

**THE USE OF MICROSOFT TEAM APPLICATION TO TEACH WRITING
SKILL AT SMA N 6 PURWOREJO IN THE ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements
For the Degree of Sarjana



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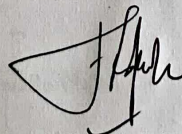
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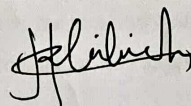


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DEDICATION

This thesis is dedicated to:

1. My beloved parents who always support in every single situation.
2. My beloved sister wanginiati rozana for all the supports.
3. My beloved partner in crime, sinta who always makes me in a hurry situation.
4. My beloved friends who give me support, motivation, and as my support system to finish this study.
5. My beloved friends of PBI A 2018.
6. My Almamater UIN Raden Mas Said Surakarta

Thank you very much!

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ط

Indeed, with hardship, there is an ease

Al Insyirah (6)

وَالِي رَبِّكَ فَارْغَب

and only in your God do you hope

Al Insyirah (8)

Time is like a sword. If you do not use it well (to cut), then it will use you to (cut).

HR. Muslim

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "The Use of Microsoft Microsoft Team Application to Team ch Writing Skill at Sma N 06 Purworejo in The Academic Year Of 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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ACKNOWLEDGEMENT

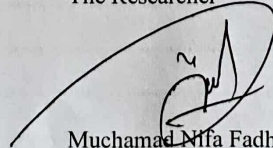
Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher is able to finish this thesis entitled "The Use of Microsoft Microsoft Team Application to Teach Writing Skill at SMA N 06 Purworejo in The Academic Year Of 2022/2023." Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world evolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested him during the process of writing his thesis. This goes to:

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Sukoharjo, October 17th, 2022

The Researcher



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ABSTRACT

M. Nifa Fadhil. 2022. The Use of Microsoft Team Application to Teach Writing Skill at SMA N 6 Purworejo in the Academic Year of 2022/2023, UIN Raden Mas Said, Academic Year 2022/2023. Thesis. English Education Department, Cultures and Languages Faculty.

During the Covid-19 pandemic, various fields experienced difficulties, one of which was the field of education. As a result of the pandemic, the world of education has been forced to move the learning process remotely or online. Through online learning, teachers must prepare appropriate learning methods so that they can be accepted and learned by students. Online learning methods can be done through the help of Microsoft Teams. The purpose of this study was to identify the level of effectiveness of using Microsoft Team by teachers in the process of teaching writing skills to students.

This type of research is descriptive qualitative, which is a research method by utilizing qualitative data and described descriptively. The sample in this study was an English teacher at SMA N 6 Purworejo. Data collection techniques were carried out through interviews and distributing questionnaires. Interviews were conducted with two respondents, while the questionnaire was filled in by five respondents. Data analysis in this study used investigator triangulation theory.

Based on this study, it was found that the use of Microsoft Team as a distance learning medium was not appropriate to be applied at SMA N 6 Purworejo. This happens because there are obstacles and problems in accessing it. The problem that arises is the student area which is difficult to signal so that access is disrupted and storage on student cellphones is limited, causing the cellphone to be slow. As a result, students are not optimal in accessing learning through Microsoft Teams. To overcome this problem, the teacher diverts the learning process through the WhatsApp application.

Keyword : *Microsoft Team, writing skill, teachers, students.*

ABSTRAK

M.Nifa Fadhil. 2022. Penggunaan Aplikasi Microsoft Team untuk Mengajarkan Keterampilan Menulis di SMA N 6 Purworejo Tahun Pelajaran 2022/2023, UIN Raden Mas Said, Tahun Pelajaran 2022/2023. Tesis. Jurusan Pendidikan Bahasa Inggris, Fakultas Budaya dan Bahasa.

Pada masa pandemi Covid-19 berbagai bidang mengalami kesulitan, salah satunya ialah bidang pendidikan. Akibat dari pandemi dunia pendidikan terpaksa memindahkan proses pembelajaran jarak jauh atau dilakukan secara daring. Melalui pembelajaran daring maka guru harus menyiapkan metode pembelajaran yang tepat sehingga dapat diterima dan dipelajari oleh siswa. Metode pembelajaran daring dapat dilakukan melalui bantuan Microsoft Teams. Tujuan dari penelitian ini adalah untuk mengidentifikasi tingkat efektivitas penggunaan Microsoft Team oleh Guru dalam proses mengajar keterampilan menulis kepada siswa.

Jenis penelitian ini ialah deskriptif kualitatif, yang merupakan metode penelitian dengan memanfaatkan data kualitatif dan dijabarkan secara deskriptif. Sampel dalam penelitian ini ialah guru bahasa inggris di SMA N 6 Purworejo. Teknik pengumpulan data dilakukan melalui wawancara dan penyebaran angket kuesioner. Wawancara dilakukan kepada dua responden, sedangkan angket kuesioner di isi oleh lima responden. Analisis data dalam penelitian ini menggunakan teori triangulasi penyidik.

Berdasarkan penelitian ini memperoleh hasil bahwa penggunaan Microsoft Team sebagai media pembelajaran jarak jauh tidak tepat diterapkan di SMA N 6 Purworejo. Hal tersebut terjadi karena terdapat kendala dan permasalahan dalam mengaksesnya. Permasalahan yang muncul adalah kawasan siswa yang susah signal sehingga aksesnya terganggu dan penyimpanan pada ponsel siswa terbatas sehingga menyebabkan ponsel menjadi lambat. Akibatnya siswa tidak maksimal dalam mengakses pembelajaran melalui Microsoft Team. Untuk mengatasi permasalahan tersebut guru mengalihkan proses pembelajaran melalui aplikasi WhatsApp.

Kata kunci: Microsoft Team, keterampilan menulis, guru, siswa.

CHAPTER I INTRODUCTION

A. Background of the Study

In teaching English at school, the students should be mastered four language skills. Those are listening, speaking, reading, and writing. Among of these language skills, writing is the most difficult one to be learnt. This statement is supported by the Togatorop (2015:247-256) says that writing is the most difficult of the four language skills. In addition, Nunan (1995:133-158), Brown (2001), and Harmer (2007) also states that writing is a very complex activity for its complicated components such as the development of ideas, syntax, grammar, organization, vocabulary, content, communication skills, and use of punctuation.

Generally, writing can be defined as an activity to express all things that happened in a written form. Harmer (2004:31) states that writing is a mechanism or method for creating a language and showing someone's opinion, mind, or judgment. In practice, it causes a lot of difficulties for students who learn to write. Harmer (2004:113) stated that studying writing has various issues, as most the students do not feel confidence to write, do not think that writing is fascinating, and image that they do not have any words to say. Moreover, students face a few issues in writing. Based on Langan (2005:13) states that many people find the difficult to do the intense on writing, active thinking that clear writing. According to the researcher's observation of pre-research that the

researcher had conducted with the teacher at SMA N 6 Purworejo about writing issues from students.

Nowadays, teacher and also students do not only utilize the social media as a connected device in the social interaction however in the instructive field as well. However, during teacher and student have to do teaching and learning process in long distance, teacher must have one of learning media to be used in online learning. Related to this situation, Olugbade and Olurinola (2021:265-281) state that the educational sector which is an important sector of the society has been partially shut down as a result of the Covid-19 pandemic; this has led to numerous problems at the various level of educational sectors for both teachers and students. Innovative e-learning and learning management system (LMS) tools for teaching, learning, and evaluation have made strides in providing educators with usable solutions and increasing the ability to use information technology during lockdown until now.

