

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Study

In this part, the researcher discussed the literature review of this research. It consists of some previous related studies and some pertinent ideas. For more detail information, the explanations as follows. The First was a research conducted by Louis Martin, Dave Tapp, (2020) entitled "Teaching with Teams: An introduction to teaching an undergraduate law module using Microsoft Teams" After finishing the online class via Microsoft Teams, 28 students from undergraduate students pursuing a bachelor degree of early childhood study program in Open University, branch were selected by purposive sampling and they were required to complete a questionnaire. A questionnaire survey was given and collected to know the result of students' perceptions. Conclusion Based on the findings and discussion, it can be concluded that online class via Microsoft Teams supports the students' learning environment optimally. Most respondents of this study gave their positive perception toward the students' learning environment in an online class. The positive judgment from the respondents came from their experience in online learning by using Microsoft Teams.

Furthermore, online learning supports their interaction between student-student interaction, as well as student-teacher interaction.

The second was conducted by Tran Vu Mai Yen, & Nguyen Tran Uyen Nhi. (2021). "The Practice of Online English Teaching and Learning with Microsoft Teams: From Students' View.". At the same time, the analytical approach is distinguished by its basing on the information already available, analysing it and using it to support and criticise the results of the descriptive research. Therefore, analytical research is considered complementary, integrated and descriptive research. Data analysis, The data was coded using SPSS v. 23. The analytical procedures, including performing descriptive analysis. The independent sample t-test was performed to detect differences between male and female participants. One-way ANOVA was utilised to explore the differences, if any, between the participants depending on their experience and age.

Conclusion based on Louis Martin, Dave Tapp research and Tran Vu Mai Yen, & Nguyen Tran Uyen Nhi research our current era is characterised by rapid changes resulting from scientific and technological progress and information technology. It has become necessary for the educational system to keep pace with these changes to face the problems that may result from this explosion of

knowledge in the era of technology, such as the abundance of information, the increase in the number of students, the shortage of highly qualified teachers and distance, where these changes have led to the emergence of many styles and methods of education, including e-learning, which has become an urgent necessity and a pillar of successful education to convey information to the learner, in which technology of all kinds is used to deliver information to the learner in the shortest time, the least effort and the most significant benefit.

Ahmad Ridho Rojabia, (2020) entitled "Exploring EFL Students' Perception of Online Learning via Microsoft Teams: University Level in Indonesia" The two previous findings above have differences and similarities to the researchers. What this research has in common is the focus of the researcher Learning through the application of the Microsoft Teams application in learning, the results are different from one another. The difference in this study is the focus of Louis Martin, Dave Tapp, (2020) entitled "Teaching with Teams: An introduction to teaching an undergraduate law module using Microsoft Teams", while Tran Vu Mai Yen, & Nguyen Tran Uyen Nhi. (2021). "The Practice of Online English Teaching and Learning with Microsoft Teams: From Students' View.". Researchers decided to further investigate the effect of using the Microsoft Teams application on students' Reading achievement.

B. Concept of Reading

Reading is one of the English basic skills that should be mastered by the students, because the reading cannot be separated in the process of teaching and learning. By reading, students can get a lot of information and knowledge. Reading is an essential for students in order to cope with new knowledge in a changing world. Patel and Jain (2008: 113) states reading means to understand the meaning of printed words by written symbols. It means that reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspapers, magazines, novels, etc. By reading, the students will know more what should they write and speak.

Reading is not a simple activity; reading is a receptive language skill which means it is acceptance or absorption. Furthermore, Pang (2003: 6) states that reading is a complex activity that involves both perception and thought. Those factors are important in understanding a passage or a text. When eyes receiving a message from the text, the brain is working out to grasp whether knowledge or information that are decoded from the text. According to Paul C Burn (1984: 2) reading it into two parts, namely the process of reading and reading the product. Reading process means that several sequences steps that students should accomplished while reading text material. While reading as a product means that the reader has to understand about interaction between a reader and a text and meaning-getting process,

simply it called communication.

By reading, people will be able to master many words and learn various types and models of sentences; furthermore, he will be able to improve his ability to absorb concepts and to understand what is written "between the lines" (understanding what is implied). Burhan (2012: 11) also said that reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic activity because the parts of the body, our eyes particularly, do it and it says mental activity because the acceleration and memory as parts of mind are involved in it. He then concludes that the main goal of reading is a process of comprehending written text.

From some definitions above, it can be concluded that reading is one of the most important skills in English beside listening, speaking and writing. The essence of reading is the activity of translating the series into oral words to obtain information and then understand it. Then reading becomes a vital skill considering the need of understanding international written information.

1. Reading Purpose

The purpose of reading determines how people read a text.

