

**THE IMPLEMENTATION OF MICROSOFT TEAMS AS AN E-LEARNING
PLATFORM IN ENGLISH LEARNING BASED ON E-TIVITIES MODEL IN A
PUBLIC SECONDARY HIGH SCHOOL IN SEMARANG**

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Abstract

The development of information and communication technology is helpful to 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 that is beneficial to facilitate the teacher and students in distance learning during Covid19 pandemic. This research is aimed to delineate the process of the implementation of Microsoft Teams as E-Learning platform in English learning based on e-tivities model in a public secondary high school in Semarang, and to find out the teacher and students' perception toward the implementation process. This research used qualitative approach. The research participants include an English teacher in X MIPA 5 class and 36 students at X MIPA 5. The research used observation sheet and documentation to figure out the implementation of Microsoft Teams as E-Learning platform in English learning based on E-tivities model. Moreover, interview guideline and questionnaire were used to collect data related to students and teacher perception toward the implementation of the learning model. The results showed that five stages of e-moderating in e-tivities including access and motivation, online socialization, information exchange, knowledge constructions, and development stages were implemented by the teacher in English learning using Microsoft Teams. The teacher perception toward the implementation Microsoft Teams as E-Learning platform was that this application is beneficial with many features, so it can make it easier for the teacher to manage online teaching and learning during pandemic. In addition, the students perceived that implementing Microsoft Teams was more effective and flexible because it had complete features for learning, and thus using Microsoft Teams has a positive impact on online learning activities.

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

INTRODUCTION

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. 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 Ministry of Education and Culture, all teaching and learning activities must be carried out from home since March 2020.

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. By using e-learning, the teacher can manage the class in online teaching and learning process. It can help to teaching and learning easier from home without interacting directly to spreading of Covid19 virus.

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 are 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. These 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.

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. 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.

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Related to this research, there are some studies that conducted to this research, one of them is the research entitled "*Deskripsi Penggunaan Aplikasi Microsoft Teams Dalam Pembelajaran Daring Mata Pelajaran Sejarah Indonesia*" by Putra *et al.* (2020). This research used Microsoft Teams in online History learning. The result of Putra 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.

Other previous study which conducted is a final project by Afrizah (2018) entitled “The Implementation of YukBlajar as E Learning Platform in English Learning at SMP Islam Al Azhar 13 Surabaya”. This research used descriptive qualitative method to describe the implementation. 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.

METHOD

In this research, there are subject of the research. First subject is an English teacher at Grade 10 students in 5 Science Stream of 2 Pati High school has been teaching for 21 years. Second subject are 36 students at Grade 10 students in 5 Science Stream of 2 Pati High school. Meanwhile, the object of the research is the process how the implementation of

Microsoft Teams as e-learning platform in English learning based on e-tivities model. To conduct the research, the research used some research instruments. Design of research instruments can support each other. The research instrument of this research they are observation sheet, interview guide line, questionnaire form, and documentation. To answer research question number 1 about how is the implementation of Microsoft Teams as E-Learning in English Learning based on E-tivities Model in SMA Negeri 2 Pati, the researcher used observation checklist contains five stages theories to check and investigate the implementation of Microsoft Teams as E Learning Platform based on 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 Salmon (2002).

