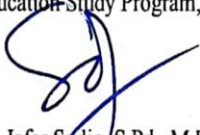
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RATIFICATION

This final project has been ratified by the team of examiners of the Faculty of Language and Arts Education of University of PGRI Semarang:

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MOTTO

Great losses are great lessons.

DEDICATION

This final project is dedicated to:

My beloved parents

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In the name of God, the most Gracious and most Merciful. My deepest gratitude to the only God who gives me ability and chance. It is only because of God, so that the researcher can finish this final project entitled "The Implementation of Microsoft Teams as E-Learning Platform in English Learning based on E-tivities Model" as one of the requirements for submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan in English Department of Faculty of Languages and Arts Education, University of PGRI Semarang.

The researcher is very grateful to the following people for final project assistance so that this final project can be finished. The researcher would like to express my great thanks to:

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9. My entire friends in University of PGRI Semarang, thanks for being in my life.

Finally, the researcher realizes that this final project is still far from being perfect, yet the researcher hopes this final project can be used to other researcher and can be able to provide useful knowledge and information to the readers.

Semarang, February 2022

Fatimah Dwi Pangestuti

ABSTRACT

Pangestuti, Fatimah Dwi. 2022. *The Implementation of Microsoft Teams as E-Learning Platform in English Learning based on E-tivities Model*. Final Project, English Study Program, Faculty of Language and Arts Education, University of PGRI Semarang. Examiner I: Th. Cicik Sophia B., S.S., M.Pd. Examiner II: Fitri Yulianti, S.Pd., M.Pd.

Keywords: Microsoft Teams; E-Learning Platform, English Learning, E-tivities

The development of information and communication technology is very helpful to the teacher and students in teaching and learning process in the pandemic era. Technology can improve the quality of media for teaching and learning activities. E-learning is one example of innovation in education, it's beneficial to facilitate the teacher and students in distance learning during Covid19 pandemic. This research to describe the process in the implementation of Microsoft Teams as E-Learning platform in English learning based on e-tivities model in SMA Negeri 2 Pati and find out the teacher and students perception toward the implementation process. This research used descriptive qualitative research. The research used subject an English teacher in X MIPA 5 class and 36 students at X MIPA 5 in SMA Negeri 2 Pati. The research used observation sheet and documentation to know how the implementation of Microsoft Teams as E-Learning platform in English learning based on E-tivities model. Moreover, interview guideline and questionnaire used by the researcher to finding out the teacher and students perception toward the implementation.

The results of this research showed that five stages of e-moderating in e-tivities that are access and motivation, online socialization, information exchange, knowledge constructions, and development stages implemented by the teacher in English learning using Microsoft Teams. The teacher perception toward the implementation Microsoft Teams as E-Learning platform is this application is very helpful the teacher with many features, so it can make it easier for the teacher to manage online teaching and learning in during pandemic. In addition, student's perception toward the implementation are Microsoft Teams is more effective and flexible because it has complete features for learning so that the implementation of using Microsoft Teams has a positive impact on online learning activities.

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CHAPTER I

INTRODUCTION

In this chapter give explanation about Background of the Study, Reason for Choosing the Topic, Problem Statement, Objective of Study, Significant of the Study, Definition of Key Term, and Outline of the Research. Detailed explanation in this part as follows:

A. Background of the Study

Education is a process of increasing knowledge and skills as the result of the learning process. According to Humrey in Yusuf (2018), education is a process of increasing of skills or knowledge and understanding as a result of the process of training, learning or experience of an individual. Education is an important process in the development of knowledge, intelligence, and mindset. Education quality has an influence on character building. the influence of education in life has a big impact on individual development. Education as a form of teaching and learning process in school.

Teaching Learning activities are activities that applying and doing the practical part of the lesson. Since the Covid19 pandemic, all teaching and learning activities have been in distance learning. Based on the statement of Kementerian Pendidikan dan Kebudayaan (Kemendikbud), all teaching and learning activities must be carried out from home since March 2020. Not all students are familiar with online learning, it still be something new and needs adaption for the students. However, in the middle of the Covid19 pandemic,

online learning is very important as a solution for face to face learning activities. The influence of technology development has a positive impact on education. The development of information and communication technology is very helpful to the teacher and students in teaching and learning process in the pandemic era. Technology can improve the quality of media for teaching and learning activities. In the pandemic era, teaching and learning activities can't be implemented face to face in the classroom and need an online platform to support teaching and learning.

Nowadays, the innovation of information and communication technology developed to improve the teaching and learning process. E-learning is one example of innovation in education, it's beneficial to facilitate the teacher and students in distance learning. According to Moore and Kearsley (2007) in Oliveira et al (2015), E Learning is a design of learning activities that occur in school which need components such as the design of course, forms of instruction, method of communication and organizational and administrative arrangements.

By using e-learning, the teacher can manage the class in teaching and learning process. It can help to teaching and learning easier from home without interacting directly to spreading of Covid19 virus. In addition, the development of technology can improve the management and organization of e-learning to the development of Learning Management System (LMS) for teaching and learning process. LMS is a software application to regulated teaching and learning activities in application that can be managed through a

computer network. According to Lonn and Teasley (2009) in Oliveira et al (2016), LMS is a software program that supports the teachers and students to share materials, submit assignments and communicate online with others. This software complements managing and organizing online teaching learning activities.

Online teaching and learning activities should be designed and planned within the framework of learning properly to obtain the learning objectives. The design of this learning framework is called e-tivities. According to Salmon (2002), E-tivities is design frameworks used to make teachers and students more active and interactive in online teaching and learning activities. E-tivities contain five stages of online teaching and learning called e-moderating stages. This stage are access and motivation, online socialization, information exchange, knowledge constructions, and development. These five stages are very important for the process of designing and implementing online learning using technology and communication with internet networks, namely e learning.

SMA Negeri 2 Pati is one of the schools that implemented learning using e-learning during Covid19 pandemic. This school applied e-learning technology, that is Microsoft Teams. Microsoft Teams is a component of the Office 365 which has features include calling, videos meeting, and file sharing. This application is used for distance learning without face to face directly in the classroom. With Microsoft Teams, teachers and students can interact virtually, and the teacher can manage through this application.

E-learning provided convenience and effectiveness for the teacher to organize frameworks of distance learning. On the other hand, the implementation of e-learning in education must be carried out optimally and effectively. The process of implementing appropriate e-learning can support the process of knowledge to students. Even though in the COVID-19 pandemic, the teacher as an educator can take full advantage of e-learning in online teaching and learning activities.

Based on the explanation above, the researcher interested to do a research entitle "The Implementation of Microsoft Teams as E Learning Platform in English Learning Based on E-tivities Model in SMA Negeri 2 Pati".

B. Reason for Choosing the Topic

In this research, the researcher presents the reasons why choosing the topic. The reasons why choosing the topic for research are follows:

1. Implementation in e-learning is an important aspect in online teaching learning activities through learning plan that must be carried out optimally and effectively to achieve learning objectives.

2. E-tivities are frameworks design of online teaching and learning to active and interactive in learning activities. These frameworks are very important for online teaching and learning because useful and can be designed by the teacher based on the stages. In addition, this framework has been structured in online learning activities, so it will be easier for the teacher to manage classes even though in distance learning.

3. Microsoft Teams is a new component platform of Microsoft 365 which have many features includes chatting, video conferencing, share screen and files sharing. This application that have been applied at SMA Negeri 2 Pati for online teaching and learning platform during Covid19 pandemic.

C. Problem Statement

Based on the background of study, the researcher states the problem statement of this research are formulated as follows:

1. How is the implementation of Microsoft Teams as E- Learning Platform in English Learning based on e-tivities Model in SMA Negeri 2 Pati?

2. How is teacher's perception about the implementation of Microsoft Teams as E Learning Platform in English Learning based on E-tivities Model in SMA Negeri 2 Pati?

3. How is student's perception about the implementation of Microsoft Teams as E-Learning Platform in English Learning based on E-tivities Model in SMA Negeri 2 Pati?

D. Objective of the Study

Based on the research statement, this particular study aimed at finding out:

1. To know the implementation of Microsoft Teams as E- Learning Platform in English Learning based on E-tivities Model in SMA Negeri 2 Pati in teaching and learning activities.

2. To know about the teacher perception in the implementation of Microsoft Teams as E- Learning Platform in English Learning Based on E-tivities Model in SMA Negeri 2 Pati.

3. To know about the student's perception in the implementation of Microsoft Teams as E- Learning Platform in English Learning Based on E-tivities Model in SMA Negeri 2 Pati.

E. Significant of the Study

In this research, the researcher gives explain about significant of the study. The research expects that the finding of the research can be useful for:

1. Theoretically

     The result of this study is to know more about the implementation of Microsoft Teams in English Learning based on E– tivities model.

2. Practically

     The result of this study hope to contributed to:

     a. For Students

          Students are more optimal, active and interactive in participating in online learning activities.

     b. For Teacher

          The results of the research are expected to be input for teachers to be more optimal, active and effective in the implementation of e learning based on e-tivities model in online learning. On the other hand, the teacher can use e-tivities model to improve their frameworks of online teaching and learning activities.

     c. The Readers

          The researcher expects that the reader gets more information about Microsoft Teams as E-Learning Platform in English Learning based

on E-tivities, so they can implement Microsoft Teams and E-tivities in online learning.

    d. Other researchers

Hopefully, other researches can take this study as their reference in Microsoft Teams and E-tivities model in online learning.

F. Definition of Key Term

Definition of Key Term contains some a brief explanation about some keyword in this research. This part is useful to easily understand some theories used by the researcher in next chapter. Definition of Key Term in this research as follows:

1. Implementation

Implementation is the carrying out of method, design or idea for doing something. According to Nurdin Usman (2002: 70), implementation is an activity, action that planned to achieve the goals.

2. Microsoft Teams

Microsoft Teams is a platform component of Office 365 that offers an application for complete meeting solution, supporting for video conferencing. chatting, or files sharing**.** This application can be accessed for free using Windows, Android or iOS. By using Microsoft Teams, the teacher can use to set the schedule of teaching with participants of the class. This application is similar with Zoom Cloud Meeting, but Microsoft Teams offers unlimited meeting duration.

3. E-Learning

E- learning is a technology which support of teaching learning activities. It is a software that needs a connection network to access. According to Keegan (2009) in Karadeniz (2002), E-Learning is online learning which facilitates quickly and easily access to educational content through computer networks, internet, intranets.

4. E-tivities

E-tivities are frameworks design of online teaching and learning to be active and interactive by the teacher and students. These frameworks are very important for online teaching and learning because pedagogies and can be designed by the teacher according to the stages. E- tivities frameworks contains five stages of online teaching and learning that are access and motivation, online socialization, information exchange, knowledge construction, and development.

5. SMA Negeri 2 Pati

SMA Negeri 2 Pati is located on Ahmad Yani Street No.4 Winong, Pati, Central Java which has been accredited A. According to the data from Data Pokok Pendidikan {DAPODIK), it has 1.289 students which is divided into 36 classes.

G. Outline of the Research

This study is organized into five chapters. Each chapter discusses about the different material as follows:

Chapter I discusses introduction that consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study significances of the study, definition of key terms, and outline of the research.

Chapter II is review of related literature. It includes review of related theories and previous studies.

Chapter III provides methodology of the research, includes object of the study, roles of the researcher, instrument, methods of data collection, methods of data analysis and triangulation

Chapter IV is research finding and discussion.

Chapter V provides conclusion, includes conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED THEORIES

In this chapter presents an explanation about some related theories and previous studies that will support this research. The theory is used to corroborate the discussion. Furthermore, the previous studies will explain the other different studies with this research.

A. Review of Related Theories

This part presents an explanation about some theories which related in this research. These theories as follows:

1. E-Learning

a. Definition of E-Learning

According to Afaneh *et al* (2006), E-learning is a technology in education that integrated communication and efficiency. In addition, according to Rosenberg (2001) in La Ucu *et al*. (2018), E Learning can define as internet technology for the purpose of organizing and building skills and knowledge.

However, Arkorful and Abaidoo (2014), E-learning is the use of development in information and communication technology in education that aimed to access online teaching and learning in a platform.

From the definition, it can be defined that E Learning is an electronically platform which needs networks to organize and delivering of knowledge.

b. Component of E-Learning

According to Beatrice (2011: 13), there are four types of e learning components as follows:

1) E-Learning Content

There is some example of e-learning content includes simple learning resources, interactive e lessons, electronic simulations and job aid.

The first, simple learning resources are non-interactive resources that the students or learners can read content individually that contains materials from the teacher, for example a document, PowerPoint, video or audio. This resource can develop the learning if the teacher can manage learning based on the design of learning. The second is an interactive e lesson. Interactive e lesson is an e-lessons which can include text, audio, video, or animation. These lessons also include the interact process of question and feedback.

The third is electronic stimulations, which are a definite form of Web- based training in actuality of the learner and behaviour. The last of e-learning content is Job aids which provide a prompt answer to a specific question on a platform such as a computer, printed document and a mobile phone.

2) E-tutoring, coaching and mentoring

E tutoring, coaching and mentoring is online tool and facilitation to support and give feedback for the learners. According to Kopp *et al*

(2010), E-tutor's is main function of all the learning activities that support the learners in effectively.

3) Collaborative Learning

Collaborative learning is learning activities between the students to discuss and knowledge sharing to work on a group assignment. They use a social software such as chats, discussion forums and chat for online learning to share their knowledge. Example of these activities are project work and scenario-based assignment.

4) Virtual Classroom

Virtual classroom is distance teaching learning activities when the teacher can controls learning activities in the real time. This activity is supported by a platform that connect between teacher and student. The students can use a combination material, such as PowerPoint slides, audio or video in the learning environment. According to Pulkinen *et al* in Barajas (2002) there are three components of learning environment are follows: pedagogical function, appropriate technologies and social organization of education.

Pedagogical function is a component of learning environment which includes learning activities and material, teaching situation, tutoring and supporting and evaluation. In virtual classrooms, teachers and students make sure a platform and good connection or access to facilitate the learning process.

c. Characteristics of E-Learning

According to La Ucu *et al.* (2018), there are characteristics of e-learning as follows:

1) E-learning makes use of electronic technology.

The use of e-learning as an online platform of communication in learning between teachers and students so they can communicate easily without limitations in learning activities.