When people read, they read for a purpose. According to

Wallace C (2003) in, he states there are three purposes of

reading. They are as follows:

a. Reading for survival

Indeed some reading is almost literally a matter of life and death, or example a 'stop' sign for motorist. Survival reading serves immediate needs or wishes. Obvious examples are 'ladies', 'gentleman', and 'exit'. Reading for survival is related of reading in response to our environment.

b. Reading for learning

We may want not so much to learn something new as to remind ourselves about half-known fact or vaguely formulated opinions. One might expect reading for learning to be exclusively school related. In fact, while a good deal of reading to support learning clearly takes place in academic context. The readers find out information on a strictly utilitarian basis, wider role of extending general knowledge of the world.

c. Reading for pleasure

The readers want to enjoy the text. It offers a variety of short text, fiction and non-fiction from printed media as books, magazine, comics, brochures, etc.

2 The ways of reading

Moreover, the different skills of the reading are related to the ways of reading also. According Grellet (1990: 4) in Dayu

Kusumayanti (2018: 14) the purposes the main ways of reading to improved student's skills, there are four main ways in reading as follows:

a. Skimming

Skimming is quickly meaning one's eyes over a text to the gist. Another word skimming is a form of rapid reading for finding the general idea of the passage of the text.

b. Scanning

Scanning is quickly going through a text to find a particular piece of information. It involves these like determining what key words to look for, look quickly through the text for those words, when you find each word, read the sentences around it to see if they provide the information being sought, if they do, do not read further, if they do not, continue scanning.

c. Extensive reading

Extensive reading is reading for longer text. Usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. Example: The way to identify the referent of text.

d. Intensive reading

Intensive reading is reading short text to extract specific information. This is more an accuracy activity involving reading for detail. This activity is likely more to emphasize

the accuracy activity involving reading for detail. It is use to going a deep understanding of a text, which is important for the reader.

B. Concept of Reading Comprehension

Reading and comprehension are two things that cannot be separated each other, they are highly interrelated. Comprehension is the essence of reading itself. Reading comprehension will called as a reading comprehension only if the readers are able to comprehend the meaning of the text. If the readers can read but do not comprehend the meaning of the text, it means they do not do reading comprehension.

Definitions states by Klinger et al (2007: 2), they says that reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). Van den Broek & Espin (2012 : 13) also provides a definition of reading comprehension , they says that Reading comprehension is a complex interaction among automatic and strategic cognitive process that enables the reader to create mental representation of the text. Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic

reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation. Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. According to Khoiriyah (2010:1) reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes.

From some definitions above, it can be concluded that reading comprehension refers to reading with comprehension. Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards. Reading comprehension is an interactive process between readers, text and strategies. Thus interactive process includes understanding, utilizing, and evaluating the important message that author trying to convey. Continuously readers link all those information with their back ground knowledge in order to extract meaning from the written material.

1. The Elements of Reading Comprehension

In reading comprehension, there are several elements that are interconnected and cannot be separated. According to Chaterin (2002:11) there are three elements in reading comprehension:

- a. The reader who is doing the comprehending

To comprehend, the reader must have a wide range of capacities and abilities. These include cognitive capacities (attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

b. The text that is to be comprehended

The features of the text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading the reader constructs different representation of the text that is important for comprehension.

c. The activity in which comprehension is a part

A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity, all which occur within some specific context. The initial purpose for the activity can change as the reader reads. Processing the text involves decoding the text, higher-level linguistic and semantic processing, and self-monitoring for comprehension.

2 The Level of Reading Comprehension

The level of reading comprehension involves more of an active role on the part of the reader. According to Heilman (246) in Ranur Aida (2019:18) there are four levels of reading comprehension:

a. **Literal comprehension.**

This level of comprehension represents the minimum of involvement on the part of the reader. It is the simple understanding of the words and ideas of author. The author's message is received but not examined, evaluated, or utilized in any way.

b. **Interpretive comprehension.**

At this level the reader not only knows what the author said but goes beyond that simple knowledge. It involves an effort to grasp relationship, compare facts with personal experiences, understand sequences .see cause and effect relationship, and generally interpret the message. It requires a more active participation on the part of the reader.

c. **Applied comprehension.**

At this level reader does more than merely receiving and interpreting the message. The reader evaluates the author's ideas, either accepting or rejecting them or applying them to some new situation.

d. **Critical comprehension.**

At this level reader analyzing, evaluating, and personally reacting to information presented in a passage.