One of learning management system is Microsoft Team. Microsoft Team as one of learning media around teacher and student. Based on the description in the cover of Microsoft Team website (2021), Microsoft Team is application which engage students and teacher with virtual face to face connections and activities, or set up a remote lunch to keep classrooms connected and having fun and it is free for students and teacher with a valid school e-mail address. This explanation has been known in the previous research that conducted by Laurencia (2021) which showed the use of Microsoft Team in university students.

Remote learning occurs when the student and the teacher are separated by the distance, therefore cannot meet in a traditional classroom setting. In addition, Olugbade and Olurinola (2021:265-281) state that Microsoft Team has been adopted by various schools to streamline the remote learning process. Alameri, et.al. (2020) state that the use of Microsoft Team has been said to greatly enhance teaching and learning, teacher's ability to grade and monitor students' assignment, classroom organization, and teacher-student interaction.

Related to the teaching writing skill at school by using online learning media, Microsoft Team is truly appropriate media to know the activity of students in understanding material and doing assignment from the teacher. Since, Microsoft Team could monitor the student's activity especially writing. According to the Microsoft (2022) the way to sign in to Microsoft Team is if people access Microsoft Team for education, click Sign In and enter the email address and password provider by school. If school is already sign up for office 365 for education and has turned ok access to Microsoft Team, or if the school is an accredited academic institution, teacher and student be able to sign in or sign up. Then, if student having trouble in utilizing Microsoft Team, please contact school's IT administrator.

Based on the explanation above about Microsoft Team, the researcher explains his reasons why the teacher would like to use Microsoft Team as the learning media. It is because the researcher know that Microsoft Team make the teacher and the students felt easy to connect directly to the other tool of Microsoft Team, such as Microsoft word, Microsoft excel, Microsoft power

point, and so on. Moreover, the researcher found that the school that has surveyed still uses blended learning.

There were some previous researches related to this research. First, research from Bsharat (2021:102-109) entitled “The Impact of Microsoft Team’ App in Enhancing Teaching-Learning English during the Coronavirus (COVID-19) from the English teachers’ perspectives in Jenin city”. This research has already conducted to know the global impact of Microsoft Team app in enhancing teaching-learning English during Covid-19 and the result of this study was Microsoft Team enable to share files and share content and includes screen sharing options that allow teachers the freedom to display what they choose during a class. Moreover, there was the research from Laurencia and Sudarto (2021:748-754) entitled “Intention to Use Microsoft Team in the Online Learning System for Students of Universitas Tarumanegara during the COVID-19 Pandemic”. This study used a survey method with data collection using an online questionnaire (self-administered questionnaire) with 123 respondents. The result of this research indicate that Microsoft Team perceived ease of use, perceived usefulness, attitude towards using have a significant effect on intention to use, so that this technology acceptance model in using Microsoft Team application is accepted.

This research conducted at SMA N 6 Purworejo as one of state school in the Purworejo regency. It situated at Tentara Pelajar stret, IV, Kledung Kradenan, Banyuurip, Purworejo Regency, Jawa Tengah. SMA N 6 Purworejo

also has two branch of study programs started from MIPA (*Matematika dan Ilmu Pengetahuan Alam*) and IPS (*Ilmu Pengetahuan Sosial*).

Based on the observation and interview data with one of teachers in SMA N 6 Purworejo that was miss Arum Syuradhanty which conducted at 24th of January 2022, the researcher identified the use of Microsoft Team that used by the teacher and students at school. The teacher used Microsoft Team as the primary media in writing class. As well known, Microsoft Team is utilized as media to control the student's activity, student's tasks in an individual or group and all the tasks submitted through Microsoft Team application. Based on the information that has been delivering in the text above, the researcher is interested (1) to understand the use of Microsoft Team application, (2) to identify the problems occur by the teacher and students, (3) to identify solutions to solve of the problems on the use of Microsoft Team application. In brief, the researcher needs to describe and analyze the teacher's method of using Microsoft Team application as media in teaching-learning. Therefore, this researcher gives the title of the research entitled **“The Use of Microsoft Team Application to Teach Writing Skill at SMA N 6 Purworejo in the Academic Year 2022/2023”**

B. Identification of the Problem

Based on the background of the study, the researcher identified some problems such as:

1. The student faced problems mostly in operating the application used by teacher.

2. Students have difficulty developing sentences due to lack of vocabulary.
3. Difficulty in dulling assignments because some LMS are too difficult to operate, and students cannot understand the results of the teacher's correction.

C. Limitation of the Problem

In this research, the researcher limits concentrate on the use of Microsoft Team application to teach writing skill at SMA N 6 Purworejo. The subject of this study is restricted the 5 English teachers. The researcher analyzed the use of Microsoft Team in writing learning through 5 English teachers in SMA N 6 Purworejo in the academic year 2022/2023.

D. Formulation of the Problem

In this research, formulation of the problem is formulated as follows:

1. How does the teacher use of Microsoft Team Application to Teach Writing Skill at SMA N 6 Purworejo in the Academic Year 2022/2023?
2. What are the problems and solutions on the use of Microsoft Team Application to Teach Writing Skill at SMA N 6 Purworejo in the Academic Year 2022/2023?

E. Objectives of the Study

Based on formulation of the problem, the objectives of the research were:

1. To describe the use of Microsoft Team application to teach writing skill at SMA N 6 Purworejo in the Academic Year 2022/2023.
2. To identify various problems, occur and the solution to solve the problems on the use of Microsoft Team application to teach writing skill at SMA N 6 Purworejo in the Academic Year 2022/2023.

F. Benefits of the Study

The researcher expected that there were some benefits of the research as follows:

1. Theoretically

The result of this research was expected to give benefit that supports many theories in term of using Microsoft Team application to teach writing skill.

2. Practically

a. For the Students

The result of this research can be used for the students to understand the use of Microsoft Team application on instruct learning writing. In addition, it is expected that the students more enthusiastic combining in writing class.

b. For the Teachers

This research was expected to be guidance for teacher to use Microsoft Team application in teaching writing. The teacher likewise got the solutions with their issues of how to instruct writing at the students at SMA N 6 Purworejo.

c. For another researcher

The result of this research can be utilized as sources for other researcher in developing writing skill. This research expected to have useful benefactions to the researchers on the further research for the best way to develop the student capacity in writing.

G. Definition of Key Terms

1. Teaching Writing

Kayalo Hasibuan (2013: 1) Teaching writing as productive skills requires teachers to direct students to produce their expressions in written form and needs more elements of skills such as using appropriate words, proper sentences and correct spelling that is different from speaking. When students speak, they can gesture, use facial expressions, ask questions or fumble their way through it, but when they write, they have to communicate with actual visual words.

2. Microsoft Team Application

According to Rojabi (2020:163-173), Microsoft Team as an innovative online learning platform provides unique features to enhance its potential to help EFL (English for Foreign Language) teachers conduct better interaction as well learning environment in online learning. Microsoft Team app is one of the online learning media made in 2017 and has developed better each year. Microsoft Team app is a collaborative platform complete with document sharing, online meetings, and many more features that could be useful for remote learning, especially at school. Remote learning occurs when the distance separates the student and the teacher, therefore cannot meet in a classroom setting as usual. This application is well-known around teacher and student at school which applied this one of online media as the tool to support teaching and learning activities.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Review of Writing

a. Definition of Writing

Experts propose various explanations of writing. It started from Nunan (2005:16) defines that writing is a combination of process and product that is the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to the readers. Due to this definition, Caroline (2005:98) also defines writing is a combination of process and product of discovering ideas, putting them on paper. It means that writing is an activity to convey ideas to the readers which could make the readers think and gain the information from the writer.