2) E-learning use of independent teaching materials.

This e-learning provides easy access so they can save or download the material anytime they need it.

d. The Implementation of E-Learning

Implementation is very needed to get know the processes of using the software or application in teaching and learning process. The implementation should be planned and organized to get the objectives of learning and a positive impact for the teacher and students. Successful of the implementation in online learning is important to improve the quality of learning activities which is influenced by the design of e-moderating. According to Salmon (2002), E- moderating is important for online learning because there are principles pedagogies of learning. E-moderating stages is contained in e-tivities model. E-tivities are frameworks design of online teaching and learning to be active and interactive in learning activities. These frameworks are very important

for online teaching and learning because useful and can be designed by the teacher according to the stages.

According to Salmon (2002), there are five stages frameworks and e-moderating for online learning, which are:

1) Access and Motivation

Access and motivation are the first stages where to support the students to get started in online learning. Teacher needs to provide access for the student and direct them to get understand about an online platform. In access and motivation, there are three aspects as follows:

a) Access

In this aspect, the teacher should be directing the student to platform for online learning. Access is important to help the students to start the lesson in online learning, so the students can access a platform easily.

b) Motivation

Motivation is a very important aspect to give support to the students to start the learning process. The teacher should focus on giving motivation for student to use e-learning. Motivation is a key success of the learning process, because this aspect is affected to students emotional. The teacher role's is needed to understand online learning and fun learning must be created to the student's confidence.

c) Arriving

In online learning, the teacher makes sure the students keep online during the learning process. The teacher provides motivation or stimulation to follow the online learning. In addition, this aspect helps the teacher before explaining the material.

2) Online Socialization

Online socialization is a process of building student's confidence to interact with each other's. Furthermore, the interaction between students can create fun online learning. In this stage, the teacher as an e tutor can create fun online environment so, the students more comfortable in online learning. Online socialization as the first stage students interact with each other's and they're ready for the next stage for learning.

3) Information Exchange

Information exchange is an activity where the students interact with others for online learning and try to report and discus their idea. In this stage, the teacher as facilitating of learning has a role to support the discussion activities and ensure that students are active in the discussion forum and give their opinion.

4) Knowledge Construction

Knowledge Construction is a process where the students have critical thinking skills, creative and practical thinking. Critical

thinking constructs from some learning activities such as exploring their ideas, arguing, and respecting others opinion. In this stage, students are very active, expanding students' abilities in their own point and respecting different perspectives.

5) Development

   Development is an activity where the students evaluate their own knowledge already got from learning activities. Development stage helps to improve their metacognitive skill to evaluate their knowledge from learning activities. The teacher as an educator has a role to give responses and encourage student reflections. Furthermore, in this stage, the students look for the advantages or impact the technology to help their learning processes.

2. Microsoft Teams

a. Definition of Microsoft Teams

According to Tinschert (2006), Learning Management System is a web-based technology used to designing and planning of learning process as an e platform. This media is used to share the material of the lesson, monitor students learning activities or assess student's assignment. On the other hand, according to Lonn and Teasley (2009), Learning Management Systems are web-based systems that used teachers and students to learning activities such as sharing materials and submitting assignments in a platform learning.

Based on the definition above, the researcher can conclude that Learning Management System is a web-based software that is used by the teacher and students to support online teaching and learning process includes many features such as virtual video meeting, chat, discussion forum, share material and submit assignment. This system needs internet networks, so we can access anytime and anywhere if we need it.

There are kinds of popular application of Learning Management Systems to support distance learning such as Edmodo, Google Classroom, Zoom Cloud Meetings, Google Meet and Microsoft Teams. Furthermore, between these applications, Microsoft Teams is an unfamiliar application that is used in online learning process. Even though, Microsoft Teams is a software program which has many features that facilitate in teaching learning activities. Microsoft teams help the teacher manage and organize online teaching and learning in one platform. The teacher can share the material and the student's assignment in one platform with many features. Besides that, for the students, they can download the material, assignment and submit the assignment in Microsoft Teams. Microsoft teams also can to distance learning with a video conference feature. It facilitates for the student and the teacher to teaching and learning activities without face to face learning in classroom.

Microsoft Teams is the software component of Office 365 that provides many features for online meeting. This application can be used in online learning because it facilitates for meeting solution in distance learning. Microsoft teams can be accessed for free using Windows, Android or IOs with internet networks. With Microsoft Teams, the teacher can manage and organize the lesson. They can send the material or assignment, make the schedule of the lesson, and video conference with students. This application makes it easier for teaching and learning activities with many features in one platform.

b. Basic Features of Microsoft Teams

We can access Microsoft Teams from a personal computer or a mobile phone. In personal computer for accessing Microsoft Teams, the user can download Teams application at https://teams.microsoft.com/download. Meanwhile, the user can download this application from android or IOs, they can download Teams in Play Store or App Store. After the application is installed, we can sign in with a username and password of Microsoft Teams which has been given by the school.

There are basic features of Microsoft Teams in education as follows:

1) Activity

Activity is a feature of Microsoft Teams that helps the students or teacher to check activity in real time. In this feature, they can

find out activities' summary and latest notifications about learning activities. All activities will be available in this feature which will make it easier for the teacher and students. Activity histories will appear for 14 days, but after that all notifications will be expired and not appear in Microsoft Teams.

2) Chat

Chat in Microsoft Teams helps the students and teachers starts to conversation in learning activities. In this feature, they can communicate using a personal chat or group. On the other hand, they can save their conversation in Microsoft Teams.

3) Teams

Teams is a feature of Microsoft Teams that provides the user carry out conversation or chat, meeting, video conferencing, calls, and sharing files in one place. Teams for school, there are available of class groups that make it easier for the teacher to organize and make schedule for learning activities. In learning activities, the teacher can combine the classes according to the lesson in learning.

4) Calls

Microsoft Teams provides video or audio call. In this feature, you can make a one or group calls from your account. Call helps the teacher and students to interact with each other. From the feature, the teacher can manage teaching and learning

activities by using the share screen that contains material explanations.

5) Calendar

In this feature, Calendar helps the teacher to make a schedule of the meeting. The teacher can set time and invite the participant for virtual meeting.

6) Assignment

Assignment in Microsoft Teams can help the teacher to manage and send the assignment for the students. Also, the students can view and submit the assignment. Furthermore, in this feature the teacher can be checking the students already submitted the assignment in Microsoft Teams.

7) Files

In this feature, files can help the students to see the files which are sharing in Microsoft Teams. Additionally, they can save the files in clouds storage.

c. How to Use Microsoft Teams?

- **For Teacher:**

1. Log in using username and password provided by the school

2. In Microsoft Teams homepage, if we want to make a schedule for the class, click Calendar – setting time to starting and ending meeting

3. Fill the description of the meeting title, add participant of meeting, and click share to channel based on classes.

4. Click save

5. After the meeting start, there are several features that can used such as:

 a. Share screen: to display files or explain the materials

 b. Participant: to checking students' participant during online learning

 c. Chat: to send material or give instruction

 d. Record: to record during teaching and learning activities

- **For Students**

1. Log in using username and password provided by the school

2. Click link provided by the teacher to join the meeting

3. Click Join Meeting

4. Setting audio and video. You can turn on/turn off the audio and video during the meeting.

3. Perception

Perception is the idea or the impression about something. In the Longman Dictionary defined perception as the natural capability to understand or notice things quickly. According to Rakhmat (2005) in Arifin et al (2017) defined that perception is a process of knowledge about objects and events by summarizing information and message. In addition, Walgito (1980) stated that perception is a sensory process of stimulus by the senses through the human senses organ. The process of stimulation is received by our senses such as eyes, nose, tongue, ears, and skins.

According to Walgito in his book Pengantar Psikologi Pendidikan (1980) there are three factors that role on perception that is an object of perception, sensory organs, and attentiveness. Object of perception is an object that gives rise to a stimulus process that occurs within an individual. The sensory organ as a receptor is a tool that receives a stimulus and passes it on to the brain as the center of cognition. Meanwhile, attentiveness is the process of concentrating on the individual in the perception process.

From the definition above, we can conclude that perception is a stimulus process through senses to received information within an individual.

B. Previous Study

There are some studies that have conducted to investigate e learning in teaching and learning activities as follows:

The first previous study is a journal by Putra et al (2020) entitled *"Deskripsi Penggunaan Aplikasi Microsoft Teams Dalam Pembelajaran Daring Mata Pelajaran Sejarah Indonesia"*. The similarity of this research with Putra *et al*. is that they use the same an e-learning platform that is Microsoft Teams in teaching and learning process. Meanwhile, the different with this research is Putra's research used Microsoft Teams application for History Learning, whereas in this research, the researcher used Microsoft Teams application for English Learning based on E-tivities Model. The result of Putra's research showed that learning activities using Microsoft Teams is

effective and efficient because it makes learning activities easier with many features in Microsoft Teams application.

The second previous study is the final project by Kurniawan (2020) entitled *"Penerapan E Learning Melalui Aplikasi Zoom Pada Mata Pelajaran PAI di Masa Pandemi Covid19"*. The similarity of the research with Kurniawan is that they are used an e-learning platform for teaching and learning in pandemic Covid19. The differences of this research are in Kurniawan's research used Zoom application for Religion Learning. Meanwhile, in this research, the researcher used Microsoft Teams application for English Learning based on E-tivities model. The result of the research showed that the implementation of E Learning in SMA YADIKA Bandar Lampung has been successfully implemented refers to theory of E Learning.

The third previous study is the thesis by Afrizah (2018) entitled "*The Implementation of YukBlajar as E Learning Platform in English Learning at SMP Islam Al Azhar 13 Surabaya* ". The similarity of the research with Afrizah is that they used the same theory by Gilly Salmon to analyze teaching and learning activities in English learning. Meanwhile, the different between this research is in this research there are differences e-learning platform that used in both research that are YukBlajar and Microsoft Teams application. The results of the research showed that the teacher only implemented four from five stages in e-moderating of e-tivities model. In this research, the teacher not implemented the online socialization stage in teaching and learning activities.

The fourth is a journal by Rojabi (2020), the title is *"Exploring EFL Students' Perception of Online Learning via Microsoft Teams: University Level in Indonesia "*. The similarity of the research with Rojabi is that they are used the same e-learning platform that is Microsoft Teams application. In addition, the different is Rojabi's research analyze about student's perception of online learning via Microsoft Teams, whereas in the researcher analyze about the implementation, teacher's perception, and student's perception. The result of the study showed that Microsoft Teams is a new online learning for the students, but there is an interaction in online learning and the students excited to join so they can easier assimilate the materials.

The fifth previous study is final project by Wijaya (2015), entitled *"Implementasi E Learning di SMP Negeri 10 Yogyakarta"*. This research was conducted to know how the implementing of E Learning in SMP Negeri 10 Yogyakarta. The similarity of the research with Wijaya is that they analysed about the implementation of e-learning. On the other hand, this research used specific an e-learning platform that is Microsoft Teams for online teaching and learning. The result of the result showed that there are obstacles in process implementing of E-Learning, so the implementation hasn't been maximal. In addition, there are some factor that affect implementing such as: incentive factor and obstacle factor. Example of incentive factors such as networking internet and facilities and infrastructure of the school. After that, the example of obstacle factor such as teacher ability and human resource.

CHAPTER III

RESEARCH METHOD

This part presents a discussion of methodology that is taken in this research. It includes research design, subject and object of the research, data and source of data, data collection, data collection technique, research instrument and data analysis technique. The discussion can be described as follows:

A. **Research Design**

In this research, the researcher uses the descriptive qualitative method. According to William (2007), qualitative method is research that identifies social phenomena from participant of view. Besides it, Lans (2002 :53) explain that descriptive research has a characteristic that is describing objectivity or neutrality.

The researcher chooses qualitative research as the approach research. The qualitative research helped the researcher to describe the implementation of Microsoft Teams as E-Learning Platform in English Learning Based on E-tivities Model in SMA Negeri 2 Pati. The researcher also describes the student's perception towards the implementation of Microsoft Teams as E-Learning Platform in English Learning based on E-tivities Model.

B. **Subject and Object of the Research**

1. Subject of the research.

   In this research, there are subject of the research as follows:

   a. An English teacher at X MIPA 5 in SMA Negeri 2 Pati

b. 36 students at X MIPA 5 in SMA Negeri 2 Pati.

2. Object of the research

The object of the research is the process of the implementation using Microsoft Teams as e-learning platform in English learning based on e-tivities model.

C. Data and Source of Data

1. Type of Data

In this research, the researcher used types of data are follows:

a. Primary Data

In this research, the researcher used primary data to observe the implementation of Microsoft Teams in English learning based on E-tivities model during online learning activities. Besides that, the researcher also used the second primary data that is an interview process for English teacher and a questionnaire about student's perception toward the implementation of Microsoft Teams.

b. Secondary Data

The researcher used secondary data to help analyze and support the observation. In secondary data, the researcher used lesson plan, student's attendance and screenshot of teaching and learning process using Microsoft Teams for documentation. On the other hand, the researcher gets data from observation, interview and giving questionnaire about student's perception to support the research. In this research, the researcher doing observation and interview to

English teacher to know the implementation of Microsoft Teams as E-Learning Platform. Meanwhile, the questionnaire used to find data about students' perception.

2. Source of Data

The source of Data in this research is English teacher as the primary and secondary data. From the teacher, the research can get data from observation and interview about implementing processes. The primary data is collected from observed implementing of Microsoft Team in teaching and learning activities. Likewise, the secondary data is collected from the student's perception about using Microsoft Teams in English Learning based on E-tivities Model.

D. Data Collection Technique

In this research, the research used observation sheet, interview guideline, questionnaire and documentation technique. Furthermore, those techniques are explained as the following:

1. Observation Sheet

According to Basrowi and Suwandi in Rahmadi (2011), observation is a systematic observation process that purpose to observe the object of the research directly. In this research, the research used participant observation to observed the implementation of Microsoft Teams as E Learning Platform in English Learning based on E-tivities Model. This observation help the researcher know how

the teacher implementing of Microsoft Teams in English Learning based on E-tivities during online learning activities.