3 Factors Affecting Reading Comprehension

There are many ideas of the factors affecting reading comprehension proposed by some expert. Below four factors affecting reading comprehension are presented.

a. Background knowledge students of the text

Background knowledge of the text is one of the factor affecting reading comprehension. Readers understand what they read because they are able to take the stimulus beyond the graphic representation and assign it membership an appropriate group of concept already stored in their memories. Here, the student background knowledge is important since the students start to make connection about what they already known in order to construct meaning by Alderson (2000:32) in Brown (2001:299).

b. Affection

Affection factor include the students interest, motivation, attitude and beliefs. The affective factors have an important role in influencing what is understood by the readers meaning by Alderson (2000:32).

c. Purpose of reading

Efficient reading consists of clearly identifying the purpose in reading. Purpose of reading helps the reader to focus on information that they want to find out. A reader can have problem in understanding a text if he reads with no particular purpose in mind meaning by Alderson (2000:32) in Brown (2001:306).

d. Vocabulary mastery

Vocabulary mastery is essential to reading comprehension. It is impossible to understand the text if the reader do not know much about a significant number of the word in the text. By mastering much vocabulary, the reader can construct the meaning of the text easily by Klinger, Vaughn, and Boardman (2007:47).

C. Concept of Reading Habit

1. Definition of Habit

Every student who has experienced the learning process inside their life, students tend to do different habits and seem to change from before. Burghard in Muhibin Syah (2000: 118) states that habits arise because of the process of shrinking the response tendency by using repeated stimulation. It is because of this process of shrinkage or reduction that a new, relatively permanent and automatic pattern of behavior emerges. It is

relevant with what J.P. Chaplin (2000: 219) says, means habit as follows: a reaction that is obtained or learned; an activity that becomes relatively automatic after a long practice; patterns of thoughts or attitudes that are relatively constant: a characteristic form of behavior, characteristics, and traits; an acquired or learned urge, such as an addiction to a drug.

According to Tampubolon (2008: 227) habits are activities or attitudes, both physical and mental those have been entrenched in a society. The habit is part of the culture of a society. He also said habits are related to interests, and are a mixture of desire and will that can develop if there is motivation. Habit is an individual's permanent behavior that will appear whenever he is in a certain situation. From the explanation above it can be concluded, habit is something that is usually done and or a pattern for responding to a situation that is researched by an individual and which is repeated for the same thing.

2 Definition of Reading Habit

Reading habit is a voluntary activity because reading is a personal need. Reading activity can be said to be a habit if a person is automatically stimulated to read in situations and conditions such as time, place, and type of reading can be fulfilled. According to Tampubolon (2008: 228) reading habit is a reading activity that has become ingrained in a person. From a social perspective, the habit

of reading is a reading activity that has become entrenched in a society. What need to be achieved is efficient reading habits, namely reading habits accompanied by good interest and efficient reading skills that have both been maximally developed.

Forming a reading habit is not an easy thing; it takes a relatively long time. Zwiers (2004:3) defines reading habit as reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Then, reading habit refers to the automatic process as the readers read the textual material and deriving meaning unconsciously. He adds that comprehension habits are the split-second thought that kicks in constantly to help a proficient reader actively construct meaning. Then, by building reading habit will constantly help the readers construct meaning actively. Furthermore, Hasanah (2017 : 148) defines that reading habit is our need for every time like nutrition that always needed every day, the students will always do this activity as their habitual action beside that reading becomes a habit is not an easy one . It needs long process, some exercise and a high motivation from the reader to make reading as a habit. Based on definitions above it can be said that as repeated actions, habit involves a process of unconscious pattern. It reflects person's personality, good or bad, and they went constantly and regularly.

From the explanation above, it can be concluded that reading habit is an activity that is carried out by someone automatically, mechanically on purpose or in a planned and orderly manner or repeatedly in order to understand, interpret and analyze the contents of a reading.

3. Indicator of Reading English Text Habit

Gaona and Gonzalez (2011:59-60) says that there are some indicators of reading habits, as follows;

a. Attitude toward reading

Attitude toward reading is the reason that the person reports on the attitude and behavioral cognitive-affective attitude towards reading.

b. Reading frequency

Reading frequency is the frequency at which the person reports to readbooks in their spare time.

c. Books read

Books read is the number of books that the person reports having readin the last three months.

d. Spend time

1) On academic reading

The time that the person reports to devote to reading books on his orher study subjects.

2) Non-academic reading

The time that the respondent reports to devote to reading books that are not directly related to the subjects of his or her studies.

e. Motivation

1) In the family environment

The frequency of the person reports on the purchase of books, recommending books, and reading interest in the family.

2) In the academic environment

The frequency the student reports on the teacher using activities to promote contact with psychology literature.