According to the Ochima and Hogue (1999:3), they define that writing is more than just using correct grammar. Besides grammar the writer also needs to pay attention to the purpose of the writing, the topic to be discussed, paying attention to coherence and cohesion. Supported also by Byrne (1988:2) states that writing is a number of sentences that must be coherent. In briefly, writing is not only focus on number of sentences but more than this which writing need to give more attention to the use of correct grammar and coherent written.

Moreover, Brown (2001:335) explains that writing is a written product of thinking, drafting and revising procedures that require specialized skills. The idea of writing concentrate on student around how to use discussion markers and deliver grammar to put them strongly in a writing content, how to change text for more clear significance, how to correct text for appropriate grammar, and how to product a last result. There is also explanation from Harmer (2007:113) who stated that writing is used as a practice tool to help students practice and work with language they have been studying. It could be known that most of students do not have a clue how to communicate their emotions and feelings verbally. Therefore, they use words and letters to transfer their emotions, thoughts, and ideas in written form. In this case, writing gives the reader a positive impression about the writer as a professional person and a good thinker because this writer enables the reader to live with their words.

In sum, after knowing statement by the experts above, the researcher can take the decision to deliver the definition of writing. Writing is the process to convey someone ideas, thoughts, feelings, and emotions through words and transfer the information to the reader.

b. Types of Writing

There are various types of writing that must be known by the students from the secondary school up to university level. Based on Troyka (1987:3) stated that writing is divided into four types, namely

narration, description exposition, and argumentation. The explanations of these types are underneath:

1. Description

Descriptive writing permits people to share their sensual impressions of a person, a place, or an object. The writer clearly describes something so that the reader can form a mental image of it. It appeals to the reader's senses of sight, sound, smell, taste, and touch.

2. Narration

Narration focuses on both nouns and verbs (the actions). Narrative writing has been defined as the kind of writing that simply records a series of events. Its subject matter is people and actions which it organizes in space and time.

3. Exposition

Expository writing is often called informative writing because it seeks to give information and explain if necessary. Exposition writing includes reports of observations, ideas, fact.

4. Argumentation

Argumentation is often called persuasive writing because it aims at persuading and convincing the reader of the writer's point of view on a particular issue.

c. Aspects of Writing

According to Tribble (1996:3) explained that there are five scoring criteria for scoring writing, they are:

1. Content

The ability to think creatively and develop thoughts.

2. Organization

The ability to write in appropriate manner.

3. Vocabulary

The ability to use of word/idiom.

4. Language

The ability to write in appropriate structure.

5. Mechanics

The ability to use punctuation, capitalization, spelling and layout correctly.

Based on Haris (1969:68-69) stated that there are elements of writing, as follows:

1. Content

Writing must convey the main idea or an attentive reader should be able to grasp the writer purpose.

2. Form

Writing should content logical or associative connection and transition which clearly express the relationship of the idea described.

3. Grammar

Writing should include to the rules of grammar related to the tenses with sequence of time, the employment of grammatical forms and synthetic pattern.

4. Style

Writing should engage its reader through original insight and precise.

5. Mechanics

Writing must use good spelling, punctuation, and tidy and clean writing.

d. Teaching Writing

Teaching is a process to sharing and transferring knowledge from the teacher to the students. Based on Brown (2000:7) stated that teaching is guided and facilitating learning, enabling the student to learn, setting the condition for learning. In addition, Grasha (2002:113) stated that teaching is an activity where one person tries to facilitate in another person an appreciation of the complexities involved in the study area. So, teaching is a process of guiding and facilitating the learners to gain knowledge from learning process.

Based on Harmer (2004:73) explained that there are four reasons for teaching writing to students of English as a foreign language, as follows:

1. Reinforcement

Students often find the useful things to write sentences using new language shortly after they have studied it.

2. Language development

The mental activity that the students have to go through in order to construct proper written texts is all art of the ongoing learning experience.

3. Learning style

Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. It can also be quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

4. Writing as skill

Teaching writing is a basic language skill just as important as speaking, listening and reading. Students need to know how to write easy, how to reply letter, etc.

Brown (2001:348-354) stated that process of writing approach tends to be farmed in three stages of writing. They are:

1. The Free Writing

Free writing designed to help people share their free ideas. An important aspect of free writing is they write without being concerned about spelling, punctuation or grammar. Free writing is a technique to generate ideas.

2. The Drafting

After exploring the ideas, put them into paragraph form, keeping in mind how showing and using facts and statistic makes writing powerful and convince.

3. The Revising

At this point, the writer reconsider what they have written, get feedback from others and then make changes. Make corrections directly on our first draft. Do not be afraid to mark up the paper.

e. How to Assess Writing

Based on Brown (2004:4) stated that assessment is an ongoing process that encompasses a much wider domain. Assessment is an unquestionable requirement task for the teacher. In accordance with writing assessment, Brown (2004:242-245) explains that three types of rating scales are generally used in scoring writing. They are as follows:

1. Holistic Scoring

Holistic scoring uses several forms to create a particular score. Brown (2004:242) stated each point on a holistic scale is given a systematic set of descriptors and the reader-evaluator matches and overall impression with the descriptors to arrive at score. The elements of the holistic scoring involve three dimensions, they are idea development/organization, fluency/structure, and word choice.

2. Analytic Scoring

Analytic scoring concentrate to the principal function of the text and offers some feedback potentials, but no wash back any written production that enhances the ultimate accomplishment of the purpose.

3. Primary Trait Scoring

A primary trait scoring would assess the accuracy of the account of the original(summary), the clarity of the steps of the procedure and the final result, the description of the main features of the graph, and the expression of the writer's opinion (response to an article).

2. Review of Media

a. Definition of Media

Media is a tool that can be used as the learning support or guidance especially at schools. Based on Santyasa (2007:3) stated media is a tool which can use for transferring learning material thereby it can stimulate attention, interest, thought, and student's feeling in learning process in gaining the purpose of learning. It means that media is very necessary to be used in learning process. Since, media can help student in getting learns that are being educated and create fun learning. So, the students did not feel bored. One of learning media is Microsoft Team that related to the scope of school.

b. Classification of Media

Based on Seels and Glasgow (in Putra, 2021:23-24) stated that kinds of media are divided into two categories. They are:

1. Traditional Media

- a. Silent visual which is project, example such as slides, filmstrips.
- b. Not projected visual, example: picture, poster, photo, charts, graphic, diagram.
- c. Audio, example: recording disc, cassette, reel.

- d. Multimedia, example: slide and voice
 - e. Projected dynamic visual, example: film, television, and video
 - f. Print-out media, example: textbook, handout, workbook.
 - g. Game, example: puzzle, simulation and board game
 - h. Realia, example: model, map, puppet
2. ICT (Internet Communication Technology) Media

ICT can provide a considerable benefit in supporting system. By using technology in their learning, the students can be active learners. They will be aware of what information they needed, why they needed it, and how they can get that information. As mentioned by Bransford, Brown, and Cocking (cited in Huffaker 2003, p.357) an active learning allows the students to decide when they require a particular information and whether they have already understood that information or not. This active learning also implied an independent learning. By having access to internet in their school the students will not totally depend on the teachers. They can explore information available in the internet, found information that they need, copy it, and go on to find more and more information. By using this learning system, the students also become self-managed in their learning process. As noted by Jarold and Sue (1992, p. 50) self-managed learning allowed the students to be self-motivated and self-directed learners who will be able to readily, effectively, and quickly respond to the quick change of information (Suryani, 2010)

ICT (Internet Communication Technology) media is something contrary to conventional media. There are two sorts of ICT media.