2. Interview Guideline

    According to Rahmadi (2011), interview is a process of collecting data by asking to subject of the research get an information. In this research, the researcher used interview to know how the implementation of Microsoft Teams in English Learning based on E-tivities and to support the data of implementation. Interview guidelines made by the research based on a question about the implementation. Structured question given to English teacher as an informant for the implementation research.

3. Questionnaire Form

    In this research, the researcher giving a questionnaire from Google Form to get data from student's perception toward the implementation of Microsoft Teams as E Learning Platform in English Learning based on E-tivites Model. The researcher used a closed questionnaire contains Yes or No answers.

4. Documentation

    Documentation used the researcher to complete about the research. The documentation in this research contains lesson plans, student's attendance and screenshot of teacher and student applying Microsoft Teams during online teaching and learning activities

E. Research Instrument

To conduct the research, the research used some research instruments. the design of research instruments can support each other. The research instrument of this research as follows:

1. Observation Sheet

In this research, the researcher used observation to analyze the implementation of Microsoft Teams as E- Learning platform in English Learning based on E-tivities Model. This observation used the form observation "Yes "and "No "checklist based on Gilly Salmon theory about the five stages of e-tivities model. This theory contains five stages of learning activities in online learning. The research investigates students and teacher activities during online learning. Besides that, the researcher used filled notes to help observation data about the activities based on theories.

Appendix 1: Observation Sheet Checklist

Nama Guru   :

Waktu / Tanggal Observasi   :

No	E-moderating Stages	Yes	No	Activities
1.	Access and Motivation			

	a. Access			
	b. Motivation			
	c. Arriving			
2.	Online Socialization			
3.	Information Exchange			
4.	Knowledge Construction			
5.	Development			

2. Interview Guideline

  Interview is second type of instrument. The researcher will be given some question about the implementation of Microsoft Teams to

English Teacher as a subject of the research. The purpose of interview

for the research is to know more about implementing Microsoft Teams

as E Learning Platform during online teaching and learning activities.

Appendix 2: Form Interview Guideline

Nama Guru   :

Waktu/Tanggal Observasi   :

No	Pertanyaan	Jawaban
1.	Sudah berapa lama Bapak/Ibu mengajar di SMA Negeri 2 Pati?	
2.	Sejak kapan aplikasi Microsoft Teams digunakan dalam pembelajaran online?	
3.	Apakah ada pelatihan penggunaan Microsoft Teams oleh pihak sekolah?	
4.	Apakah ada aplikasi lain yang digunakan guru selain Microsoft Teams?	
5.	Bagaimanakah pendapat Bapak/Ibu mengenai penmbelajaran online?	
6.	Menurut pendapat Bapak/Ibu , apakah	

	siswa dapat mengikuti pembelajaran online dengan baik menggunakan Microsoft Teams?	
7.	Bagaimana cara Bapak/Ibu untuk memotivasi siswa agar tetap semangat mengikuti pembelajaran online?	
8.	Bagaimana respon siswa dalam penggunaan Microsoft Teams untuk pembelajaran online? Apakah siswa berperan aktif selama pembelajaran online?	
9.	Apakah kendala dalam proses pembelajaran online menggunakan Microsoft Teams?	
10.	Menurut Bapak/ Ibu , apakah Microsoft Teams memberikan dampak yang positif untuk kegiatan pembelajaran online?	

3. Questionnaire Form

  Questionnaire is the third type of instrument research that use the research to collect the data. According to Roopa and Rani (2017), Questionnaire is a question of the topic to get statistically helpful information from the individuals. Questionnaires have two different

types that are open questionnaire and closed questionnaire. In this research, the researcher uses a closed questionnaire with "Yes or No "answer to know percentage of student's perception through the implementation of Microsoft Teams as E Learning platform.

In this research, instrument questionnaire used Google Form which can be accessed easily by the students. This questionnaire contains some questions about student's perception after the implementation of Microsoft Teams as E Learning platform in English learning based on E-tivities Model.

Appendix 3: Questionnaire Form

Petunjuk!

1. Kuesioner ini bertujuan untuk mendapatkan informasi sehubungan dengan penelitian skripsi dengan judul **"The Implementation of Microsoft Teams as E-Learning Platform in English Learning based on E-tivities Model in SMA Negeri 2 Pati"**

2. Bacalah pertanyaan dengan baik, lalu berikan jawaban dengan **"Ya"** atau **"Tidak"**

3. Jawabanmu tidak akan mempengaruhi penilaian pada mata pelajaran apapun.

4. Partisipasi kamu dalam mengisi kuesioner sangat di butuhkan untuk mendapatkan informasi.

No	PERTANYAAN	JAWABAN	
		YA	TIDAK
1.	Apakah kamu tahu tentang online learning?		
2.	Apakah kamu senang dengan online learning?		
3.	Apakah kamu tahu tentang E-Learning Platform?		
4.	Menurut pendapatmu , Apakah dengan pembelajaran online kamu mampu memahami materi dengan baik?		
5.	Apakah kamu tahu tentang aplikasi Microsoft Teams?		
6.	Apakah ada pelatihan penggunaan Microsoft Teams dari Bapak/ Ibu Guru?		
7.	Apakah ada E Learning Platform selain Microsoft Teams yang digunakan guru dalam pembelajaran online?		
8.	Menurut pendapatmu , apakah pembelajaran menggunakan		

	Microsoft Teams menyenangkan ?		
9.	Dengan penggunaan Microsoft Teams, apakahbisa memotivasi kamu dalam mengikuti pembelajaran online ?		
10.	Apakah dalam pembelajaran online, Guru memberikan dorongan atau motivasi kepada kamu untuk aktif dalam pembelajaran?		
11.	Apakah Guru selalu menyebutkan tujuan pembelajaran pada materi baru yang akan dipelajari?		
12.	Apakah Guru menjelaskan materi secara rinci dan jelas?		
13.	Dalam pembelajaran online, apakah Guru memberikan tugas untuk kegiatan diskusi dalam forum?		
14.	Apakah setelah kegiatan diskusi, Guru meminta kamu untuk menyampaikan hasil diskusi tersebut?		
15.	Setelah kegiatan diskusi selesai,		

	apakah Guru memberikan kesimpulan dari hasil diskusi tersebut?		
16.	Menurut pendapatmu , dalam pembelajaran online dengan Microsoft Teams dapat membangun interaksi dengan teman dan guru ?		
17.	Apakah kamu bisa menerima dan memahami materi dengan baik melalui pembelajaran online menggunakan Microsoft Teams?		
18.	Setelah pembelajarn berakhir , apakah Guru selalu memberikan tugas mandiri untuk penilaian?		
19.	Menurut pendapatmu, apakah penjelasan materi yang disampaikan Bapak/Ibu Guru memberikan dampak positif untuk kemampuan Bahasa Inggris kamu?		
20.	Menurut pendapatmu , apakah penerapan pembelajaran menggunakan Microsoft Teams sudah dilaksanakan dengan		

maksimal oleh Bapak/ Ibu Guru ?		

4. Documentation

   In this research, documentation help the researcher to support the data analysis. The research uses some documentation as follows:

   a. Lesson Plan

   b. Students Attendance

   c. Screenshot of teaching and learning activities using Microsoft Teams

F. Data Analysis Technique

In this research, the researcher uses observation, interview and questionnaire to get and analyze the data. Then, the researcher analyses the data based on qualitative research. To answer research question number 1, the researcher used observation checklist contains five stages theories to check and investigate the implementation of Microsoft Teams as E Learning Platform based on Gilly Salmon theories about e-moderating stages in e-tivities. The researcher observed the implementation of Microsoft Teams during online teaching and learning activities, and then equate with the five stages of e-moderating by Gilly Salmon. In addition, the research also used an interview for English teacher to know more about the implementation processes. Furthermore, the result of the observation checklist and interview process described based on the result of the research.

In the next steps to answer research question number 2, the researcher uses a closed questionnaire Yes or No answer. To collect the data, the researcher shared a questionnaire to students at SMA Negeri 2 Pati by using Google Form, so the students can access it easily. After the data is collected, the researcher calculated the percentage of student's perception and explained the data. The last step is documentation. The research used documentation such as lesson plan, student's attendance and screenshot of teaching and learning activities using Microsoft Teams to support this research.

After the researcher observed the implementation of Microsoft Teams as E Learning Platform in English Learning based on E-tivities Model and calculated the percentage of student's perception, the last step is the researcher make analyze, described and conclusion from the result.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the results of the research. In this chapter, there are two parts of sub-chapters, that are research findings and discussion. The results of data finding and discussion are explained as follows:

A. **Research Finding**

This research was conducted in SMA Negeri 2 Pati which collected the data from August 5, 2021 – August 19, 2021. In this research, the researcher used three instruments for answering the question in the research. The researcher used three instruments such as observation, interview, and giving questionnaire. The first, observation did by the researcher in online learning process using Microsoft Teams and analyzed whether the teacher implemented the five stages of e-moderating in e-tivities. The second, the researcher conducted an interview with English teacher in X MIPA 5 about the implementation of Microsoft Teams. Then, the researcher gave questionnaire to the students at X MIPA 5 by Google Form to know their perception about the implementation process.

1. **Observation Result about The Implementation of Microsoft Teams as E-Learning Platform in English Learning Based on E-tivities Model**

In this research, the researcher used the five stages of e-moderating in e-tivities model based on Salmon theory (2002). The researcher used

an "Yes" or "No" observation in observation checklist to know how the teacher implementing Microsoft Teams as e-learning platform during online. The result of this observation was carried out at the learning process. The researcher concluded the result of an observation about five stages in the table below:

Table 1. Observation Checklist

No	E-moderating stages	Yes	No	Activities
1.	Access and Motivation			
	Access	✓		- The teacher shares a link and give time limit for the students to join Microsoft Teams
	Motivation	✓		- The teacher invites the students to pray together. - The teacher gives motivation and support for the students to keep spirit to joining online class even though in pandemic

				era.
	Arriving	✓		- The teacher asks the students whom absent in online meeting - The teacher make sure the students to keep online before continuing the next steps
2.	Online Socialization	✓		- The teacher shows the PowerPoint - The teacher enquires about the material what they will learn.
3.	Information Exchange	✓		- The teacher gives time limit for the students to read the materials already sent in WA group and Microsoft Teams.

				- The teacher explains the materials about giving compliments and congratulation.
4.	Knowledge Construction	✓		- The teacher checking understanding to make sure the students understand about the materials. - The teacher asks the student to demonstrate dialog to check their pronunciation. - The teacher gives quiz for student's activity score.
5.	Development	✓		- The teacher gives homework in Microsoft Teams.

Based on the table above, the researcher can conclude that the teacher implemented five stages of e-moderating in e-tivities during online learning. In addition, details explanation about the implementation as follows:

1. Access and Motivation

Based on the observation, the teacher already did this first stage in e- moderating which is access and motivation during online learning. In this stage, consists of three aspects that are access, motivation and arriving. The following explanation in this stage as follows:

a. Access

In the observation, the researcher discovered that this aspect was implemented by the teacher before online learning activities. Before online learning started, the teacher share link for online learning using Microsoft Teams. The teacher shared the link on WhatsApp Group and asked the students to join in Microsoft Teams.

The teacher said:

" https://bit.ly/3zEsTqZ. This is the link for English online learning with Mam Sri. Let's join MT now, we will start the lesson at 07.30 am "

Based on the observation, the researcher can conclude that the teacher was implemented this aspect in online learning.

The teacher implemented access aspect by giving the link for students joining Microsoft Teams. Furthermore, after the teacher directed the students to join Microsoft Tams, the teacher checking participant of the class and make sure the students already join in online meeting.

b. Motivation

In the observation, this aspect was implemented by the teacher in online learning. Before starting the lesson and explain the materials, the teacher gives motivation to the students. In the meeting, the teacher gave support for them to keep spirit to joining online learning even though in distance learning.

The teacher said:

"I hope you all in a good condition. Stay healthy, everyone. Don' t forget to wash your hand, wearing your mask and physical distancing. And don't forget to keep spirit to joining online learning even though we are in pandemic era."

Based on the observation, the researcher can conclude that the teacher was implemented this aspect in online learning. The teacher said that motivation is an important aspect to give

support for them to spirit joining online learning because during pandemic, some students were lazy and often absent in online learning.

c. Arriving

After gave motivation aspect, the next aspect is arriving. In this observation, this aspect was implemented by the teacher during online learning. In this aspect, the teacher checking student's attendance to found out the presence of students. In addition, this activity also helped the teacher to keep students online and not left Microsoft Teams platform.

The teacher said:

"Before we start our lesson today, I will call your name one by one to checking your attendance. Please, say presence if you join in Microsoft Teams "

Based on the observation, the researcher can conclude that this aspect was implemented by the teacher during an online meeting. The teacher called the students one by one to check their attendance, make sure they keep online in Microsoft Teams and will be ready to follow the next stage of learning.

2. Online Socialization

In the observation, the teacher was implemented this stages in online learning. In online socialization stage, the teacher ensures the

students are ready to start the lesson. Then, the teacher share screen in Microsoft Teams to show PowerPoint that contains the material to be learned. The teacher gave direction about the material they will learnt and asked the students if they know about the material.

The teacher said:

> *"Okay, today we will learn about giving compliment and congratulation. Have you read the material that I sent in Microsoft Teams in this morning? Do you know what is compliment and congratulation in Bahasa Indonesia?*

Based on the observation, the researcher can conclude that the teacher was implemented this stage in an online meeting. In this stage did the teacher by giving questions about the materials. This method aimed to give stimulation for the students about their knowledge of the material they will learn. After the teacher gave the question, one of the students gives respond and answer the question correctly.

3. Information Exchange

In this observation, the teacher was implemented information exchange in online meeting. Previously, the teacher sent PowerPoint contains the material in WhatsApp Group and Microsoft Teams. This aimed to ensure that students will know and understood the content of the material before online meeting. Moreover, the teacher also gave a

time limit for the students to read again the material. The next step is the teacher explained material about giving compliments and congratulation.

The teacher said:

"What is compliments? Compliments express approval and aimed at showing that you like some aspect of the other's person, belonging or work. It is also to appreciate other people, but overuse of compliments might seem insincere."

After explained the definition, the teacher also explained how to giving and responding compliments and congratulation. Besides that, the teacher also gave some examples about the material. The teacher asked the students to read the dialog.