D. The Nature of Learning and Achievement

1. Definition of Learning

According to Abdurrahman, learning is individual interaction leading to changes towards the way people to behave and to act (Abdurrahman, 1999: 98-99). While Soejanto said that learning is reorganizing experience, by means, during lifetime human being adapt several from many selected experiences to draw and reorganize the previous experience (Soejanto, 1991: 19). Slameto added in detail that learning is a process of how one self could get changes on the whole behavior as experience in making interaction with the environment (Slameto, 1995: 2). Learning as used here, refers to concerted activity that increases the capacity and willingness of individuals, groups, organizations and communities to

acquire and productively apply new knowledge and skills, to grow and mature and to adapt successfully to changes and challenges. Such learning empowers individuals and organizations to make wise choices, solve problems and break new ground. In particular, it is sustainable, it is a lifelong, renewable process for people and for the institutions that serve people. Learning certainly includes academic studies and occupational training through high school and beyond. But it also encompasses the physical, cognitive, emotional and social development of children in the earliest years of their lives. It includes the capacity of organizations to anticipate and adapt to evolving values, technologies, performance standards and constituent expectations. And it includes the capacity of geographic communities and communities of common interest to respond with understanding and initiative to broad changes that represent threats or opportunities.

2. Definition of Achievement

Djamarah(1994:19-20), stated that achievement is outcome of activity which has been done, created, or shaped, either individually or in group. Thoha argued, the ability of how the students move from stupidity to cleverness, from not knowing how to knowing how is called achievement (Thoha, 1994: 87). According to Negoro (1980), achievement is everything we do successfully then it reveals the proficiency of one nation. Whereas Purwadarminto stated, achievement is the outcome of something

we achieve. Therefore, the writer concluded that achievement is any kind of effort reached by human beings with satisfying outcomes. From those points of view, the writer concludes that students' achievement is the result of a learning process which is not previously possessed and marked with behavioral development and changes on oneself. This achievement can be in the form of a mark or test result. It is synchronized with the words of Purwadarminto (1987: 767) which confirmed that students achievement is the maximum result that the students can achieve based on their ability when they do certain process of learning. Travers (1970: 447) stated that achievement is the result of what an individual has learned from some educational experiences. Additionally, De Cecco & Crawford in Anderson (1984) stated that achievement is the expectancy of finding satisfaction in mastering challenging and difficult performances. Furthermore, Tinambunan (1988: 149) defined achievement as the student's grasp of some body of knowledge or proficiency in certain skills.

3. The Inhibiting Factors of Reading achievement

Explaining the factors affecting students' reading achievement in various lessons has become a subject that interests a great number of researchers. Studies of this kind are carried out intensively in the field of language. Yucel (2007:712) said that the reason for this is that studies have established that student achievement in the field of language is low. According to Abu Ahmadi, achievement gained by a student is an outcome

from various affected factors which come from within (internal) or outside himself (external) (Ahmadi, 1991: 130). They cover each other. If one of them disappeared or lost, an imbalance would arise. For example; if the students feel hurt, broken-hearted, disappointed or being in conflict with their parents, they will feel that their spirit is in decrease (Dalyono, 1997: 55). What are the factors that affect student learning? Some obvious answers come to mind: Teacher quality, classroom resources, instructional leadership at the school site (Larry Aceves, 2002: 1). But even when those factors are in place, some kids still don't learn. Why? Sometimes what is lacking is an unwavering commitment that all children can learn. Sometimes what is lacking is a "no excuses" attitude. Perhaps those students have never been taught the skills needed to be able to learn effectively. So, what factors affect student learning?

There are virtually many factors involved as the teachers want to get the desired result in shaping students' achievement. These can be divided into two (2) parts, they are: (1) Internal factor and (2) External factor. Factors which come from within is called internal factor, whereas factors coming from outside is called external factor. It is a must that someone who does an activity or more must have something that can effectiveness that work, either that effectiveness can encourage one's to develop or even hinder the progress. In learning process, there must be many troubles faced by the students. According to Baitul Alim (2009), many factors take part in a

learning achievement. Parents should know what factors can effectiveness the study achievement of their children so that they are aware of the cause and the supporting things for their children. Below are the factors that parents or teachers need to give more focus:

1. Internal Factor

Internal factor is a factor that lies within the student's self. It can be divided into four (4) categories. Such as intelligence, interest, physical and psychological condition and motivation. The writer will explain them further as follows:

a. Intelligence Factor

There are probably as many definitions of intelligence as there are experts who study it. Simply put, however, intelligence is the ability to learn about, learn from, understand, and interact with one's environment Bainbridge (2009:1) explains that this general ability consists of a number of specific abilities, which include these specific abilities:

1. Capacity for knowledge and the ability to acquire it
2. Capacity for reason and abstract thought
3. Ability to comprehend relationships
4. Ability to evaluate and judge
5. Capacity for original and productive thought