They are:

1) Telecommunication media

Example of this media are teleconference, facebook, blog, twitter, and soon.

2) Microprocessor media

Example: computer-assisted instruction, computer game, compact (video), etc.

3. Review of Microsoft Team Application

a. Definition of Microsoft Team

Laurencia (2021:748) explained that Microsoft Team is a communication platform that provides new experiences, bringing together the people, conversations, content, and tools needed in a Team so they can collaborate easily to achieve more. Microsoft Team is available as a preview to eligible Office 365 commercial customers starting November 2, 2016, while the publicly available services opened in the first quarter of 2017. Laurencia also stated that the presence of the Microsoft Team platform can be an option for educational institutions to implement an online learning system.

Based on Bsharat and Behak (2021:105) stated that Microsoft Team can be reached free of charge via the Office 365 A1 for educational institutions. This offers a free, personalized centre for Team class

collaboration, including video meetings, online versions of the Office 365 applications, compliance tools, and data security. It means that school as one of institution can provide the Microsoft Team for support teaching and learning activity. So, the teacher and student be able to use Microsoft Team application in writing class.

Rojabi (2020:163-173) stated that Microsoft Team as an innovative online learning platform provides unique features to enhance its potential to help EFL (English for Foreign Language) teachers to conduct better interaction as well learning environment in online learning. Microsoft (2018) in Rojabi (2020) stated that Microsoft Team is a cloud app digital hub that brings conversations, meetings, files, and apps together in a single Learning Management System (LMS). Microsoft Team applications can be downloaded through desktop a mobile applications, and its features are exploited by people everywhere. Microsoft Team provides better features like other social media covering chat rooms, collaborative, discussion, content sharing, and video conferencing (Buchal and Songsore, 2019; Henderson et al., 2020; Hubbard and Bailey, 2018; Ilag, 2020; McVey et al.,2019; Tsai, 2018).

According to Olugbade and Olurinola (2021:265-281) states that Microsoft Team is a platform that provides discussions, meetings, files, and application in a single LMS (Learning Management System). It means that Microsoft Team are truly used in teaching and learning process especially for online learning. Olugbade and Olurinola

(2021:265-281) also state that Microsoft Team is a collaborative platform complete with document sharing, online meetings, and many more features which could be useful for remote learning. Remote learning occurs when the student and the teacher are separated by the distance, therefore cannot meet in a traditional classroom setting.

In sum, Microsoft Team is a platform which provides various features for supporting learning. It also provides discussions, meetings, files, and application as an innovative online learning media to help teachers to conduct better interaction in online learning. In addition, it will give new experiences, bringing together the people, conversations, content, and tools needed in a Team so they can collaborate easily to achieve more.


b. Features in Microsoft Team

Based on Microsoft Team itself, Microsoft Team provide features for many scopes. One of this scope is education scope. Microsoft Team for education describe that with secure and affordable tools, great tools for education, and professional development opportunities, Microsoft is here to support your educators in creating an inclusive online environment that helps students learn anywhere.

Team is a hub for chat, assignments, and content creation, and connects students, teachers, and staff in online classes. Some schools will also have access to Office desktop applications such as Word, Excel, and PowerPoint.

After open the Microsoft Team application through the desktop, the researcher found many features for education field, such as meetings, Team phone, device, instant messaging, apps and workflows, frontline workforce, healthcare, and security and compliance. Related to the education, Microsoft Team apply effective learning, all in one place. These are such as let students, faculty, educators, and staff meet, work together, create content, and share resources in Office 365 Education — featuring the simple, intuitive power of Microsoft Team. In addition, Microsoft Team also give some orientation such as collaborate with ease where the user can meet for free with up to 300 students or community members and access persistent chat to ensure everyone stays connected for learning or work, engage learners with organize classrooms and assignments, collaborate and share files, and access class materials in one central location, and also elevate day-to-day work which access insights for the school and classroom, use apps and integrations to reduce workloads, and build community, all on a safe and secure platform.


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Screensharing
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Immersive reader
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Whiteboard
Collaborate in Microsoft Teams using a freeform, infinite digital canvas.




Raise your hand
Make your voice heard without disrupting other students.



Together mode
See the whole class in a new way for discussions and presentations.



Accessibility
Get ASL visibility features, live closed captions (US only), and Immersive Reader.



LMS Integrations
Create custom educational experiences with Teams and LMS integrations.

>

Figure 1.1 Features of Microsoft Team

Based on Ilag (2020) Microsoft Teams provides all that the modern workforce requires, such as a unified conversation platform where team members can have an open chat, voice, and video calls with optimal call quality and collaboration through content sharing. Teams is a single product that also offers a complete meeting solution, supporting sharing, voice, and video conferencing, allowing users to meet from anywhere. Users can use Teams for all types of meetings—spontaneous or scheduled, formal or informal—with internal and external participants.

Moreover, Microsoft Team (2022) provide features for teacher and students such as the figure 1.1 above, they are as follows:

1. Assignments

Assign, track, and grade class assignments.

2. Screen sharing

Share your screen or presentation in real time.

3. Immersive reader

It easily reads conversations and chats in a more personalized format, all in Microsoft Team.

4. Whiteboard

Collaborate in Microsoft Team using a freeform, infinite digital canvas.

5. Raise your hand

This feature will help teacher and student more comfort during learning process. Make your voice heard without disrupting other students.

6. Together mode

See the whole class in a new way for discussions and presentations.

7. Accessibility

Get ASL visibility features, live closed captions (US only), and Immersive Reader.

8. LMS integrations

Create custom educational experiences with Team and LMS integrations.

9. Customs background

Customs background feature let the students and teacher freely to change their background presence. It can be done by choosing blur meeting background, choose a free image, or upload your own.

10. Insights

Insight feature is for accessing student engagement data from an intuitive dashboard.

c. Steps to Operate Microsoft Team

According to Microsoft Team application (2022), these are the way to operate Microsoft Team, as follows:

1. Sign in or sign up

Click Sign In and enter the email address and password provided by your school. If your school is already signed up for Office 365 for Education and has turned on access to Microsoft Team, or if your school is an accredited academic institution, you'll be able to sign in or sign up. If you're having trouble, please contact your school's IT administrator.

2. Create Team from suggested classes

Class Team have unique permissions and features for teachers and students. As owners of the Team, teachers assign work, share class content, start meetings, and control who can post in the Team. Each class Team is also linked to its own OneNote Class Notebook.

The steps to create class Team, as follows:

- 1) Select Team button from the app bar
- 2) Select suggested classes

If you're using grid view, suggested classes will be next to the Join or create Team button at the top right of Team. If you're using list view, you'll find it at the bottom of your Team list.

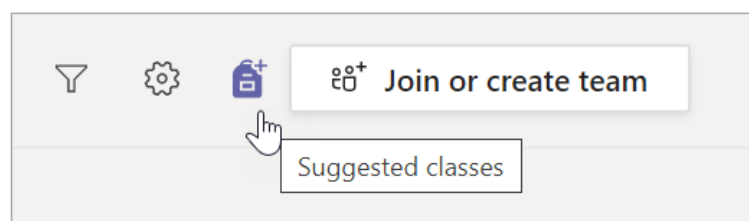


Figure 1.2 Team Button in Microsoft Team

- 3) A window will load listing your suggested classes. Choose the classes you'd like to use by selecting the checkboxes.