The teacher asked to the students:

"Do you get my point? And then we move to next slide. I will choose one student to demonstrate example of the dialog. "

"Adhe…are you here? Please, read the example of dialog number 1"

In addition, in this stage the teacher always checking students understand to make sure that the students understood what the teacher explained.

Based on the observation above, the researcher can conclude that the teacher was implemented this stage properly based on the material. In this stage, the first step the teacher sent the material in WhatsApp Group and Microsoft Teams before starting the lesson. It's made it easier for students to access and learn the material. The teacher explained the material clearly and structured and also checking students understand about the material. So, at this stage of information exchange, it's the key to understanding and knowledge exchanging from the teacher to the students that can be understood from the materials.

4. Knowledge Construction

In the observation, this stage did implement by the teacher in online meeting. The teacher explained the materials clearly in the lesson. On the other hand, the teacher organized active and interactive learning by giving some quizzes for the students. The teacher given some quizzes, it's used for online discussion activities after explained the materials.

The teacher said like that:

"Okay, after you understand about the material, now we discuss some question related the material about giving compliment and congratulation."

"I have some quizzes for you, let's see question number 1. Who want to answer this question? Before you answer the question, please mention your name… you'll get a score from me"

The teacher asked question to the students:

"Question number 1, there is dialog between audrey and lala.
 Audrey : I just bought a new gown. What do you think about it?
 Lala : ……………
"What is the answer? who want to answer question number 1?"

Then, there is respond from the students to tried answer the question, like that:

"I try to answer number 1, Mam … my name is Raihan Hafidz. The answer number 1 is A. What a pretty gown."

After that, the teacher discussed the answer from the students,

"For the question number 1 what is the respond? So, the answer is what a pretty gown. Good job, thank you Reihan"

Based on the observation, the researcher can conclude that the teacher was implementing this stage in an online meeting. After explained the materials, the teacher gave some quizzes for the students to construct their knowledge about the materials. The teacher and students discussed about the question and correct answer in online meeting using Microsoft Teams. So, the students can think critically to answer the question.

5. Development

In this observation, the teacher did development stage in online learning using Microsoft Teams. After the teacher explained the material and discussed the questions, the teacher gave conclusions about the material. In addition, the teacher also gave the assignment to measure their knowledge of the material that they learned.

The teacher said like that:

"After the lesson is over, I will give you an assignment for homework in Microsoft Teams. Please do it the assignment, and then submit it based on the dateline."

Based on the observation, the researcher can conclude that the teacher implemented by the teacher given an assignment for the students. Moreover, this method did by the teacher to measure and evaluate student's knowledge about the

2. Interview Result about Teacher Perception in The Implementation of Microsoft Teams

In this part was about the data presented about how is teacher's perception about the implementation of Microsoft Teams as E-Learning Platform in English Learning based on E-tivities Model. The researcher conducted the observation after learning activity using Microsoft Teams. The researcher did interview the English teacher at X MIPA 5 class about the teacher perception of English Learning using Microsoft Teams. The researcher summarized the interview data in the table below:

Table 2. Interview Result

No	Question	Answer
1.	How long have you been teaching at SMA Negeri 2 Pati?	21 years
2.	When was Microsoft Teams used in online learning?	Microsoft Teams application used in online learning since Covid19 pandemic, around July in 2020.

3.	Is there any training in the use of Microsoft Teams by the school?	Yes. there is any training for the use of Microsoft Teams by the committee of the school.
4.	Is there any other application that used by the teacher for online learning?	Yes. there are any other applications that using by the teachers such as WhatsApp, Google Classroom , and E-Learning of SMA Negeri 2 Pati.
5.	What do you think about online learning?	I think online learning is ineffective for the students because there are many problems in the implementation process. In online learning, students are not excited for joining the lesson and bad connections make the students can't be understanding the materials properly. In addition, online learning also needs a lot of quota to access an online

		platform. On the other hand, in my opinion, online learning is the best solution to teaching and learning activities without face to face interaction in classroom to preventing the spread of Covid19.
6.	In your opinion, does the students can follow the online learning as well by using Microsoft Teams?	I think by using Microsoft Teams, many of the students can't following online learning such as the students don't have quota and usually they only fill out students attendance but can't following virtual meeting using Microsoft Teams.
7.	How do you motivate the students to keep spirit to join online learning?	I have strategic for motivating the students to keep spirit to join online learning such as before starting the lesson, I ask students conditions, give motivation, and create fun

		learning, so the students more enjoy continuing the next stage for online learning.
8.	How do the students respond in the use of Microsoft Teams for online learning? Do the students get active during online learning?	Usually some students whom active in Microsoft Teams. However, they give respond when I ask some question based on the materials in online learning.
9.	What is the problem of using Microsoft Teams in online learning ?	Many problems in the implementation of Microsoft Teams, such as need lot of quota, because to access this application required lot of quota and good connection. The second problem is bad connection when explained the material make the students not understanding about the material.
10.	In your opinion, does Microsoft Teams have positive impact for online learning?	In my opinion, Microsoft Teams have a positive impact on online learning. This

		platform is very helpful for online meeting because there are many features are used by the teacher to manage the online class. Microsoft Teams also help to interact with the students even though in virtual meeting. These features can help the teacher to support and manage online learning easily.

From the interview result, the researcher can conclude that in the implementation of Microsoft Teams, the teacher was implemented Microsoft Teams as well and create a fun learning even though in distance learning. Microsoft Teams is very helpful for online learning because this application has many features that can be used by the teacher. The students also keep spirit to joining online learning in the pandemic era. In addition, the teacher also stated that online learning has positive impact and negative impact. First, positive impact is online learning is flexible, it can be done anytime and anywhere. Besides that, in online learning students can also access learning materials anytime and anywhere if they need it. Meanwhile, negative impact of online learning

is the students are usually lazy to participate in online learning, so student participation in online learning activities is reduced. In addition, bad connections in online learning make the students can't be understanding the materials properly.

3. **Questionnaire Result about Students Perception in The Implementation of Microsoft Teams**

In this part, the researcher gave questionnaire to the students of X MIPA 5. This aimed to know about student's perception about the implementation of Microsoft Teams as E-Learning Platform in online learning. The researcher gave questionnaire after online teaching and learning activities. Based on the questionnaire data, the researcher made the table above:

Table 3. Responding Result Question Number 1

Question	Answer	Frequency	Percentage
1. Do you know about online learning?	Yes	30	83%
	No	6	17%
Total		36	100%

Based on the table above, the researcher can conclude that student's perception about The Implementation of Microsoft Teams as E-Learning Platform in English Learning. The researcher made some questions such as question 1 is about do the students know about online learning. Based on the data, with a percentage 83% of students in the

classroom or 30 students choose *Yes* from this question. Besides that, a percentage 17% of students in the classroom or 6 students chosen *No* about online learning.

Table 4. Responding Result Question Number 2

Question	Answer	Frequency	Percentage
2. Do you feel enjoy with online learning?	Yes	21	58%
	No	15	42%
Total		36	100%

In the question number 2 is about do the students feel enjoy with online learning. Based on the data, with a percentage 58% of students in the classroom or 21 students choose *Yes* from this question. Then, the diagram shows the percentage 42% of students in the classroom or 15 students choose *No* from this question because they didn't feel enjoy with online learning.

Table 5. Responding Result Question Number 3

Question	Answer	Frequency	Percentage
3. Do you know about e-learning platform?	Yes	20	56%
	No	16	44%
Total		36	100%

In the question number 3 is about do the students know about e-learning platform. Based on the data, with a percentage 56% of students in the classroom or 20 students choose Yes from this question. Meanwhile, the percentage 44% of students or 16 students choose *No* because they don't know what is e-learning platform.

Table 6. Responding Result Question Number 4

Question	Answer	Frequency	Percentage
4. In your opinion, can you understand with the materials in online learning?	Yes	20	56%
	No	16	44%
Total		36	100%

In the question number 4 is about students understanding with the explanation materials in online learning. Based on the data results, there are 56% or 20 students in the classroom choose *Yes* because they can understand with teacher explanation during online learning. Then, with percentage 44% of students or 16 students in the classroom choose *No*, because they not understanding with teacher explanation.

Table 7. Responding Result Question Number 5

Question	Answer	Frequency	Percentage
5. Do you know about Microsoft Teams?	Yes	36	100%
	No	-	-
Total		36	100%

In question number 5 is about do the students know about Microsoft Teams. Based on the data, with a percentage 100% of students or 36 students in the classroom choose *Yes* from this question. All of the students answer Yes because Microsoft Teams is that used by the teacher, so they are familiar many features in this application for online learning.

Table 8. Responding Result Question Number 6

Question	Answer	Frequency	Percentage
6. Is there any training in the use of Microsoft Teams?	Yes	31	86%
	No	5	14%
Total		36	100%

In question number 6 is about training in the use of Microsoft Teams. Based on the data, with a percentage 86% of students or 31 students in the classroom choose *Yes*. Meanwhile, 14% of students or 5

students choose *No* from this question. The researcher tried to confirmed the teacher about this question. The teacher said that the committee held training for the use of Microsoft Teams. This aimed to give training for the students to more familiar with this application and features in Microsoft Teams.

Table 9. Responding Result Question Number 7

Question	Answer	Frequency	Percentage
7. Is there any e-learning platform that used by the teacher?	Yes	30	83%
	No	6	17%
Total		36	100%

In question number 7 is about is there any others application that used by the teacher. Based on the data, with a percentage 83% of students or 30 students in the classroom choose *Yes*. Then, 17% of students or 6 students choose *No* from this question. But, based on teacher confirmed there are any other application that used by the teacher such as WhatsApp, Google Classroom and E-Learning SMA N 2 PATI.

Table 10. *Responding Result Question Number 8*

Question	Answer	Frequency	Percentage
8. In your opinion, do	Yes	30	83%

Question	Answer	Frequency	Percentage
you feel enjoy by using Microsoft Teams in online learning?	No	6	17%
Total		36	100%

In question number 8 is about do the students feel enjoy using Microsoft Teams for online learning. Based on the data, 83% of students or 30 students give answer *Yes*. Then, 17% of students or 6 students choose *No* from this question. In student's opinion, they said that they feel bored with online learning because in online learning they can't understanding the material as well, meet others friend in school and there are many problems when they joining online learning.

Table 11. Responding Result Question Number 9

Question	Answer	Frequency	Percentage
9. By using Microsoft Teams, do you motivate to keep joining in online learning?	Yes	30	83%
	No	6	17%
Total		36	100%

In question 9 is about do the students to keep joining by using Microsoft Teams. Based on the data, with a percentage 83% of students or 30 students choose *Yes*. Then, 17% of students or 6 students choose *No* from this question. Based on the teacher interview, the teacher said that there is some student don't join online learning. However, in every meeting no more than 3 students who are absent in the lesson.

Table 12. Responding Result Question Number 10

Question	Answer	Frequency	Percentage
10. Does the teacher give motivation in online learning?	Yes	35	97%
	No	1	3%
Total		36	100%

In question 10 is about does the teacher give motivation in online learning. Based on the data, with a percentage 97% of students or 35 students choose *Yes*. Meanwhile, 3% of students or 1 student give answer *No* from this question. But, based on the class observation, the researcher found out that the teacher give motivation before started the lesson. The teacher gave some motivation for the students such as give spirit and motivate for the students even though in distance learning.

Table 13. Responding Result Question Number 11

Question	Answer	Frequency	Percentage
11. Does the teacher tell about learning objectives in new material?	Yes	36	100%
	No	-	-
Total		36	100%

In question 11 is about does the teacher tell about learning objectives in new material. Based on the data, with a percentage 100% of students or 36 students in classroom give answer *Yes*. All of the students choose *Yes* because in every new material, the teacher always tells the learning objective about new material they will learn. This learning objective is to show process and result that can be achieve by the students based on the basic competence.

Table 14. Responding Result Question Number 12

Question	Answer	Frequency	Percentage
12. Does the teacher explained the materials clearly?	Yes	33	92%
	No	3	8%
Total		36	100%

In question 12 is about does the teacher explain the material clearly. Based on the data, 92% of student or 33 students in classroom choose that the teacher explained the material clearly during online leaning. Then, 8% of students or 3 students give answer *No* from this question.

Table 15. Responding Result Question Number 13

Question	Answer	Frequency	Percentage
13. Does the teacher give a task for discussion forum in online learning?	Yes	34	94%
	No	2	6%
Total		36	100%

In question number 13 is about does the teacher give a task for discussion activities in online learning. Based on the data, with a percentage 94% of students or 34 students give answer *Yes* for this question. Meanwhile, with percentage 6% of students or 2 students choose *No* option. Then, the research tried to confirm with the teacher about this question. The teacher said that she always gave some question or quizzes for discussion activities in online learning. The teacher gave quizzes to train the students, so they can critically to give their idea or answer about the question.

Table 16. Responding Result Question Number 14

Question	Answer	Frequency	Percentage
14. Does the teacher ask you to present your discussion?	Yes	34	94%
	No	2	6%
Total		36	100%

In question 14 is about does the teacher ask the students to present your discussion. Based on the data, 94% of students or 34 students choose Yes for this question. In addition, 6% of students or 2 students give *No* answer. But, based on the class observation, the teacher asked the students to present their answer about some question. The teacher said that the students must convey their answer to get point in discussion activities.

Table 17. Responding Result Question Number 15

Question	Answer	Frequency	Percentage
15. After the discussion, does the teacher give the conclusion about the result of the discussion?	Yes	35	97%
	No	1	3%
Total		36	100%

In question number 15 is about does the teacher give the conclusion about the result of the discussion. Based on the data, with a percentage 97% of students or 34 students give answer Yes. Then, 3% of students or 2 students choose *No*. But, based on the class observation, the teacher gave the conclusion about the answer from the quizzes. The teacher gave explanation about the correct answer and explained clearly.

Table 18. Responding Result Question Number 16

Question	Answer	Frequency	Percentage
16. In your opinion, can you make an interaction with other by using Microsoft Teams?	Yes	34	94%
	No	2	6%
Total		36	100%

In question number 16 is about does the students can make an interaction with others by using Microsoft Teams. Based on the data, 94% of students or 34 students choose Yes option. However, 6% of students or 2 students give No option. But, based on the class observation, the researcher found out that there is an interaction with others when discussion activities.