Kartono (1995) gives more detail that intelligence is one of important aspects of human life. Intelligence in a narrow terms means the ability to achieve a goal in the teaching and learning process. This intelligence holds

a vital role for students' learning achievement. That is the reason why the teacher has to pay a great deal of attention to students, especially the students who study language or math. Intelligence could also be defined as ability and adaptability to a new environment or to changes in the current environment. This ability is highly determined by lower or higher of one's intelligence. This intelligence also depends on students' psychological development. Oftentimes, the development marked by different progress among students. That is why the students with certain level of age will be more in progress than others. The intelligence, therefore, is something could not be ignored in the teaching and learning process. Looking at those arguments above, it is clear that intelligence also takes part in human learning, particularly for students.

b. Students' Interest

There are different types of interest, some of which may be more important for knowledge acquisition. For example, Hidi in DeMarie (1990) differentiated personal, individual interest from situational interest. Whereas personal, individual interest takes a longer time to develop and affects a person's knowledge and values over time, situational interest appears more suddenly and as a result of something in the environment. Situational interest is thought to have only short-term impact, whereas personal interest is believed to fuel one's pursuit of knowledge toward the development of expertise. The writer, in this matter, will not explain further about situational interest nor personal interest. Whether or not

students are interested in their major is not a moot point because interest plays an important role in the acquisition of knowledge.

Furthermore, Kartono (1995:1) defined interest as a sense of concern with and curiosity about someone or something; "an interest in music". If that interest is provided chances to develop or to improve, it will be a real power for students. Additionally, Syah Muhibbin (1999) stated, interest could be defined as the ability to work and perform one job without taking previous training. Interest also is the tendency of oneself to a certain subject. From the two different points of view, we can conclude that the growth of a certain expertise appears from the interest that students have. In teaching and learning process, especially digging for skills, interest has a high position in determining one's achievement. The teacher or parents could destroy their children's future if they force them to study something which they have no interest about what they will learn. Try to imagine, if one student has no interest in his learning process, no matter how hard he tries, it will be sheer nonsense. That is why the students who learn without interest, will be hindered in their progress.

c. Physical And Psychological Condition

Physical and psychological condition could have effectiveness on student's teaching and learning process. A healthy and strong psychological circumstance will give more advantage leading to students' achievement. On the contrary, if the students have a bad psychological or

poor physical condition, it could be assured that they will not get a good achievement, even they will be left far behind their friends.

d. Motivation

Infants and young children appear to be propelled by curiosity, driven by an intense need to explore, interact with, and make sense of their environment. As one author puts it, "Rarely does one hear parents complain that their preschooler is 'unmotivated' " (Raffini, 1993: 286). Unfortunately, as children grow, their passion for learning frequently seems to shrink. Learning often becomes associated with drudgery instead of delight. A large number of students, more than one in four, leave school before graduating. Many more are physically present in the classroom but largely mentally absent; they fail to invest themselves fully in the experience of learning. what Is Student Motivation? Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities (Kidsource, 2000: 1). Although students may be equally motivated to perform a task, the sources of their motivation may differ. A student who is intrinsically motivated undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes" (Lepper, 1988: 289-309.). An extrinsically motivated student performs "in order to obtain some reward or avoid some punishment

external to the activity itself," such as grades, stickers, or teacher approval. The term motivation to learn has a slightly different meaning. It is defined by one author as "the meaningfulness, value, and benefits of academic tasks to the learner--regardless of whether or not they are intrinsically interesting" (Hermine Marshall, 1987: 125). Another note that motivation to learn is characterized by long-term, quality involvement in learning and commitment to the process of learning (Carole Ames, 1990: 255). Nasution (1995:73) stated that motivation is everything that encourages us to do something. While Sardiman (1992:77) said, the power to encourage students to move or want to do something is called motivation. Motivation in the learning process is the most decisive factor due to its encouragement to students to join learning. All matters concerned about motivation in teaching and learning process is about how to improve the motivation itself. A student can fall into failure if they do not have it. In giving motivation, teachers should do their best as hard as they could to lead the students attention, in order to achieve the desired result. Through this motivation, initiative which lies within students' self will empower their thoughts and then realize the reason why they have to study.