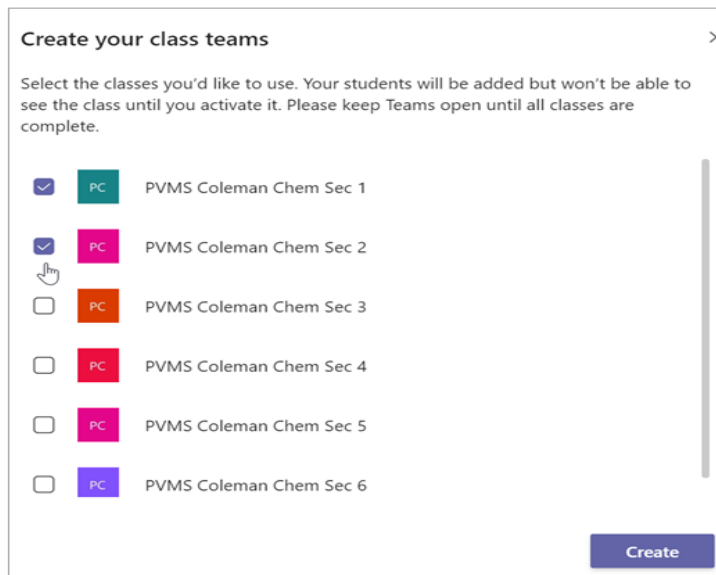


Figure 1.3 Options of Class Team

- 4) Select Create. When your Team tile appears, click to open it.
- 5) Your students will be automatically added to your Team, but it won't be visible to them yet. This gives you time to get organized, add content, and prepare before they are admitted. Select the Activate banner at the top of Team to welcome them to the class whenever you're ready.
3. Create a Team from group

If you don't have suggested classes, you may be able to set up classes using groups pre-made by your IT Admin. Check with them if you're not sure how they've configured your classes.

- 1) Select Team button from the app bar.

2) Hover over the join or create a Team tile and select create Team.

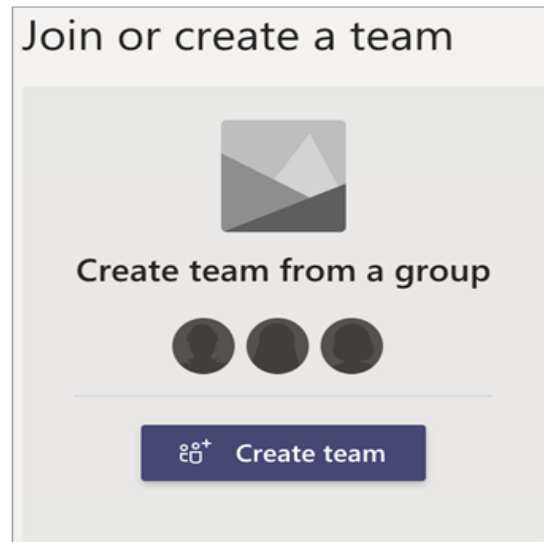


Figure 1.4 Team Tile Button

3) Choose one of the groups made by your school and select Choose group.

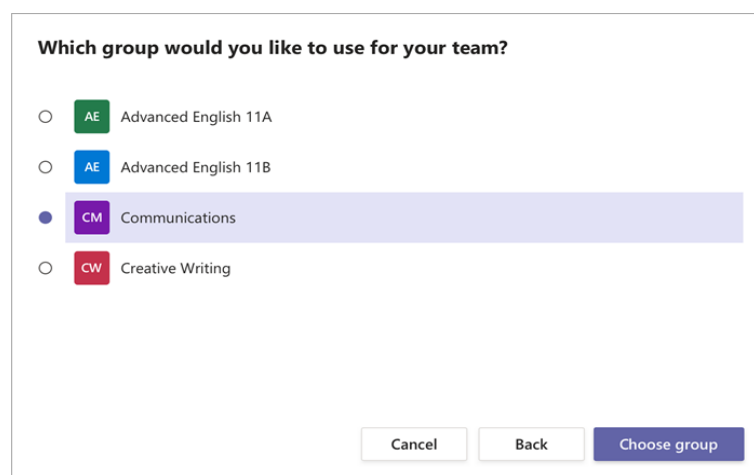


Figure 1.5 Option of Select Group

- 4) Your students will be automatically added to your Team, but it won't be visible to them yet. This gives you time to get organized, add content, and prepare before they are admitted. Select the Activate banner at the top of Team to welcome them to the class whenever you're ready.

B. Previous Related Studies

There had been several previous studies related to the use of Microsoft Team in education. These several studies had drawn from certain sources. However, the availability of previous studies is the primary source of guidance and insight for conducting this research.

The first study had conducted by Katherine Laurencia and Sudarto Sudarto (Universitas Tarumanegara, 2021) entitled “Intention to Use Microsoft Team in the Online Learning System for Students of Universitas Tarumanegara during the COVID-19 Pandemic”. This study aims to discuss intention to use in using Microsoft Team for online learning systems. The main theory of this research is the technology acceptance model which is used to examine the effect of technology acceptance on the use of Microsoft Team. This research used quantitative approach with survey method. An online questionnaire (self-administered questionnaire) with 123 respondents is the requirement of data collection. The result of this study indicate that the variables perceived ease of use, perceived usefulness, attitude towards using have a significant effect on intention to use, so that the technology acceptance model in using Microsoft Team is accepted.

The second researcher was conducted by Tahani R. K. Bsharat and Fariza Behak (Universiti Sains Islam Malaysia, 2021) entitled “The Impact of Microsoft Team’ App in Enhancing Teaching-Learning English during the Coronavirus (COVID-19) from the English Teacher’ Perspectives’ in Jenin City”. This research concentrates to the global impact of Microsoft Team’ app in enhancing teaching-learning English during the Coronavirus (COVID-19). The result of this research is the teachers indicated that the most significant feature of Ms. Team is that it enables students to share files and share content and that it includes screen sharing options that allow teachers and the community inside and outside the classroom. In sum, the researcher recommended using Microsoft Team’ app and giving the English language teachers, students, and parents online workshop on how to use the app, also for the ministry of education to adopt the app.

The third research entitled “Exploring EFL Students’ Perception of Online Learning via Microsoft Team: University Level in Indonesia” had conducted by Ahmad Ridho Rojabi (IAIN Jember, 2020). This study aimed at exploring students’ perceptions of online learning via Microsoft Team. The study was conducted with twenty-eight sixth-semester students at Open University (Universitas Terbuka-UPBJJ Jember). Data were collected by using questionnaires and the questionnaire was distributed to the students through Google forms after all materials in online learning had been conducted. The questionnaires data obtained were analyzed descriptively. The finding of this study revealed that online learning via Microsoft Team is categorized as

something new for the students but this interaction and learning environment motivated students in participating online learning, as a result, they can easier to comprehend the learning materials.

The fourth research was conducted by Damola Olugbade and Oluwakemi Olurinola (Department of Science and Technology Education, Olabisi Onabanjo University, Ago-Iwoye, Nigeria, 2021) entitled “Teachers’ Perception of the Use of Microsoft Team for Remote Learning in Southwestern Nigerian Schools”. This research aimed to reveal teachers’ perception of the use of Microsoft Team for remote learning. The research adopted the descriptive survey as the research design. The participants in the study were 51 teachers who were randomly selected using convenient sampling technique. E-questionnaire was used in the collection of data. This research analyzed the data by using descriptive statistic of frequency counts, simple percentages, mean and standard deviations. The result of the research revealed that teachers’ perception of effectiveness of Microsoft Team for assignment and grading, for teacher and student interaction, and for classroom organization was very good. The result obtained revealed that Microsoft Team was effective in addressing some of the major challenges encountered by the teachers during remote learning which includes students being often on other websites and poor student engagement. In briefly, Microsoft Team was effective for smooth interaction between teacher and students. Its use enhanced classroom organization and consequently facilitated teaching and learning process.