Table 19. Responding Result Question Number 17

Question	Answer	Frequency	Percentage
17. By using Microsoft Teams, can you understand the material clearly?	Yes	29	81%
	No	7	19%
Total		36	100%

In question number 17 is about does the students can understand the material clearly. Based on the data, 81% of students or 29 students choose Yes from this question. Meanwhile, 19% of students or 7 students choose No option. The researcher tried to confirm it with the teacher, and the teacher said that the students difficult to understand about the materials because there is some problem that influence it. For example, they are lazy to learn it again and bad connection make the students also affect it when online learning.

Table 20. Responding Result Question Number 18

Question	Answer	Frequency	Percentage
18. After explained the material, does the teacher give you an assignment for	Yes	36	100%
	No	-	-

evaluation?			
Total		36	100%

In question number 18 is about does the teacher give the students an assignment for evaluation. Based on the data, 100% of students or 36 students give Yes answer. In addition, based on the class observation the researcher found out that the teacher gave an assignment for the students at the end of online learning. The teacher gave evaluation to checking understanding about the materials.

Table 21. Responding Result Question Number 19

Question	Answer	Frequency	Percentage
19. In your opinion, does the teachers material explanation have any positive effect in your English ability?	Yes	34	94%
	No	2	6%
Total		36	100%

In question number 19 is about does the teacher material explanation have any effect in English student's ability. Based on the data, 94% of students or 34 students choose Yes option. Then, 6% students or 2 students choose No answer from this question.

Table 22. Responding Result Question Number 20

Question	Answer	Frequency	Percentage
20. In your opinion, does the teacher used Microsoft Teams properly?	Yes	34	94%
	No	2	6%
Total		36	100%

In question number 20 is about does the teacher used Microsoft Teams properly. Based on the table above, 94% of students or 34 students choose *Yes* option from this question. Meanwhile, with a percentage 6% of students or 2 students choose *No* option. But, based on the class observation, the researcher found out that the teacher already using Microsoft Teams properly. The teacher used features in Microsoft Teams as well during online learning.

B. Discussion

In this part, the research presents a discussion of the findings related some problems that are the implementation of Microsoft Teams as E-Learning Platform in English Learning based on E-tivities Model in SMA Negeri 2 Pati.

1. **Observation Result about The implementation of Microsoft Teams as E-Learning Platform in English Learning based on E_tivities Model**

    Based on the findings, there are five stages of e-moderating in e-tivities model that are used by the teacher at X MIPA 5 grade students in SMA N 2 Pati. The discussion of the finding as follow:

a. **Access and Motivation**

    1) **Access**

        Based on the finding, this aspect was implemented by the teacher in online English learning using Microsoft Teams. In online learning, the teacher gave direction for the students before English learning activities. The teacher gave access that is the link for joining online learning by using Microsoft Teams. In class observation, the researcher found that the teacher shared the link in WhatsApp Group. In this aspect, the teacher was good in implementing Microsoft Teams as an e-learning platform. The teacher gave access to prepared before online learning, it was very helpful for the students when they will be joining online learning.

        Besides that, this aspect makes the students readier to join in online learning. The teacher also provided for students to accessing learning process use technology that is e learning platform. According to Salmon (2002), access aspect is an important part to initiate and encourage students to participate in online learning.

2) Motivation

Based on the findings, this aspect was implemented by the teacher during online learning. Motivation happened before the teacher started the lesson. Also, before the start the lesson, the teacher ensures all of the students joining English learning. Furthermore, the teacher asked to the students who got trouble in accessing Microsoft Teams. Based on observation results, the researcher found that the teacher gave motivation to motivate the students to keep spirit and joining online learning even though in Covid19 pandemic.

This aspect is helpful for the students and the teacher in using Microsoft Teams as e-learning in English learning. Moreover, in this aspect the teacher can control the problem when online learning, so the students can succeed in joining the lesson without the problem connection. It is suitable with Salmon theory that motivation aspect is an important element because the teacher as an e- moderator can help the students to use e-learning platform in online learning. In addition, according to Cahyani et al in Gustiani (2020), a lack student's motivation to learn is strongly influenced by external factors such as learning environments, learning time, and instrumental support to achievement.

3) Arriving

Based on the findings, arriving aspect was implemented by the teacher during the online learning using Microsoft Teams. In this aspect, the teacher checking student's attendance to found out the presence of students. It helped the teacher to ensure they keep online and not left when online learning using Microsoft Teams to prepare next stage.

b. Online Socialization

According to Salmon (2002), online socialization is an activity that involves individual students to build interaction with others. Based on the observation, this stage was implemented by the teacher during English learning using Microsoft Teams. After implemented access and motivation, the next stage which did by the teacher to ensure the students are ready for the lesson. In this stage, the interaction between students and teacher occurred when the teacher asked students understanding about the material they will be learned. In addition, face to face interaction occurred in distance learning using Microsoft Teams as an e-learning platform. Before the teacher continuing the next stage, the teacher sent PowerPoint contains the materials to be studied by the students. It was sent by the teacher in WhatsApp Group. Then, the teacher is given time to read the material and ask some question based on the material.

According to Angelo in Sembiring (2018), students-teacher interaction is an interaction between teacher and students who are

active in learning activities through questioning and answering or discussion process. It aimed to help to enhance students understanding based on the materials. This part should be implemented by the teacher to get advantageous from students understanding before continue the next stage. From this stage, the students become more enjoyable to continuing the next stage. Moreover, based on the observation, online socialization stage is already implemented by the teacher properly and it is suitable based on Salmon theory.

c. **Information Exchange**

Based on the observation result, the teacher implemented this stage in online learning using Microsoft Teams. The teacher shared PowerPoint before explained the materials through WhatsApp Group, so the students can be studied first. After that, the teacher showed the material by sharing screen feature in Microsoft Teams. Therefore, the teacher explained the material about giving compliments and congratulation. This teacher's way to improve the students understanding, not only sent the materials but also explained them clearly in online learning. The teacher used an e-learning platform that is Microsoft Teams for an information exchange process suitable with Salmon theory.

According to Salmon (2002), information exchange is a stage that the teacher as an e-moderator usually prepared learning designs such as videocassettes, CD ROMs or other media. In information stage, the teacher explained the material using PowerPoint media.

The teacher explained the material clearly and structured and also checking students understand about the material. This stage is important for students, so knowledge sharing from the teacher for the students can be received properly.

d. Knowledge Construction

Based on the observation result, the teacher implemented knowledge construction stage in online learning using Microsoft Teams. In this stage, after the teacher gave an explanation about the material, also the teacher gave some question or quizzes for the students for discussion activities in online learning. This activity is the result of the previous stage that is information exchange. In online learning, the teacher gave quizzes for the students and gave a score for the students who are active to answer the question.

According to Aalst (2009), knowledge construction is an activity that involves the students in cognitive processes such as giving and seeking problem explanation, interpreting and evaluating new information that they receive, sharing an idea and giving critiquing in the learning process. In this stage, the teacher did a cognitive process to ensure students intelligent in receiving information that has been given by the teacher. The teacher gave quizzes for the students is aimed in discussion activities. This activity is suitable based on a cognitive process that the students try to interpreting and evaluating new information and they try to critical thinking and sharing their knowledge about they learned**.**

e. Development

Based on the observation result, the teacher implemented development stage in English learning by using Microsoft Teams. the teacher did this stage by giving an assignment in the end of the online learning. After the teacher gave an explanation and summarize about the materials, the teacher sent an assignment in chat feature, so the students can download and submitted their assignment in Microsoft Teams. This assignment is aimed to appraise their knowledge after they get new information in learning activities.

This activity is suitable based on Salmon theory. According to Salmon (2002), development stage helps the students to explore their knowledge process from learning outcomes. This stage also helps the teacher to the assessment process. According to Macdonald (2002), Assignments process has an important role to encourage the students to learn properly. It's also important to help the students develop effectively as online collaborators in online learning activities.

2. Interview Result about Teacher perception in The Implementation of Microsoft Teams

To answer the second question in research problem, the researcher did an interview about teacher perception about the implementation of Microsoft Teams as e-learning platform in English learning. In this research, the researcher investigated about teacher perception in the use of Microsoft Teams and problem in implementing process. Based on the

interview result given to English teacher at X MIPA 5, the teacher has been teaching in SMA Negeri 2 Pati for about 21 years ago. Microsoft Teams application used for online learning since pandemic Covid19 occurred in Indonesia that is in July, 2020. This application used by the teacher as an online platform in teaching and learning activities during the pandemic era. Furthermore, there is any training in the use of Microsoft Teams for teachers. It's aimed to ensure the teachers are more familiar and take control this new application for online learning.

Therefore, based on the interview result, the teacher used some applications beside Microsoft Teams by using WhatsApp, Google Classroom and E-Learning SMA Negeri 2 Pati to support online learning activities. Then, the teacher's perspective about online learning, online learning is ineffective because there are many problems in the implementation. In online learning, students usually not excited for joining the lesson and bad connection make the students can't be understanding the material properly. In addition, online learning also needs lot of quotas to access this platform.

Furthermore, based on the interview result, Microsoft Teams has a positive impact for the teacher in online teaching and learning activities. Microsoft Teams is very helpful the teacher to support and manage distance learning, because this application has many features in one platform such as share screen, video recording, chat, submit an

assignment. Features in Microsoft Teams make it easy for the teacher in teaching activities.

3. **Questionnaire Result about Students Perception in The Implementation of Microsoft Teams.**

To answer the second question in research problem, the researcher did interview about teacher perception about the implementation of Microsoft Teams as e-learning platform in English learning. In this research, the researcher investigated about student's perception in the implementation of Microsoft Teams.

Based on the questionnaire result given to the 36 students in X MIPA 5, we can conclude that the students know about online learning and they feel enjoyable joining the online learning activities. But, some of the students choose that they feel bored when joining the online learning. Meanwhile, the students can understand the material as well even though in distance learning. In addition, the students are already familiar with Microsoft Teams application for online learning, there is any training from the committee of the school in the use of Microsoft Teams. Based on student's perception, they feel enjoyable by using Microsoft Teams in online learning activities during Covid19 pandemic.

Therefore, based on their perception by using Microsoft Teams they can make an interaction with other friends to sharing their idea or opinion in discussion activities that are given by the teacher. These activities also make the students to critically thinking through the

question. The students can understand with teacher explanation because the teacher always gave summarize about the material so, it's has a positive effect on their English ability. However, in the implementation of Microsoft Teams based on the student's perception we can conclude that the teacher already implementing Microsoft Teams properly during online learning for the students.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains two parts, conclusion and suggestion. In conclusion, the researcher conclude the research based on the findings. Besides, in suggestion the researcher give suggestion for the English teacher and the next researcher.

A. CONCLUSION

This part contains the results of the research of the implementation of Microsoft Teams as E-Learning Platform in English Learning based on E-tivities Model in SMA Negeri 2 Pati. Based on the result and the findings of the research can be concluded as follows:

1. The implementation of Microsoft Teams as E-Learning Platform in English Learning based on E-tivities Model contains five stages of e-moderating there are access and motivation, online socialization, information exchange, knowledge construction, and development. Those stages are implemented by the teacher during online learning. The teacher did five stages properly in online learning by using Microsoft Teams.

2. The Implementation of Microsoft Teams in online learning has been implementing by the teacher based on the lesson plan. On the other hand, this application is very helpful the teacher with many features, so it can make it easier for the teacher to manage online teaching and learning in during pandemic.

3. The students can be more active and interactive in online learning activities using Microsoft Teams. This application is very helpful to the students in learning activities. Microsoft Teams is more effective and flexible because it has complete features for learning so that the implementation of using Microsoft Teams has a positive impact on online learning activities.

B. SUGGESTIONS

Based on the result and findings of the research, the researcher recommends some suggestion in the following:

1. For the teacher

    The teacher can be applying and developing e-tivities model in online learning by using Microsoft Teams. By using this model, online learning will be more active, creative and fun. The teachers can develop this learning model, so the students are more enthusiastic in participating in online learning. The teacher must be more interactive in learning, so there will be interaction with the students during learning.

2. For further researcher

    The researcher hoped that it can be used as a reference to develop similar further research in the use of e-learning platform or learning models. researchers can refine the research, so it becomes a varied study. Also, the researcher can develop or create other learning models for online learning that are more fun and interesting learning.

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APPENDICES

THE IMPLEMENTATION OF MICROSOFT TEAMS AS E-LEARNING

PLATFORM IN ENGLISH LEARNING BASED ON E-TIVITIES MODEL

IN SMA NEGERI 2 PATI

Nama Guru :

Waktu / Tanggal Observasi :

No	E-moderating Stages	Yes	No	Activities
1.	**Access and Motivation**			
	a. Access			
	b. Motivation			
	c. Arriving			
2.	**Online Socialization**			

3.	**Information Exchange**			
4.	**Knowledge Construction**			
5.	**Development**			

Appendix 2.Interview Guideline

THE IMPLEMENTATION OF MICROSOFT TEAMS AS E-LEARNING PLATFORM IN ENGLISH LEARNING BASED ON E-TIVITIES MODEL IN SMA NEGERI 2 PATI

Nama Guru   :

Waktu / Tanggal Interview   :

1. Sudah berapa lama Bapak/Ibu mengajar di SMA Negeri 2 Pati?

2. Sejak kapan aplikasi Microsoft Teams digunakan dalam pembelajaran online?

3. Apakah ada pelatihan pengggggunaan Microsoft unaan Microsoft Teams oleh pihak sekolah?

4. Apakah ada aplikasi pembelajaran lain yang di gunakan guru selain Microsoft Teams?

5. Bagaimanakah pendapat Bapak/Ibu mengenai pembelajaran online?

6. Menurut pendapat Bapak/Ibu , dalam pembelajaran online menggunakan Microsoft Teams apakah siswa dapat mengikuti pembelajaran dengan baik ?

7. Bagaimana cara Bapak/Ibu untuk memotivasi siswa agar tetap semangat mengikuti pembelajaran online?

8. Bagaimana respon siswa dalam penggunaan Microsoft Teams untuk pembelajaran online? Apakah siswa berperan aktif selama pembelajaran online?