2. External Factor

External factor is a factor which comes and effectiveness the students' achievement. According to Slameto, there are three (3) main points of external factor that can effectiveness student's achievement, they are;

familial background, schooling system and environment/ society.
(Slameto, 1995: 60).

a. Familial Background

Parents have a wide range of functions. One is taking care of their son and daughter. In taking care of their children, there might be culture involved. Besides, parents have certain characteristics to take care, to lead, and to show them the right path or the right direction. This character is reflected in the way the parents take care of their children. The importance of family is very clear in the student's study. Family encouragement and expectations effectivenessd the achievement of students in this study. Parents' talked extensively to their children about doing well in school and stressed that a good education leads to a good professional career. Parents' modeled this behavior for their children by remaining involved in their child's education. Parents were involved in their children's education in three ways: First, parents created a home environment that was conducive to studying. Second, parents communicate the importance of getting an education. Third, parents were involved in school (Braxton, 1999: 5).

b. Schooling System

Schooling system, in this case, is teacher. Teacher holds direct control on students' progress, either physically or psychologically. Besides, teacher plays many and varied role, such as conducting teaching and learning process, training, researching, developing teaching skill and technique. The environment of school creates and shapes the students' mindset. That

is the reason why the teacher has a great effectiveness in educating students. If the students achieve their own success and have a far better behavior when they come back into the society, it means that the teacher has succeeded in educating the students. But if not, it can be said that the teacher is in failure. The schooling environment is a place where teacher, student, and the whole element of school gather around. It is the place where the teacher and students hang together. The teacher has to create a comfortable, enjoyable and meaningful learning, so that the students will find their own ability.

The Educational Testing Service (ETS) released a report last month detailing more than a dozen factors related to student achievement (Hammer, 2003; 2). The report explores the factors affecting students in three core categories: early development, school environment and the home. In the early development area, factors affecting future student achievement include weight at birth, exposure to lead poisoning, nutrition and hunger. In the school environment area, the factors include teacher preparation and experience, and the rigor of the school curriculum. Other factors include the level of technology in the classroom, class size and school safety. The home environment is as important as what goes on in the school, the report says. Important factors include parental involvement in their children's education, how much parents read to young children, how much TV children are allowed to watch and how often students change schools. The report shows that minority and poor students

disproportionately face conditions that hinder their achievement, relative to majority students, from birth through their completion of school. "Inequality is like an unwanted guest who comes early and stays late," the report says. A more effective education policy would seek to affect each one of the factors outlined in the report, it says.

In the conclusion of the report, the study's author takes several thinly veiled swipes at the No Child Left Behind Act and the school reform movement. Barton writes that education policy must go beyond establishing standards for curriculum, achievement levels and measures of accountability. "Denying the role of these outside happenings--or the impact of a student's home circumstances--will not help to endow teachers and schools with the capacity to reduce achievement gaps," the report's conclusion says. "Also, insistence that it can all be done in the school may be taken to provide excuses for public policy, ignoring what is necessary to prevent learning gaps from opening."

c. Student's Environment

Out-of-school time programs can provide valuable support to the positive development of children and youth. These programs can help cultivate social and emotional skills, and further students' academic achievements. Furthermore, the safe environment provided by out-of-school time programs can offer children and youth, especially those living in disadvantaged urban areas, a welcome retreat from the streets and a place to be with friends. Analyzing report data from the 2003 National Survey of

Children's Health (NSCH), Child Trends estimated that ten percent of teens in higher-income families do not participate in any activities, compared with 30 percent of teens in families living below 200 percent of the federal poverty line. Most Youth Roundtable participants implied that they have experienced financial problems, which could decrease the chances that they will participate in programs, as could "hood beats" and other safety concerns. However, youth in situations and environments similar to those experienced by the Roundtable participants might benefit the most from out-of school time programs in that they provide stable environments in which young people can meet, grow, and interact with each other. Overall, Youth Roundtable participants mentioned numerous and varied reasons why youth do not get involved and eagerly shared their thoughts on how program providers can increase and maintain participation. For example, using peer recruiters, involving parents, offering activities for a variety of interests, and hiring competent, respectful staff are all ways to increase program recruitment, participation, and retention. While many at the Roundtable expressed frustrations with available programs, all of the participants voiced a clear desire to be involved in out-of-school time programs and requested that more opportunities be made available to them. Although a child's teacher and school may be fantastic, according to an article published by Education Week, a new research report published by David C. Berliner, a professor of educational leadership and policy studies at Arizona State University

insists that may not be enough. Attention must be turned outside of the school walls, toward a child's social and political environment (Berliner, 2003: 3). Berliner's research shows evidence of seven factors influencing a student's educational success and also inequality among children:

1. Prenatal care
2. Health care
3. Food insecurity (i.e. not having adequate meals and nutrition)
4. Environmental pollutants (i.e. smoke, noise, etc.)
5. Family stress (i.e. parent losing a job or parents constantly in conflict)
6. Neighborhood characteristics (i.e. violence & crime)
7. Extended learning opportunities (i.e. preschool or summer programs)