The fifth research was conducted by Ha Gia Linh and Thuy Thi Cam Ngo (Van Lang University, Vietnam, 2021) entitled “Challenges in Learning Listening Comprehension via Microsoft Team among English Majors at Van Lang University”. The aim of this research is to look into the listening comprehension issues that third-year students in the Faculty of Foreign Languages at Van Lang University have while learning through Microsoft Team. The total of 135 junior students were involved in this research. The instrument of this research used questionnaire and semi-structured interview. This study’s finding showed that most listening comprehension issues encountered when studying with Microsoft Team fall into the following categories: digital literacy, psychological, listener factors, technology, English ability, tasks and activities, learning environment.

Table 1.1 Similarities and Differences of Previous Studies

No	Title of Previous Studies	Similarities	Differences
1	Intention to Use Microsoft Team in the Online Learning System for Students of Universitas Tarumanegara During the COVID-19 Pandemic (Katherine Laurencia and Sudarto Sudarto, Universitas Tarumanegara: 2021)	- These five previous studies investigated the use of Microsoft Team as an online learning media at schools and also universities	- This study aims to discuss intention to use in using Microsoft Team for online learning systems - This research used quantitative approach with survey method
2	The Impact of Microsoft Team’ App in Enhancing Teaching-Learning English during the Coronavirus (COVID-19) from the English Teacher’ Perspectives in Jenin City (Tahani R. K. Bsharat		- This research concentrates to the global impact of Microsoft Team’ app in enhancing teaching-learning English during the Coronavirus (COVID-19)

	and Fariza Behak, Universiti Sains Islam Malaysia:2021)		- This research used descriptive qualitative research
3	Exploring EFL Students' Perception of Online Learning via Microsoft Team: University Level in Indonesia (Ahmad Ridho Rojabi, IAIN Jember:2020)		- This study aimed at exploring students' perceptions of online learning via Microsoft Team
4	Teachers' Perception of the Use of Microsoft Team for Remote Learning in Southwestern Nigerian Schools (Damola Olugbade and Oluwakemi Olurinola, Department of Science and Technology Education, Olabisi Onabanjo University, Ago-Iwoye, Nigeria:2021)		- This research aimed to reveal teachers' perception of the use of Microsoft Team for remote learning. The research adopted the descriptive survey as the research design - This research analyzed the data by using descriptive statistic of frequency counts, simple percentages, mean and standard deviations.
5	Challenges in Learning Listening Comprehension Via Microsoft Team among English Majors at Van Lang University (Ha Gia Linh and Thuy Thi Cam Ngo, Van Lang University, Vietnam:2021)		- The aim of this research is to look into the listening comprehension issues that third-year students in the Faculty of Foreign Languages at Van Lang University have while learning through Microsoft Team.

Based on the previous studies above, the researcher needs to give the novelty in the research about the use of Microsoft Team to teach writing skill at school with various purposes. Some previous research consequences of the research are to know perception of teachers and students in using the Microsoft Team application in teaching and learning process especially at university level. Meanwhile, this research concentrated to identify how the use of Microsoft Team application to teach writing class for senior high schools' students. The researcher had made this research entitled "The Use of Microsoft Team Application to Teach Writing Skill at SMA N 6 Purworejo in the Academic Year 2022/2023".

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In conducting this research, the researcher used descriptive qualitative research design in collecting and analyzing the data. Based on Ary (2010:22) stated that qualitative research focus on understanding social phenomenon from the perspective of the human participants in natural setting. Moreover, According to Sekaran (2017:109) Research design is plans for data collection, measurement and analysis, based on research questions from the study.

In relation to this, Suryana (2010, p.14) affirms that descriptive research is focused to make a description sistematically and accurately based on facts about a certain object. The research employed qualitative descriptive method as the research methodology. This is because the researcher analyzed the data descriptively and the presentation of the result was in a form of explanation of words which would be supported by data presented in the form of tables describe process of teaching and learning writing through Microsoft Team application, the problem faced by both the teacher and the students in teaching-learning activity by using Microsoft Team application.

B. Research Setting

1. The location of the research

This research took place at SMA N 6 Purworejo. It is located at Tentara Pelajar stret, IV, Kledung Kradenan, Banyuurip, Purworejo Regency, Jawa Tengah. There are various reasons why the researcher chooses this school.

Based on the observation and interview data, the researcher found that SMA N 6 Purworejo is the school that has vision in realizing school members who are faithful and devoted, physically and mentally healthy, have noble character, excel in achievement, care and are environmentally cultured and have a global perspective.

2. The time of the research

This research takes place at SMA N 6 Purworejo from earliest starting point until the finish of the research. The researcher takes time of the research from March 2022 until October 2022. Here is timetable of this research:

Table 1.2 Time Table of Research Setting

No	Activity	In month			
		March	April	August	Oct
1	Conducting Pre-Observation				
2	Conducting Observation				
3	Conducting Interview				
4	Analyzing Data				
5	Reducing Data				
6	Making Data Conclusion				
7	Writing Research Report				

C. Research Subject and Informant

Research subject was an individual that participates in research. Mcrae (2011:1-2) stated that research subjects are referred to as human subjects, research participants or study volunteers. The research subject of this research is the teacher. Teacher is the first research subject in this study which the person who teaching writing at SMA N 6 Purworejo. The researcher engaged 5 english teachers in this research. The teachers is teaching in SMA N 6 Purworejo.

D. Data and Source of the Data

Data is the evidence collected by the researcher to answer the research question. The types of data in this research focus on qualitative research data, which forms of words, sentences and spoken not in number. Based on Creswell (2012), this research's data involves observation report, interview transcripts, and documents. In sum, the data of the research is Microsoft Team application and writing skill.

Based on Creswell (2012) stated that source of data for qualitative research can come from many sources including documentation, interviews, observation, audiovisual record, and physical artifacts. In briefly, source of data in this research are two English teachers.

E. Techniques of Collecting the Data

Based on Ary (2010:431), technique to collect the data that commonly used in qualitative research are interviewing, observation, and document or artifact analysis. In this research, the researcher use interview as the technique of collecting the data.

Based on Esterberg (2002) as cited in Sugiyono (2015:317) stated that interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and join construction of meaning about particular topic.

In this research, the researcher prepared the questions before the interview is being conducted and the question might be evolved during the interview and new question may be appear rely upon on the advancement of interview and circumstance. It means the researcher must include those new questions based on the list during interview. This process conducted to gain detail information from the interviewee. The questions for the teacher are about what the teacher thinks about Microsoft Team application in the process to teach writing.

F. Research Instrument

Research instrument commonly used in qualitative research are human, observation, interview, and document analysis. Specifically, this research used human instrument, observation, questionnaire and interview. Based on Creswell (2012:175) stated that the key instrument of this research was the researcher herself or as human instrument.

The table as the protocol of instrument are mentioned in this research to collect the data. Thus, it would make clear the information of gaining the information in this research. The instrument could be shown as follows:

1. Is the menu displayed on Microsoft Teams well understood by users?
2. Can the use of Microsoft Team work optimally on your device?
3. Is the use of Microsoft Teams easy to use?