9. Apakah kendala dalam proses pembelajaran online menggunakan Microsoft Teams?

10. Menurut pendapat Bapak/Ibu, apakah Microsoft Teams memberikan dampak yang positif untuk kegiatan pembelajaran online?

Appendix 3.Questionnaire Form

THE IMPLEMENTATION OF MICROSOFT TEAMS AS E-LEARNING

PLATFORM IN ENGLISH LEARNING BASED ON E-TIVITIES MODEL

IN SMA NEGERI 2 PATI

Nama Siswa   **:**

Kelas   **:**

NO	PERTANYAAN	JAWABAN	
		YA	TIDAK
1.	Apakah kamu tahu tentang online learning?		
2.	Apakah kamu senang dengan online learning?		
3.	Apakah kamu tahu tentang E-Learning Platform?		
4.	Menurut pendapatmu , Apakah dengan pembelajaran online kamu mampu memahami materi dengan baik?		
5.	Apakah kamu tahu tentang aplikasi Microsoft Teams?		
6.	Apakah ada pelatihan penggunaan Microsoft Teams dari Bapak/ Ibu Guru?		

No.	Pertanyaan		
7.	Apakah ada E Learning Platform selain Microsoft Teams yang digunakan guru dalam pembelajaran online?		
8.	Menurut pendapatmu , apakah pembelajaran menggunakan Microsoft Teams menyenangkan ?		
9.	Dengan penggunaan Microsoft Teams, apakahbisa memotivasi kamu dalam mengikuti pembelajaran online ?		
10.	Apakah dalam pembelajaran online, Guru memberikan dorongan atau motivasi kepada kamu untuk aktif dalam pembelajaran?		
11.	Apakah Guru selalu menyebutkan tujuan pembelajaran pada materi baru yang akan dipelajari?		
12.	Apakah Guru menjelaskan materi secara rinci dan jelas?		
13.	Dalam pembelajaran online, apakah Guru memberikan tugas untuk kegiatan diskusi dalam forum?		
14.	Apakah setelah kegiatan diskusi, Guru meminta kamu untuk menyampaikan hasil diskusi tersebut?		
15.	Setelah kegiatan diskusi selesai, apakah Guru memberikan kesimpulan dari hasil diskusi		

	tersebut?		
16.	Menurut pendapatmu , dalam pembelajaran online dengan Microsoft Teams dapat membangun interaksi dengan teman dan guru ?		
17.	Apakah kamu bisa menerima dan memahami materi dengan baik melalui pembelajaran online menggunakan Microsoft Teams?		
18.	Setelah pembelajarn berakhir, apakah Guru selalu memberikan tugas mandiri untuk penilaian?		
19.	Menurut pendapatmu, apakah penjelasan materi yang disampaikan Bapak/Ibu Guru memberikan dampak positif untuk kemampuan Bahasa Inggris kamu?		
20.	Menurut pendapatmu , apakah penerapan pembelajaran menggunakan Microsoft Teams sudah dilaksanakan dengan maksimal oleh Bapak/ Ibu Guru ?		

THE IMPLEMENTATION OF MICROSOFT TEAMS AS E LEARNING PLATFORM IN ENGLISH LEARNING BASED ON E-TIVITIES MODEL IN SMA NEGERI 2 PATI

Nama Guru   : Sri Hartini, S.Pd., M. Pd.

Waktu / Tanggal Observasi   : Kamis/ 19 Agustus 2021

No	E-moderating stages	Yes	No	Activities
1.	**Access and Motivation**			
	a. **Access**	✓		- The teacher shares a link and give time limit for the students to join Microsoft Teams
	b. **Motivation**	✓		- The teacher invites the students to pray together. - The teacher gives motivation and support for the students to keep spirit to joining online class even though in pandemic era.

	c. **Arriving**	✓		- The teacher asks the students whom absent in online meeting - The teacher make sure the students to keep online before continuing the next steps
2.	**Online Socialization**	✓		- The teacher shows the PowerPoint - The teacher enquires about the material what they will learn.
3.	**Information Exchange**	✓		- The teacher gives time limit for the students to read the materials already sent in WA group and Microsoft Teams. - The teacher explains the materials about giving compliments and congratulation.
4.	**Knowledge Construction**	✓		- The teacher checking understanding to make sure the students understand about the materials. - The teacher asks the student to demonstrate dialog to check their

				pronunciation.
				- The teacher gives quiz for student's activity score.
5.	**Development**	✓		- The teacher gives homework in Microsoft Teams.

Appendix 5.The Result of Interview

THE IMPLEMENTATION OF MICROSOFT TEAMS AS E LEARNING

PLATFORM IN ENGLISH LEARNING BASED ON E-TIVITIES MODEL

IN SMA NEGERI 2 PATI

Nama Guru   **: Sri Hartini, S.Pd., M.Pd.**

Waktu / Tanggal Observasi   **: Kamis / 19 Agustus 2021**

No	Question	Answer
1.	How long have you been teaching at SMA Negeri 2 Pati?	21 years
2.	When was Microsoft Teams used in online learning?	Microsoft Teams application used in online learning since Covid19 pandemic, around July in 2020.
3.	Is there any training in the use of Microsoft Teams by the school?	Yes. there is any training for the use of Microsoft Teams by the committee of the school.
4.	Is there any other application that used by the teacher for online learning?	Yes. there are any other applications that using by the teachers such as WhatsApp, Google Classroom , and E-Learning of SMA Negeri 2 Pati.
5.	What do you think about online	I think online learning is

	learning?	ineffective for the students because there are many problems in the implementation process. In online learning, students are not excited for joining the lesson and bad connections make the students can't be understanding the materials properly. In addition, online learning also needs a lot of quota to access an online platform. On the other hand, in my opinion, online learning is the best solution to teaching and learning activities without face to face interaction in classroom to preventing the spread of Covid19.
6.	In your opinion, does the students can follow the online learning as well by using Microsoft Teams?	I think by using Microsoft Teams, many of the students can't following online learning such as the students don't have quota and usually they only fill out students attendance but can't following virtual meeting using Microsoft Teams.
7.	How do you motivate the students to	I have strategic for motivating

		keep spirit to join online learning?	the students to keep spirit to join online learning such as before starting the lesson, I ask students conditions, give motivation, and create fun learning, so the students more enjoy continuing the next stage for online learning.
8.		How do the students respond in the use of Microsoft Teams for online learning? Do the students get active during online learning?	Usually some students whom active in Microsoft Teams. However, they give respond when I ask some question based on the materials in online learning.
9.		What is the problem of using Microsoft Teams in online learning ?	Many problems in the implementation of Microsoft Teams, such as need lot of quota, because to access this application required lot of quota and good connection. The second problem is bad connection when explained the material make the students not understanding about the material.
10.		In your opinion, does Microsoft Teams have positive impact for online learning?	In my opinion, Microsoft Teams have a positive impact on online learning. This platform is very helpful for online meeting because there

		are many features are used by the teacher to manage the online class. Microsoft Teams also help to interact with the students even though in virtual meeting. These features can help the teacher to support and manage online learning easily.

Appendix 6.The Result of Questionnaire

Timestamp	Email Address	NAMA	KELAS	1	2
19/08/2021 10:21:19	31messi9e@gmail.com	Yuly Arta Messi P.B.G	X MIPA 5	Tidak	Ya
19/08/2021 10:21:37	nizafzri1710@gmail.com	NIZAR FAZARI	10 IPA 5	Ya	Tidak
19/08/2021 10:23:03	aswanggaaryap@gmail.c	ASWANGGA ARYAPUTR	X IPA 5	Ya	Ya
19/08/2021 10:25:22	sabikanabil2006@gmail.c	Sabika Nabila Zahra	X IPA 5	Ya	Ya
19/08/2021 10:28:12	fajrinurayamr@gmail.com	Fajrinuraya M R	X MIPA 5	Ya	Tidak
19/08/2021 10:33:44	afitapratama33@gmail.co	Avita Surya	X MIPA 5	Ya	Tidak
19/08/2021 10:35:29	waitukeyerlangga@gmail.	WAITUKEY ESA ERLAN(	X MIPA 5	Tidak	Tidak
19/08/2021 10:39:23	zulfaazaahirah@gmail.co	Zulfaa Zaahirah	X MIPA 5	Ya	Ya
19/08/2021 11:20:48	Marellajessica637@gmail	Marella jessica	X MIPA 5	Ya	Ya
19/08/2021 11:50:59	selviiswandari1206@gma	Selvi Iswandari	X MIPA 5	Tidak	Tidak
19/08/2021 12:14:46	pratiwiilony@gmail.com	Ilony Akbar Pratiwi	X MIPA 5	Ya	Tidak
19/08/2021 12:18:10	Kenzafebian1122@gmail.	Kenza Fabian Ramadhan	X MIPA 5	Ya	Ya
19/08/2021 13:07:57	valerinaulia216@gmail.co	valerina aulia nastiti	x mipa 5	Ya	Tidak
19/08/2021 13:18:07	nannafeb@gmail.com	ADHE RIZKHA PUTRI FE	X MIPA 5	Ya	Ya
19/08/2021 13:28:29	19naylasyayidinaazahra9	NAYLA SYAYIDINA AZAH	X MIPA 5	Ya	Tidak
19/08/2021 13:51:48	dwiastutiveranika@gmail.	Veranika Dwi Astuti	X MIPA 5	Ya	Tidak
19/08/2021 14:26:42	yulianairawati480@gmail.	Yuliana Irawati	X MIPA 5	Ya	Tidak
19/08/2021 15:23:04	osiputri050@gmail.com	Osi Putri Aprilia	X MIPA 5	Ya	Ya
19/08/2021 16:12:03	ryasrose23@gmail.com	Rayya Arum Sendang	X MIPA 5	Ya	Tidak
19/08/2021 16:22:27	lirakhairunnisa2005@gma	Lira Khairunissa	X MIPA 5	Ya	Tidak
19/08/2021 16:54:42	devinanuma2006@gmail.	Devina Numa Shabrina	X MIPA 5	Ya	Tidak
19/08/2021 16:59:45	devanashabrina@gmail.c	Devana Numa Shabrina	X MIPA 5	Ya	Ya
19/08/2021 18:18:49	tegarputeragunawan@gm	Tegar Putera Gunawan	X MIPA 5	Ya	Ya
19/08/2021 18:40:47	burhanudinromadhon.27(	Burhanudin Romadhon	X MIPA 5	Ya	Ya
20/08/2021 9:25:07	iffatsilver@gmail.com	Iffat sylver adrenaline	IPA X 5	Ya	Ya
20/08/2021 9:25:51	abimsyahathala@gmail.c	Abimsyah Athala R	X mipa 5	Ya	Ya
20/08/2021 9:25:53	devimawar43@gmail.com	Raihan Hafidz A	X MIPA 5	Ya	Ya
20/08/2021 9:26:07	fionafiorentina0@gmail.cc	Fiona Fiorentina	X MIPA-5	Ya	Ya
20/08/2021 9:27:19	trisnanda12@gmail.com	Trisnanda mutiara sani	X MIPA 5	Ya	Ya

3	4	5	6	7	8
Tidak	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Tidak	Ya	Tidak
Tidak	Ya	Ya	Tidak	Tidak	Ya
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Tidak	Tidak	Ya	Ya	Tidak	Ya
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Tidak	Tidak	Ya	Ya	Ya	Ya
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Tidak	Tidak	Ya	Ya	Tidak	Ya
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Tidak	Ya	Ya	Ya	Tidak	Ya

9	10	11	12	13	14
Ya	Ya	Ya	Ya	Ya	Ya
Tidak	Ya	Ya	Tidak	Ya	Ya
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Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya
Tidak	Ya	Ya	Tidak	Tidak	Tidak
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Tidak	Tidak	Ya	Ya	Ya	Tidak
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Tidak	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya

15	16	17	18	19	20
Ya	Ya	Ya	Ya	Ya	Ya
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Ya	Ya	Ya	Ya	Ya	Ya
Tidak	Ya	Tidak	Ya	Ya	Ya
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Ya	Ya	Ya	Ya	Tidak	Ya
Ya	Ya	Ya	Ya	Ya	Ya
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Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Tidak	Ya	Ya	Tidak
Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Tidak	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya

Timestamp	Email Address	NAMA	KELAS	1	2
20/08/2021 9:28:32	intanncahyaaa@gmail.co	Intan Cahyaningrum	X IPA 5	Ya	Tidak
20/08/2021 9:28:33	rr234165@gmail.com	Rafli Ramadhan	X IPA 5	Tidak	Ya
20/08/2021 9:31:58	indartisri49@gmail.com	Nabila Oktavia Ramadhar	X MIPA 5	Tidak	Ya
20/08/2021 9:35:26	arsyahumaira15@gmail.c	Arsyaputri Dewi Ghina Hu	X MIPA 5	Ya	Ya
20/08/2021 9:44:06	beanifialuvita@gmail.com	BEANIFIA LUVITA CALLI	x mipa 5	Tidak	Ya
20/08/2021 9:46:29	nadyarizki85@gmail.com	Nadya Rizky Maulida	X MIPA 5	Ya	Tidak
20/08/2021 10:37:08	azraalfarizi16@gmail.com	Muhammad Azra AL Fariz	X MIPA 5	Ya	Ya

3	4	5	6	7	8
Ya	Tidak	Ya	Ya	Ya	Ya
Tidak	Ya	Ya	Ya	Ya	Ya
Tidak	Tidak	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya
Tidak	Ya	Ya	Ya	Ya	Ya
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Ya	Ya	Ya	Ya	Ya	Ya

9	10	11	12	13	14
Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Tidak	Ya	Ya
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Ya	Ya	Ya	Ya	Ya	Ya

15	16	17	18	19	20
Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Tidak	Ya	Ya	Tidak
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Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : SMA Negeri 2 Pati

Mata Pelajaran   : Bahasa Inggris Wajib

Kelas / Semester   : X / Ganjil

Materi Pokok   : Teks Interaksi Interpersonal:

                                Ucapan Selamat dan Memuji

Alokasi Waktu   : 2 Pertemuan (2x @45 menit)

A. Tujuan Pembelajaran

Kompetensi Dasar		Tujuan Pembelajaran
3.2	Mengidentifikasi ungakapan-ungkapan memberi dan meminta terkait Teks Interaksi Interpersonal; Ucapan Selamat dan Memuji Bersayap (Extended)	Melalui kegiatan pembelajaran menggunakan Office 365(Microsoft teams) peserta didik dapat membaca dan memahami materi, menyelesaikan soal-soal, dapat mengidentifikasi ungakapan ungkapan memberi dan meminta terkait Teks Interaksi Interpersonal; Ucapan Selamat dan Memuji Bersayap (Extended). Selain itu, peserta didik dapat menyelesaikan masalah yang berkaitan dengan Ucapan Selamat dan Memuji Bersayap, dengan rasa rasa ingin tahu, tanggung jawab, displin selama proses pembelajaran, bersikap jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi, serta
4.2	Memahami struktur teks ungkapan memberi dan meminta terkait Teks Interaksi Interpersonal; Ucapan Selamat dan Memuji Bersayap (Extended)	

		mampu berkomukasi dan bekerjasama dengan baik.