E. The Nature of Microsoft Teams Application

1. The Definition Of Microsoft Teams

Technology innovation and the internet transformed the lives of people dramatically and created a major shift in numerous sectors (Nadikattu, 2020). In fact, e-learning is known to be an important method in the education field to successfully facilitate the process of teaching and learning throughout the lockdown. "The web has been among the key sources of education, opening an opportunity to quickly access to free or low-cost schooling for students around the world" (Noor-UI-amin, 2013). "Microsoft Teams is a unified communication and collaboration platform that combines the features of work conversations, video meetings, file

storage (including collaboration on files), and application integration" (Warren tom,2016). This application is integrated with an Office 365 subscription and can also be integrated with products other than those made by Microsoft. Microsoft Teams is a competitor to Slack, and is the result of the evolution and improvement of Microsoft Skype for Business. Microsoft announced Teams at an event in New York, and officially launched it on March 14, 2017. The app was created at an internal hackathon, and is now being led by Brian MacDonald, Microsoft's Corporate Vice President.

2. History of Microsoft Teams

According Foley, Mary Jo (2017) On March 4, 2016, it was reported that Microsoft had considered making a bid of \$ 8 billion for Slack, but Bill Gates disagreed, saying that Microsoft should focus on developing Skype for Business. Qi Lu, Microsoft's Executive Vice President for Applications and Services, was the one who pushed Microsoft to buy Slack. After Lu resigned, on November 2, 2016, Microsoft announced that Teams would be positioned as a competitor to Slack. Slack then placed a full sheet advertisement in the New York Times which in essence stated that he was ready to compete with anyone. Although at that time Slack was used by 28 companies that were on the Fortune 100 list, The Verge wrote that 28 companies are likely to switch to Teams, because the features are almost the same, and are included in the Office 365

subscriptions that the 28 companies have. so there is no need to pay extra, as if using Slack. This technique has been used for assessing the usability of various consumer products (Kortum and Bangor, 2013, Lewis, 2018), computer programming software (Kortum & Johnson, 2013), and even in an educational context (Abuhlfaia and Quincey, 2019, Harrati et al., 2016). The System Usability Scale (SUS) (Brooke, 1996), Usability Metric for User Experience (UMUX) (Finstad, 2010), Post-Study System Usability Questionnaire (PSSUQ) (Lewis, 1995) and the After Scenario Questionnaire (ASQ) (Lewis, 1991) are some of the commonly used instruments belonging to the first category for measuring the usability of the applications. The second approach for usability evaluation is common among the information systems and market researchers focusing on the adoption of information systems using various questionnaires and theoretical frameworks. Among them, the Technology Acceptance Model (TAM) originally proposed by (Davis, 1989), has been the most influential one that introduces the concepts of perceived usefulness (PU) and perceived ease of use (PEOU) for measuring the end-user's intention of using a technology. Extant research has shown the appropriateness of TAM in explaining the end-user system usage (Wu, Chen, & Lin, 2007). ZDNet then announced that Teams would not compete with Slack, because at that time Teams did not allow unsubscribed accounts to enter the platform, and freelancers and SMEs were likely to continue using Slack as well. Microsoft then allows unsubscribed accounts to log into the Teams

platform. In response, Slack has deepened its integration with Google services.

On May 3, 2017, Microsoft announced that Microsoft Teams would replace Microsoft Classroom in Office 365 Education (previously named Office 365 for Education). On September 7, 2017, users started getting messages stating "Skype for Business is now Microsoft Teams". This was later confirmed on September 25, 2017, at the Ignite annual conference held by Microsoft. On July 12, 2018, Microsoft announced a free version of Microsoft Teams, which offers most communication options at no cost, but with restrictions on the accounts that can join and the storage capacity of team files. In January 2019, Microsoft released an update intended to improve the interoperability of Microsoft Teams on a number of different computers in the retail business. On November 19, 2019, Microsoft announced that Microsoft Teams was used by 20 million active users. Up from only 13 million in July. In early 2020, it was also announced the addition of a "Walkie Talkie" feature, which allows users to send voice messages to one another. On March 19, 2020, Microsoft announced that Microsoft Teams was used by 44 million daily users, partly due to the 2019–2020 Corona virus Pandemic.

3. The Features Of Microsoft Teams

The students of today are not equally equipped with digital tools and equipments, and as such, there exists a digital divide (Iivari, Sharma, &

Olkkonen, 2020). A number of extant researches have focused and examined on the digital divide that exists particularly related to the access of newer devices and technologies (Song et al., 2020, Srivastava and Shainesh, 2015), however for the young student population the understanding is very limited (Iivari et al., 2018, Mariën and Prodnik, 2014). According Russell, jon (2017) Microsoft Teams application has so many benefits and functions, among its features are as follows :

1. Team

Teams allow communities or groups to join via specific links or invitations sent by team owners or administrators. Teams for Education allows admins and teachers to form a number of teams, such as a team of students according to their class, a team of teachers, a team of staff, or a combination of all members of the team.