4. Is the display of information on Microsoft Teams clear and easy to understand by users?
5. Is the quality of service at Microsoft Team in accordance with the costs incurred?
6. Is the use of internet data to access Microsoft Team fairly cheap?
7. Does the application never experience errors when used?
8. Has the use of Microsoft Teams made your time, cost and energy efficient?
9. Is the presence of Microsoft Team very helpful in the learning process?
10. Do the services provided by Microsoft Team suit your needs?
11. Can Microsoft Team provide your satisfaction as a user?
12. Is the Application easy to learn, use and understand?
13. Are students having trouble accessing Microsoft Teams?
14. Do students experience problems in obtaining learning through the application?
15. Do students have difficulty in submitting assignments through the application?

G. Trustworthiness of the Data

Given (2008:895) stated that trustworthiness has become an important concept because it allowed researchers to describe the virtues of qualitative terms outside of the parameters typically applied in qualitative research. In this research, the researcher used triangulation.

Based on Miles, Huberman, and Saldana (2014:261-262) explained that triangulation is supposed to support findings by showing at least three

independent measures. It gave different kinds of measurements, which provided repeated verification. Thus, triangulation showed corroboration from three different sources, which enhanced the trustworthiness of the data. There are several kinds of triangulation as follows:

1. Data Source Triangulation

Data source included persons, times, places, and etc.

2. Method Triangulation

Method triangulation included observation, interview document.

3. Investigator Triangulation

Investigator triangulation included investigators, such as investigator A, investigator B, etc.

4. Theory Triangulation

Theory triangulation included theories from the professional research literature.

In sum, this research will use triangulation investigator. Thusly, the researcher checks from the data taken from interview and questionnaire. The researcher compared the data carried from from interview of two Team chers which have a similar data resource. So, the study will be trustworthy.

H. Techniques of Analyzing the Data

Data analysis was conducted to understand the data and to present the result of the research. According to Miles, Huberman, and Saldana (2014:12), there are three major phrases of data analysis. Those are the data condensation, data display, and drawing and verifying conclusion. They are as follows:

1. Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appeared in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we were making data stronger. In this research, the researcher interviews with the informants and doing observation of the use of Microsoft Team application that used by the teacher to teach writing at the students of SMA N 6 Purworejo. Moreover, the researcher requests the evidence from Microsoft Team application for documentation from teacher and students.

2. Data Display

The second major step of analysis is data display. Data display is an organized, compressed assembly of information that allows conclusion drawing and action. Data display facilitates conclusion drawing. It should be able to help you arrange and think about the data in new ways and assist you in identifying systematic patterns and interrelationships across themes and/or content. The display could be a graphic, table/matrix, or textual display. In this research, the researcher used table observation checklist form for teacher and students.

3. Drawing and Verifying Conclusion

The last step of analyzing the data is drawing and verifying conclusion. Conclusion involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Conclusions were

also verified as the analyst proceeds. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "inter subjective consensus" or with extensive efforts to replicate a finding in another data set. In this research, the researcher concluded the result of finding depends on the information obtained from questionnaire, interview, and documentation.

In briefly, the researcher applies this technique to analyze the data from study about the use of Microsoft Team application in teaching writing skill at SMA N 6 Purworejo in the academic year 2022/2023.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher classified the data and answer the problems based on chapter 1. The methods used to collect data are questionnaires and interviews. The data obtained will be analyzed by qualitative methods. In this section there are 2 parts, namely Research Finding and Discussion. In the Research Finding section, data from questionnaires and interviews will be discussed, while the discussion will compare expert opinions and conditions in the field.

A. Finding

Researchers will explain the data obtained from questionnaires and interviews. The number of subjects who filled out the questionnaire were 5 English teachers, namely Arum Syuradhati, Nabila Nur Hanifa, Singgih Widyastuti, Maryoto, and Wahyuningsih. The number of questions given were 15 questions. The teachers teach spread out from grades X, XI, and XII.

The number of subjects interviewed were 2 people, namely Arum Syuradhati and Nabila Nur Hanifa. The number of teachers interviewed were less than the number of teachers who filled out the questionnaire due to time constraints and the teacher's busy schedule. The interview was conducted by asking several questions regarding the use of Microsoft Team, preparation before teaching, features used in the application, strengths and constraints of teachers and students in accessing Microsoft Team.

Preparation in teaching consists of several steps, namely preparation, making learning media, discussions and assignments. The teacher prepared

learning materials taken from books. The teacher collected several sources to develop learning media. Furthermore, the teacher made learning media in the form of material videos and power points. The teacher arranged learning materials by paying attention to what media students like. The teacher sends learning media through Microsoft Teams and Whatsapp. Next, the teacher held a discussion, if the signal supports the discussion would be carried out through Microsoft Teams, if it did not support, it would be carried out through the Whatsapp group. The teacher gave an assignment after the class was finished, the assignment would appear automatically in the assignment feature.

To make it easier to read the results of data collection, the researcher will display the results in the form of a pie chart. Researchers will also discuss the results of the interviews in each section of the discussion. The results will be discussed in the discussion section for better understanding.

1. The Use of Microsoft Team Application to Teach Writing Skill at SMA N 6 Purworejo in the Academic Year 2021/2022

Based on the results of interviews and questionnaires, there were several reasons for using Microsoft Team to teach writing skills at SMA N 6 Purworejo. These conveniences included the menus displayed were easy to understand, optimal functions on the device, easy to use, informative, time and energy efficiency, facilitate the learning process, according to needs, satisfying, and easy to learn. The results of the questionnaire will be displayed in the form of the following pie chart.

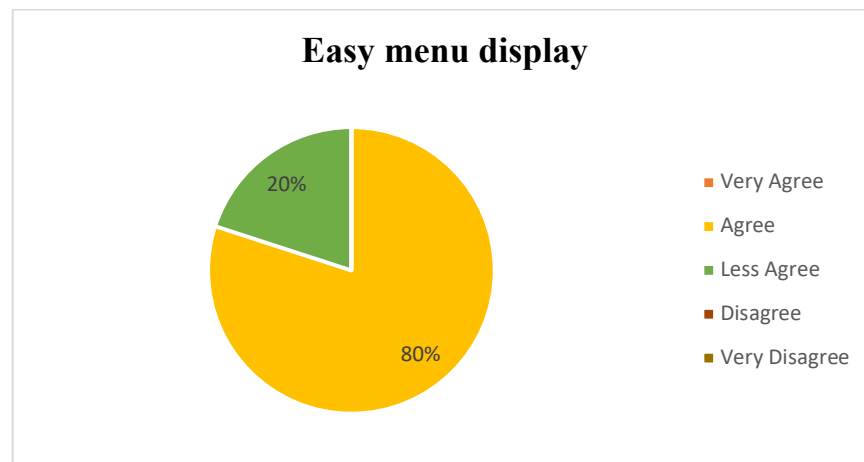


Chart 4.1. Easy menu display

The first question was “Are the menus displayed in Microsoft Team well understood by users?”. From the 5 respondents, 4 people answered agree, the reason for this statement was because the menu or feature was equipped with a description of how to use it, making it easier for users to use certain menus and features. Symbols such as camera, microphone, screen share, white board and raise hand were easy to understand. Meanwhile, 1 person answered less agree, the reason for this statement was because some features are difficult to understand, such as white boards, not all teachers used these features because they preferred to use other features that were easier to understand such as screen sharing so that teachers only needed to prepare powerpoints and did not need to cross out or write using the white board. Another reason was because the adaptation process for using the application was still ongoing, the teacher was still in the exploration stage of menus and other features. Based on these results it could be stated that the menu displayed was easy for users to understand.