B. Kegiatan Pembelajaran

Pendahuluan	Kegiatan Inti	Penutup
▪ Guru membuka pembelajaran dengan salam, ucapan syukur dan mengawalI pembelajaran dengan bacaan basmalah (pembelaaran melalui Microsoft teams) ▪ Guru memberi motivasi pada peserta didik	▪ Guru menjelaskan materi Teks Interaksi Interpersonal; Ucapan Selamat dan Memuji Bersayap (melalui Microsoft teams) ▪ Peserta didik menyimak materi (melalui Microsotf teams) ▪ Guru membimbing peserta didik memahami materi Teks Interaksi Interpersonal; Ucapan Selamat dan Memuji Bersayap (melalui Microsoft teams) ▪ Guru menerima pertanyaan siswa bila siswa belum jelas (melalui Microsoft teams) ▪ Guru menjawab pertanyaan siswa (melalui Microsoft teams) ▪ Guru memantau siswa belajar dari rumah dengan mengecek siswa yang online (melalui Microsoft teams) ▪ Siswa mengerjakan soal (melalui Microsoft teams) ▪	▪ Guru mengingat kan peserta didik batas menyelesa ikan tugas/soal (melalui Microsoft teams) ▪ Guru menutup pembelajar an (melalui Microsoft teams)

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C. Penilaian

Penialaian sikap diambil dari Jurnal sikap ; penilaian pengetahuan dilakukan dengan penugasan dan soal soal penilaian harian.

Pati, July 2021

Mengetahui,
Kepala SMA NEGERI 2 PATI

Guru Mata Pelajaran

WIYARSO, S.Pd, M.M.
Pembina Tingkat I
NIP . 19690828 199802 1 004

Sri Hartini., S.Pd., MPd.
NIP. 197602042007012008

Lampiran:

LAMPIRAN MATERI PEMBELAJARAN

Congratulating

Congratulating (Congratulation) adalah memberi ucapan selamat kepada orang lain atas prestasi dan kebahagiaan yang diraih. Contohnya: Juara lomba di sekolah, di luar sekolah, kelulusan, pindah rumah, kenaikan jabatang(promotion), mendapatkan momongan/bayi, pernikahan, dan lain-lain.

Congratulating	**Responses**
Congratulations!	Thanks
Congratulations, Shidqi!	Thank you
Congratulations for winning the bike race!	Thank you very much
Congratulations Zahra to become the champion of English speech contest	Thanks a lot
Congratulation on your graduation!	Thak you so much
That's great	Thanks for saying so
Well done!	It's very kind of you to say so
Wow, you made such wonderful handycraft.	This is because you're always with me.
	I'm glad you think so

Contoh Dialog

Dialogue 1

Ana	:	I heard you win the singing contest last night, Siti. Is that right?
Siti	:	You're right, Ana.
Ana	:	Congratulations, Siti! I'm proud of you. I hope you'll be winner again next time.
Siti	:	Thanks, Ana. You're very kind to say so.
Ana	:	You're welcome.

Dialogue 2

David	:	John, Congratulations for being number one in your class! You got the first rank.
John	:	Thank you, David.
David	:	Never stop studying hard, John. I hope you keep your achievement next year.
John	:	Okay, Thanks for your suggestion, David. You're my best friend, ever.
David	:	Don't mention it!

Complimenting

Compliment is an expression to appreciate or praise other people. Compliment is useful to give encouragement so that people will keep on doing their best and even improve their performance.

(Compliment adalah sebuat ungkapan untuk mengapresiasi atau memuji orang lain. Pujian atau apresiasi sangat penting untuk memberikan semangat kepada orang lain sehingga mereka akan tetap konsisten mempertahankan prestasi dan meningkatkan kemampuannya.)

When to express compliment:

(kapan mengekspresikan pujian)

On daily basis, (sehari-hari)

When someone has done his/her best, (Ketika seseorang telah melakukan yang terbaik)

When you visit someone's house for the first time, (Ketika anda mengunjungi rumah seseorang kali pertama).

If you notice something new about someone's appearance. (Jika anda melihat sesuatu yang baru dari penampilan seseorang

Can you think of other situations when you need to compliment?

Source: Dokumen Kemdikbud
Picture 2.15

Source: Dokumen Kemdikbud
Picture 2.16

Source: Dokumen Kemdikbud
Picture 2.17

Source: Dokumen Kemdikbud
Picture 2.18

Complimenting	Responses
What a …	Thanks
What a nice dress!	Thank you
What a wonderful performance!	Thanks for your appreciation
What a clever boy you are!	Thank you very much
What a kind boy he is!	It's very kind of you to say that
What …	I'm glad you like it
What big houses you have!	
What expensive cars!	
How …	
How beautiful she is!	
How handsome!	
How comfortable motorcycle it is!	
How cheap the computers are!	
You look …	
You look gorgeous!	
You look nice with that t-shirt.	
Great job!	

Contoh Dialog:

Fatimah : Hi, Ira, how are you?

Ira : Fine, thanks. I hope you are all right, too. What is that in your hand, Fatimah?

Fatimah : It's a handycraft. I made it myself.

Ira : Oh, really! What wonderful hadycraft you made.

Fatimah : Thanks, Ira.

Ira : You're welcome.

Latihan 1

After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.

Samuel : Alif, congratulations. You deserved it, Man.

Alif : Thank you very much. This is because you always help me.

Sinta : I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster.

Alif : (replies with a happy tone) Thank you

I cannot forget your collaboration with me, and I will still need your help.

Other friends shake his hands and congratulate him too.

Deny : That's wonderful, Alif.

Alif : Oh thanks.

Santi : Good for you. Good luck.

Alif : Thank you very much.

Bejo : Well done

Alif : Thank you for saying so.

Ivan : That was great. You must be very proud of your achievement. Alif : Thanks. I'm glad you think so. But I still have to learn a lot.

His staff also congratulate him.

Eny : Please accept my warmest congratulations, Sir. Alif :
It's very kind of you to say so. Thank you.

Bintari : I must congratulate you on your success.

Alif : Thank you very much for saying so.

They all celebrate Alif's success by having lunch together in a simple food stall next to their office. Everybody is happy.

Questions:

1. Why do all of those people congratulate Alif?

2. What expressions do they use to congratulate Alif?

3. How does Alif respond to their congratulating expressions?

4. What is the social purpose of congratulating people?

5. When do we congratulate people?

6. What are the expressions commonly used to congratulate people?

Latihan 2

Cita has won the first winner of the story telling competition in her school. Her best friend congratulated her.

congratulations for being the first winner of the school story telling competition! Excellent. You really did it well.

Cita : Thanks Dito

Dito : I heard that you will be the representative of our school in the story telling competition of our/ regency. Is it true?

Cita : Yes, you're right.

Dito : I hope you will win as well in the next competition.

Cita : I hope so. But I'm nervous.

Dito : Don't worry, you're a very good story teller. Good luck.

Cita : Thanks. I'll do my best. Wish me luck.

Questions:

1. What good news about Dita does Ditto know?
2. What does Ditto say to Dita related to the news?
3. What do the expressions mean?
4. What is Ditto's purpose of saying that to Dita?
5. How does Dita respond to what Ditto says?
6. When do you think you will say 'congratulations' to other people?

Latihan 3

1. Complete the following dialogues with your own

2. Complete the following dialogues with your own words!

Conversation 1

Rani : Hi, Anisa.

Anisa : Hi, you look great in that pink head scarf. What a nice scarf!

Rani : _____ (1) to say that.

Anisa : I've never seen you in that hat. Where did you buy it?

Rani : My mom bought it for me when she went to the market.

Anisa : I see.

Rani : Look. The teacher is coming!

Anisa : Pak Sultoni.

Mr. Sultoni : Hi, how are you?

Rani : We're good. Thanks.

Anisa : Excellent.

Rani : _____ (2) hair cut, Pak Sultoni.

Anisa : Yes, you're looking good with your hair style.

Mr. Sultoni : Thanks a lot. Rani, I heard you won the Math Olympiad. Is it true?

Rani : Yes, I won the second prize last week.

Anisa : _____ (3)

Mr. Sultoni : _____ (4) to hear that.

Rani : Thank you very much for saying so.

Appendix 8.Permission Letter to Conducted Research at SMA Negeri 2 Pati

UNIVERSITAS PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
Program Studi :
➤ Pendidikan Bahasa dan Sastra Indonesia
➤ Pendidikan Bahasa Inggris
➤ Pendidikan Bahasa dan Sastra Daerah

. Alamat :
Jalan Gajah Raya Nomor 40
Telepon (024) 8316377 – Faksimile (024) 8448217
Semarang - 50125

Nomor	: 107/IP/FPBS/VIII/2021		Semarang, 3 Agustus 2021
Lampiran	: 1 (satu) berkas		
Perihal	: **Permohonan izin penelitian**		

Yth. Kepala SMA Negeri 2 Pati
di Pati

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Fatimah Dwi Pangestuti
N P M : 17420047
Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

The Implementation Of Microsoft Teams As E Learning Platform In English
Learning Based On E-Tivities Model In SMA Negeri 2 Pati
Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan
memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

Dekan,

Dr. Asropah, M.Pd.
NPP 936601104

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Appendix 9.Letter of Having Conducted Research at SMA Negeri 2 Pati

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 2 PATI
Jalan Jenderal Ahmad Yani Nomor 4 Pati, Kode Pos 59112, Telepon (0295)-381211, 381212
Faksimile : (0295)-381211, Surat Elektronik : sma2pati@sma2pati.sch.id
Website : www.sma2pati.sch.id

<u>SURAT KETERANGAN</u>
Nomor : 070 /300

Yang bertanda tangan dibawah ini :

Nama	:	WIYARSO, S.Pd., M.M.
NIP	:	196908281998021004
Pangkat/Gol. Ruang	:	Pembina Tingkat I, IV/b.
Jabatan	:	Plt. Kepala SMA Negeri 2 Pati

dengan ini menerangkan, bahwa mahasiswa UNIVERSITAS PGRI SEMARANG :

Nama	:	FATIMAH DWI PANGESTUTI
NPM	:	17420047
Fak./Program Studi	:	FPBS / Pendidikan Bahasa Inggris

Telah selesai melaksanakan Penelitian di SMA Negeri 2 Pati untuk bahan Penyusunan **Skripsi** dengan judul :

"THE IMPLEMENTATION OF MICROSOFT TEAMS AS E LEARNING PLATFORM IN ENGLISH LEARNING BASED ON E-TIVITIES MODEL IN SMA NEGERI 2 PATI "

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pati, 19 Agustus 2021

Plt. KEPALA SMA NEGERI 2 PATI

WIYARSO, S.Pd., M.M.
Pembina Tingkat I
NIP 196908281998021004

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Appendix 10.List Name of Students in X MIPA

DAFTAR NAMA SISWA
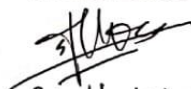SMA NEGERI 2 PATI
TAHUN PELAJARAN 2021 / 2022

Kelas : X MIPA-5
Wali Kelas : Siti Cholifah, S.Pd.

Presensi

LM 1. EKONOMI
2. BAHASA DAN SASTRA PERANCIS

NO	NAMA	L/P		NIS	NISN	AGAMA	19 Agustus		KETERANGAN						
1	ABIMSYAH ATHALA RAJENDRA	L		2111839	0067220018	Islam	✓								
2	ADHE RIZKHA PUTRI FEBRIANA		P	2111840	0062176878	Islam	✓								
3	ARSYAPUTRI DEWI GHINA HUMAIRA		P	2111841	0068709412	Islam	✓								
4	ASWANGGA ARYAPUTRA	L		2111842	0059183583	Islam	✓								
5	AVITA SURYA PRATAMA	L		2111843	0065478241	Islam	ι								
6	BEANIFIA LUVITA CALLISTA PUTRI		P	2111844	0064423081	Islam	✓								
7	BURHANUDIN ROMADHON	L		2111845	0057432369	Islam	✓								
8	DEVANA NUMA SHABRINA		P	2111846	0068632691	Islam	✓								
9	DEVINA NUMA SHABRINA		P	2111847	0066992177	Islam	✓								
10	FAJRINURAYA MASAYU RAFISYAHRANI		P	2111848	0068047939	Islam	✓								
11	FIONA FIORENTINA		P	2111849	0067835933	Islam	✓								
12	IFFAT SYLVER ADRENALINE	L		2111850	0061960959	Islam	✓								
13	ILONY AKBAR PRATIWI		P	2111851	0055303559	Islam	✓								
14	INTAN CAHYANINGRUM		P	2111852	0067497652	Islam	✓								
15	KENZA FABIAN RAMADHANA BELVA	L		2111853	0058857060	Islam	✓								
16	LIRA KHAIRUNISSA		P	2111854	0054918960	Islam	✓								
17	MARELLA JESSICA		P	2111855	0064938576	Islam	✓								
18	MUHAMMAD AZRA AL FARIZI	L		2111856	0066610855	Islam	✓								
19	NABILA OKTAVIA RAMADHANI		P	2111857	0056489275	Islam	✓								
20	NADYA RIZKY MAULIDA		P	2111858	0061745259	Islam	✓								
21	NIZAR FAZARI	L		2111859	0065390880	Islam	✓								
22	NAYLA SYAYIDINA AZAHRA		P	2111860	0055725425	Islam	✓								
23	OSI PUTRI APRILIA		P	2111861	0062046391	Islam	✓								
24	RAFLI RAMADHAN	L		2111862	0058050904	Islam	✓								
25	RAIHAN HAFIDZ ALAUDDIN	L		2111863	0052025797	Islam	✓								
26	RAYYA ARUM SENDANG		P	2111864	0053953013	Islam	✓								
27	SABIKA NABILA ZAHRA		P	2111865	0068125836	Islam	✓								
28	SELVI ISWANDARI		P	2111866	0062970916	Islam	✓								
29	TEGAR PUTERA GUNAWAN	L		2111867	0068660594	Islam	✓								
30	TRISNANDA MUTIARA SANI		P	2111868	0061463035	Islam	✓								
31	VALERINA AULIA NASTITI		P	2111869	0063077396	Islam	✓								
32	VERANIKA DWI ASTUTI		P	2111870	0065790603	Islam	✓								
33	WAITUKEY ESA ERLANGGA	L		2111871	0068169938	Islam	✓								
34	YULIANA IRAWATI		P	2111872	0063635690	Islam	✓								
35	YULY ARTA MESSI PUTRI BAJA GULTOM		P	2111873	0069057730	Islam	✓								
36	ZULFAA ZAAHIRAH		P	2111874	0069380156	Islam	✓								
	Jumlah Siswa	12	24												
		36													