2. Canal

In a team, members can create channels. Channels can be used to discuss specific topics or conversations. Users can also reply to each message with text, images, GIFs, or memes. Direct messaging allows users to send messages to specific users, not all team members. Connectors are third-party services that can pass information to channels. Connectors include MailChimp, Facebook Pages, Twitter, and Bing News.

3. Call

There are the features of call :

a. Instant messaging

- b. VoIP
- c. Video conferencing in client software
- d. Teams supports PSTN conferencing allowing users to dial phone numbers from clients.

4. Meeting

Meetings can be scheduled or temporary, and each user visiting the channel can know when a meeting is in progress. Teams can be integrated with Microsoft Outlook to invite other accounts to meetings in Teams.

5. Education

Microsoft Teams allows teachers to distribute, provide feedback, and grade assignments assigned to students through Teams by using the Assignments column, which is available exclusively to Office 365 for Education customers. Quizzes can also be given to students through integration with Office Forms.

4. Advantages and disadvantages of Microsoft teams

The Microsoft Teams app also has its drawbacks as well as advantages according to Foley, Mary Jo (2017) there are some of the disadvantages as well as these advantages:

a. Advantage of Microsoft Teams

1. Can Manage Groups Easily

The first advantage of Microsoft Teams is that it can easily manage groups. Each member can even freely manage the activities carried out.

2. File Editing and Sharing Are Available

The next advantage is file editing so that you no longer need to open another application when you want to make edits. In addition, Microsoft Teams also makes it easy for you to share files with various formats as needed.

3. Available In Video and Audio Quality

Microsoft Teams has the advantage of its HD video quality. Of course you will be more comfortable using it. Not only that, the audio quality that can be heard is clear enough so that it is very suitable to be used as a meeting room.

4. There Are Special Channels For Private And Grub Chat

Microsoft Teams provides a channel where you can chat in groups or privately.

5. Direct Security from Microsoft

Microsoft Teams security was developed directly by Microsoft. Of course you no longer need to question about its safety.

b. Disadvantages of Microsoft teams

1. Need To Have Excellent Connections

If you look at it from the shortcomings, then when you use the application you need a really good connection. If not, then you will have difficulty hearing the sounds spoken.

2. Large Bandwidth Usage

The Microsoft Teams application is considered to have a larger bandwidth usage when compared to other applications. Microsoft Teams has various advantages and disadvantages that you can still use properly.

G. Frame Of Thinking

From the review of related literature above, the writer comes to the frame of thinking by the differences human being has. Everyone has a tendency to educate each other. Teaching learning process adapts it by presenting a certain interaction in which every person interacts with each other and builds understanding and knowledge together through cooperative learning. Meanwhile, cooperative learning is any kind of teaching method in which the students work together in small groups to help each other in learning a lesson material, and the teacher is a leader to give guidance for the students. And, structural approach as one of its methods is an effective way to change interaction patterns in the classroom and presents a certain interaction by which Microsoft teams application takes a part as a strategy theoretically beneficial for improving students' reading achievement. tried to make frame of thinking, With microsoft teams application has many students are interested and fun learning in the classroom. So, able to increase students reading achievement, the students more interactive in learning English on reading skill, They also enjoy because authentic media in the classroom become good atmosphere in learning process. Microsoft

teams application is good for learning English on reading skill because Microsoft teams has so many benefits like it can manage groups easily, File editing and sharing are available, available in video and audio quality ,there are special channels for private and grub chat, direct security from Microsoft for teaching and learning English on reading skill. So, Microsoft teams has many correlations in learning English on reading skill. Nowadays, there are still many senior high school students who are not able understand english well. other words, students' reading achievement still low. It is caused the lack of practice done by the students or by inappropriate methods that the teacher uses to teach English. It is known that learning English on reading skill seems to be boring for some people because it is time consuming and needs much patience to do it. Based on the framework, the writer believes that the use of Microsoft teams application may improve students' reading achievement. Practicing is very important thing to master a skill. By practicing, the student will gain and acquire their writing skill to get better and better.

H. Hypothesis

The Hypothesis Regarding to the theories and the assumptions above, the writer will be formulate the hypotheses as follows:

Ho : There is no significant effectiveness of using Microsoft Teams application on students reading achievement in the twelve grade of

the second semester of the SMA Negeri 2 Pringsewu in academic year of 2021/2022.

Ha : There is significant effectiveness of using Microsoft Teams application on students reading achievement of the twelve grade of the second semester in the SMA Negeri 2 Pringsewu in academic year of 2021/2022.