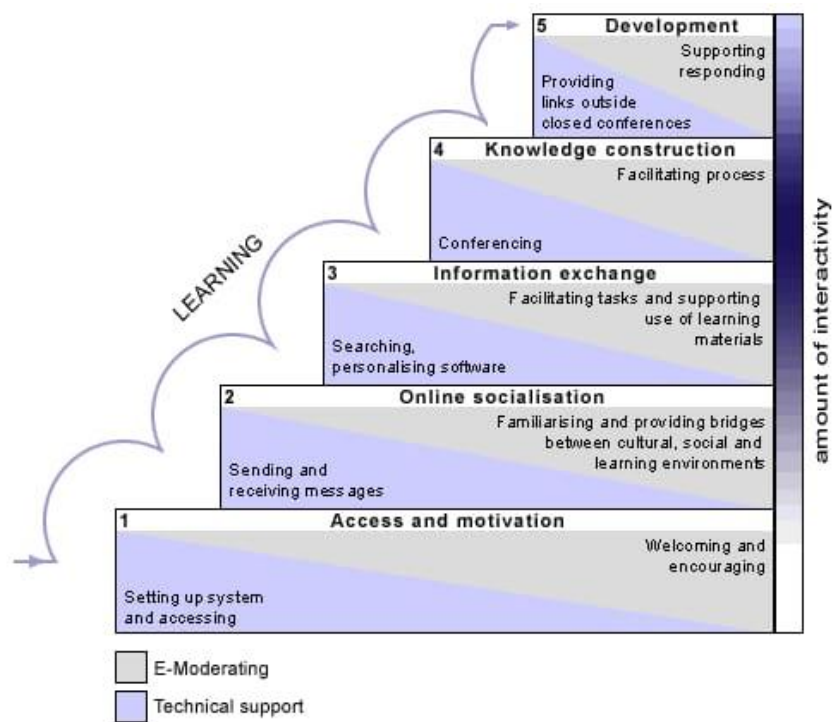


Figure 1. Five Stages Model by Gilly Salmon

In addition, in this research 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 about how are the teacher and student's perception about The Implementation of Microsoft Teams as E-Learning in English Learning based on E-tivities Model in SMA Negeri 2 Pati, the researcher used interview form for an English teacher and closed questionnaire *Yes* or *No* answer for the students. 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. The researcher used formula to calculate the percentage of student's perception in the implementation of Microsoft Teams.

$$P = F/N \times 100\%$$

Notes:

P = Percentage

F = Frequency

N = Number of Respondents

RESULTS AND DISCUSSION

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

Here, 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 Sheet*

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

c. Arriving	✓	<ul style="list-style-type: none"> - support for the students to keep spirit to joining online class even though in pandemic era. - 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	✓	<ul style="list-style-type: none"> - The teacher shows the PowerPoint - The teacher enquires about the material what they will learn.
3. Information Exchange	✓	<ul style="list-style-type: none"> - 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	✓	<ul style="list-style-type: none"> - 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	✓	<ul style="list-style-type: none"> - The teacher gives homework in Microsoft Teams.

Access and Motivation

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 shares the link on WhatsApp Group and asked the students to join in Microsoft Teams.

Motivation

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.

Arriving

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.

Online Socialization

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.

Information Exchange

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.

Knowledge Construction

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.

Development

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.

Interview Result about Teacher Perception in the Implementation of Microsoft Teams.

This research conducted in August 19, 2021. The researcher used object an English teacher who has been teaching in SMA Negeri 2 Pati about 21 years. The researcher used interview form which contains some questions about online learning and the process of implementing Microsoft Teams during online learning. 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.

Questionnaire Result about Students Perception in the Implementation of Microsoft Teams.

The researcher gave questionnaire after online teaching and learning activities. Based on the questionnaire data, the researcher made the table above:

Table 2. 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%
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Question number 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 choose *No* about online learning.

Table 3. *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 4. *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 5. *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 6. *Responding Result Question Number 5*

Question	Answer	Frequency	Percentage
5. Do you know about	Yes	36	100%

Microsoft Teams?	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 7. *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.

Table 8. *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 9. *Responding Result Question number 8*

Question	Answer	Frequency	Percentage
8. In your opinion, do you feel enjoy by using Microsoft Teams in online learning?	Yes	30	83%
	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 10. *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 11. *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 12. *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.

Table 13. *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 14. *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.

Table 15. *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 16. *Question 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 17. *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 18. *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 19. *Responding Result Question Number 18*

Question	Answer	Frequency	Percentage
18. After explained the material, does the teacher give you an assignment for evaluation?	Yes	36	100%
	No	-	-
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 20. *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 21. *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.

Based on the questionnaire result given to the 36 students in Grade 10 students in 5 Science Stream of 2 Pati High school, 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.

CONCLUSION

It 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 teacher has been implementing Microsoft Teams as E-Learning Platform in online learning based on the lesson plan. 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. 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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APPENDICES

Appendix 1. Observation Sheet

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

Name of the Teacher :

Date of Interview :

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

Name of The Teacher :
Date of Interview :

No.	Question	Answer
1.	How long have you been teaching at SMA Negeri 2 Pati?	
2.	When was Microsoft Teams used in online learning?	
3.	Is there any training in the use of Microsoft Teams by the school?	
4.	Is there any other application that used by the teacher for online learning?	
5.	What do you think about online learning?	
6.	In your opinion, does the students can follow the online learning as well by using Microsoft Teams?	
7.	How do you motivate the students to keep spirit to join 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?	
9.	What is the problem of using Microsoft Teams in online learning?	
10.	In your opinion, does Microsoft Teams have positive impact for online learning?	