Pati, 19 Agustus 2021
Guru Mata Pelajaran,

Sri Hartini, S.Pd, M.Pd

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BERITA ACARA UJIAN SKRIPSI

Pada hari ini Jumat 04 Maret 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.
   Jabatan : Ketua

2. Nama : Dr. Jafar Sodiq, S.Pd, M.Pd.
   Jabatan : Sekretaris

3. Nama : Th. Cicik Sophia B, S.S., M.Pd.
   Jabatan : Anggota (Penguji I)

4. Nama : Fitri Yulianti, S.Pd., M.Pd.
   Jabatan : Anggota (Penguji II)

5. Nama : Sri Wahyuni, S.Pd., M.Pd.
   Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama : Fatimah Dwi Pangestuti
N.P.M : 17420047

Fakultas : FPBS
Program Studi : Pendidikan Bahasa Inggris
Program Pendidikan : Strata 1

Judul Skripsi :
THE IMPLEMENTATION OF MICROSOFT TEAMS AS E-LEARNING PLATFORM IN ENGLISH LEARNING
BASED ON E-TIVITIES MODEL IN SMA NEGERI 2 PATI

Nilai   :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

Dr. Asropah, M.Pd.

Sekretaris,

Dr. Jafar Sodiq, S.Pd, M.Pd.

Penguji I,

Th. Cicik Sophia B, S.S., M.Pd.

Penguji II,

Fitri Yulianti, S.Pd., M.Pd.

Penguji III,

Sri Wahyuni, S.Pd., M.Pd.

Mengetahui,
Dekan,

Dr. Asropah, M.Pd.
FPBNPP/NIP 936601104

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KARTU BIMBINGAN FINAL PROJECT

MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA   : FATIMAH DWI PANGESTUTI

NPM   : 17420047

FAK/PROGDI   : FPBS/PEND. BAHASA INGGRIS

DOSEN PEMBIMBING 2   : Th. Cicik Sophia B., S.S., M.Pd.

No.	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING 2
1.	25 Februari 2021	Bimbingan Judul	
2.	22 Maret 2021	Outline Proposal	
3.	22 Mei 2021	Proposal	
4.	19 Juni 2021	Revisi Proposal	
5.	13 Oktober 2021	Bimbingan BAB 4 & 5	
6.	25 Oktober 2021	Revisi BAB 4 & 5	
7.	2 November 2021	Bimbingan BAB 1-5 dan Artikel	
8.	18 November 2021	ACC Skripsi	

KARTU BIMBINGAN FINAL PROJECT

MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA   : FATIMAH DWI PANGESTUTI

NPM   : 17420047

FAK/PROGDI   : FPBS/PEND. BAHASA INGGRIS

DOSEN PEMBIMBING 2   : Fitri Yulianti, S.Pd., M.Pd.

No.	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING 2
1.	4 Februari 2021	ACC Judul	
2.	10 Mei 2021	Proposal	
3.	27 Mei 2021	Proposal	
4.	10 Juni 2021	Revisi Proposal	
5.	19 Juli 2021	Revisi Proposal	
6.	26 Juli 2021	ACC Proposal	
7.	12 Oktober 2021	Bimbingan Bab 1-5	
8.	28 Oktober 2021	Revisi Bab 1-5	
9.	23 November 2021	ACC Skripsi	

Appendix 11.Documentation
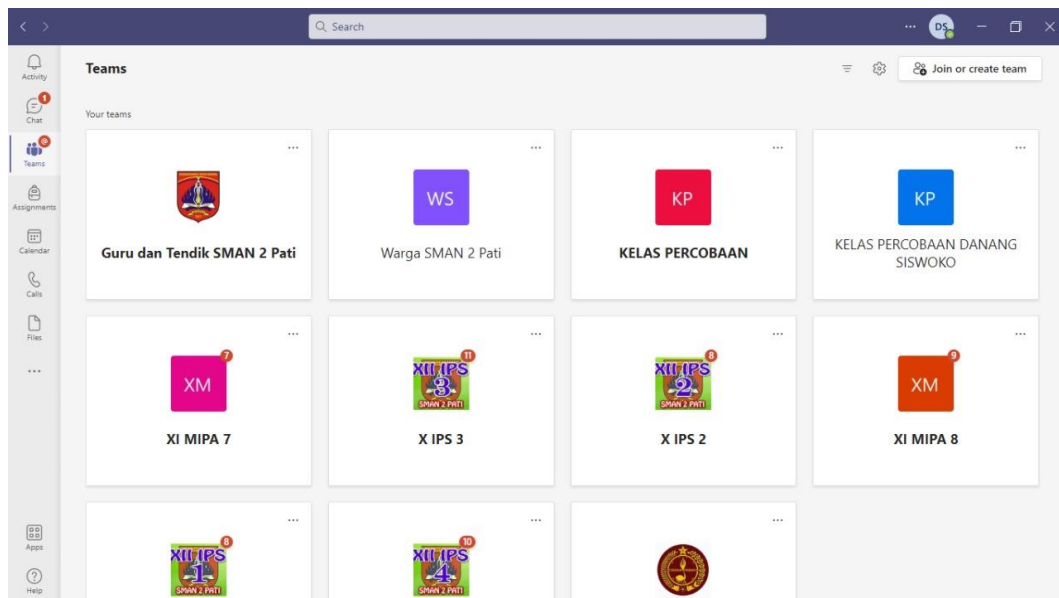
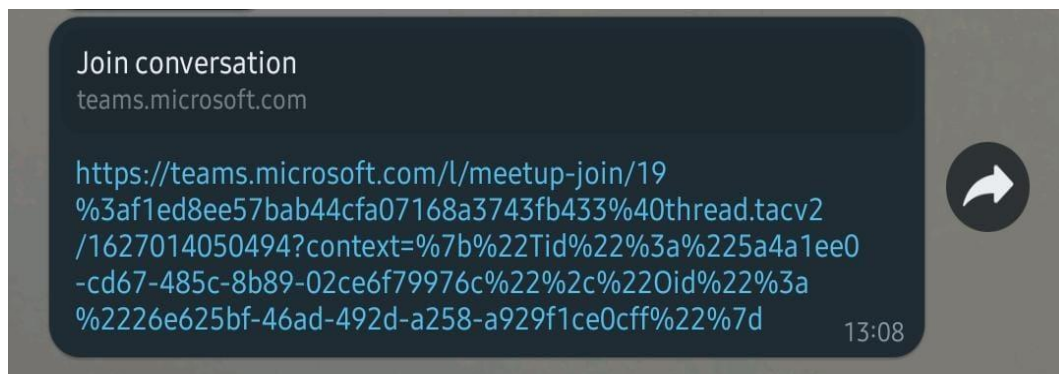**Figure 1.Portal of Microsoft Teams**

Figure 2.Access Link for joining Teams

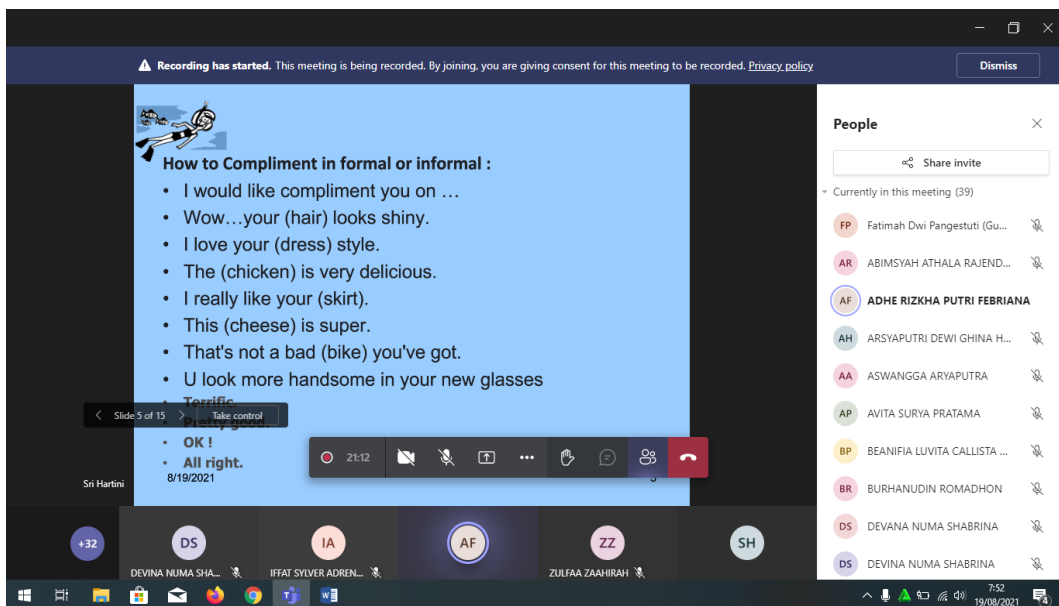**Figure 3. Online Socialization Teacher and Students**
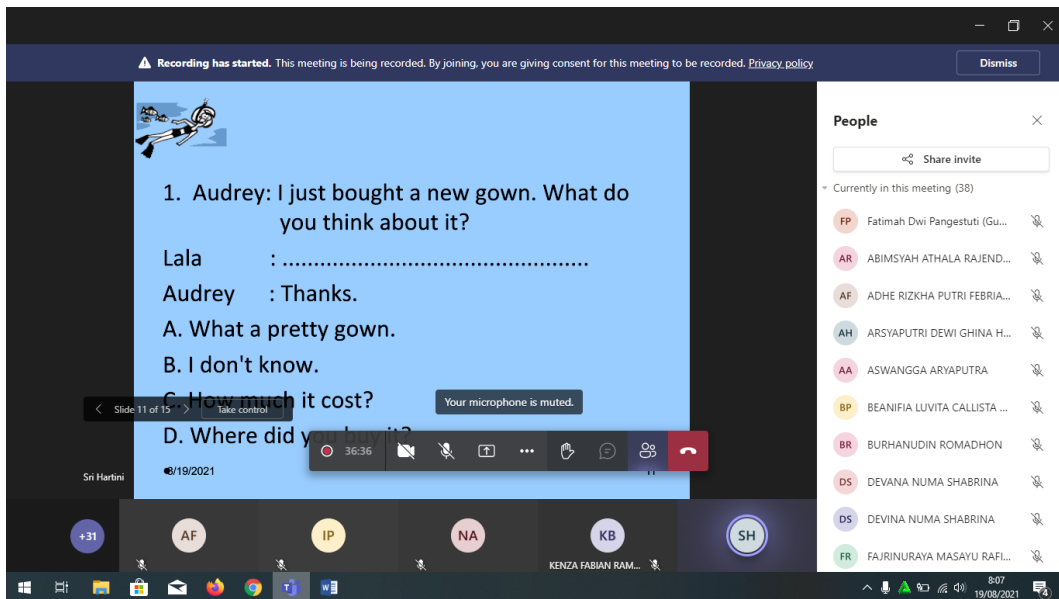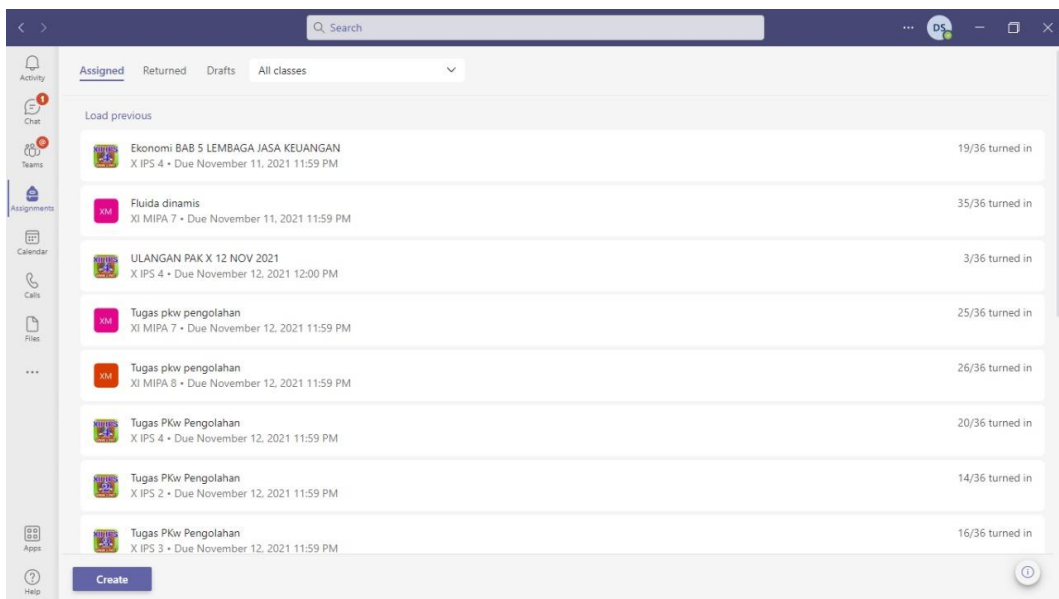

Figure 4.Information Exchange Stage

Figure 5.Knowledge Construction

Figure 6.Assignments Features