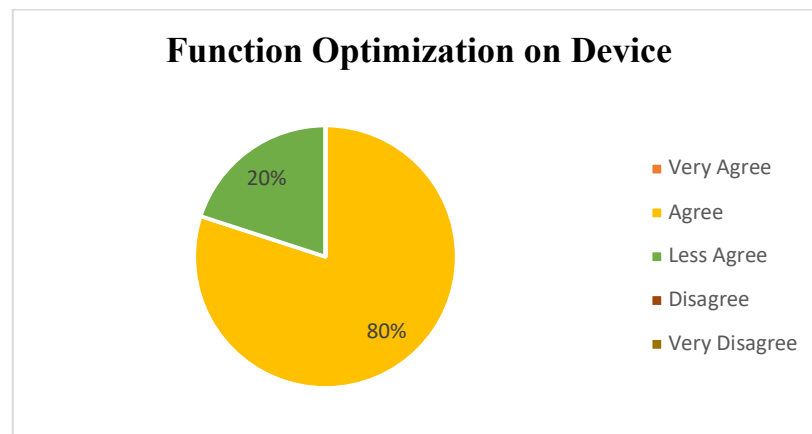


Chart 4.2. Function optimization on device

The next question was “Can the use of Microsoft Team work optimally on your device?”. From the 5 respondents, 4 people answered agree, the reason for this statement was because the Microsoft Teams application could run optimally on the devices used such as mobile phones and laptops that support it. There were some obstacles such as signal but it come from external interference, not from the application. The function of Microsoft Teams in the learning process gone well so that it could be used as an alternative learning medium during the online learning process. Meanwhile, 1 person answered less agree, the reason for this statement was because Microsoft Teams had problems on the cellphones of some students because the application size was too large so that it cannot be installed or updated on phones with small internal storage sizes. Based on these results it could be stated that Microsoft Team could work optimally on devices.

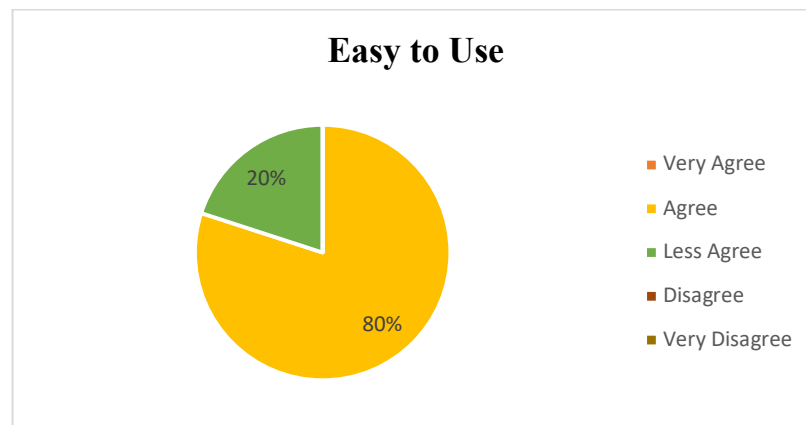


Chart 4.3. Easy to use

The next question was “Is the use of Microsoft Team easy to use?”. From the 5 respondents, 4 people answered agree, the reason for this statement was because the Microsoft Teams application was convenient for teachers to use as a learning medium. Although it was still in the adaptation stage, there were already many features that were used by teachers and this proved that Microsoft Teams was easy to use by users. Meanwhile, 1 person answered less agree, the reason for this statement was because teachers still have difficulty in using features that are important for teaching. For example, using the assignment feature, some students still had difficulty uploading their assignments even though the size had been minimized to prevent loading when uploading. However, students often failed to upload the results of their assignments so they use Whatsapp as an alternative. Based on these results it could be stated that Microsoft Team easy to use.

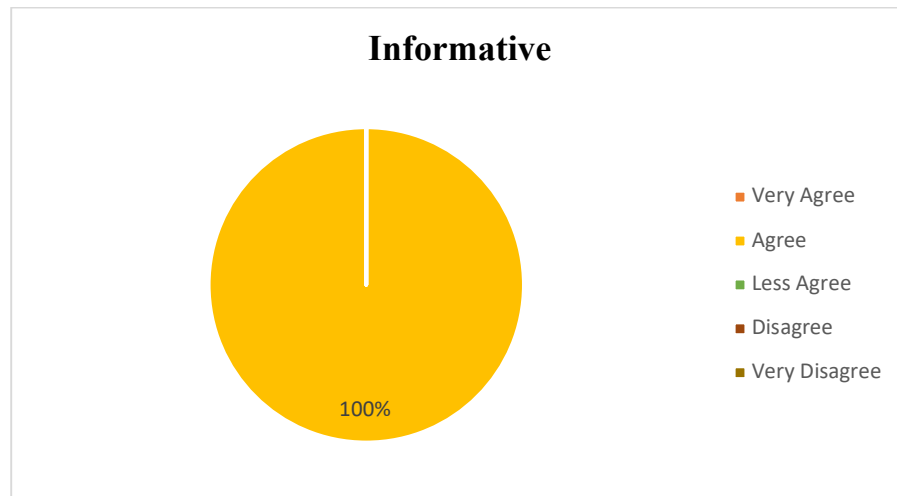


Chart 4.4. Informative

The next question was “Is the display of information in Microsoft Team clear and easy for users to understand?”. From the 5 respondents, all people answered agree. The reason for this statement was because the Microsoft Teams application clearly informed important things such as class schedule notifications and assignments. The use of Microsoft Teams was also an effective learning medium so that it conveyed knowledge and information well during the learning process. Based on these results it could be stated that the display of information in Microsoft Team clear and easy for users to understand.

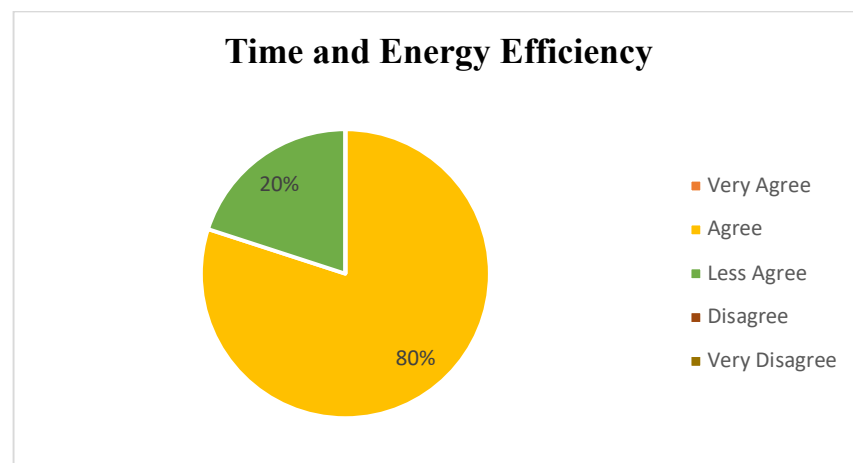


Chart 4.5. Time and energy efficiency

The next question was “Does using Microsoft Team make your time and energy efficient?”. From the 5 respondents, 4 people answered agree, the reason for this statement was because the use of Microsoft Teams helped the learning process during the COVID 19 period. The learning process that must be carried out online makes teachers and students unable to meet in person so that this application makes time and energy efficiency. Teachers and students could study anywhere with more comfortable conditions in their respective homes. Meanwhile, 1 person answered less agree, the reason for this statement was because the teacher must make other learning media such as power points and learning tutor videos other than those obtained from books and student worksheets. Teachers must take the time and energy to make the media so that the learning process carried out online is more interactive so that it is not only in the form of video conferencing. It's just that there needs to be a harder effort from the teacher to make learning media. Based on these results it could be stated that Microsoft Team make the teacher time and energy efficient.

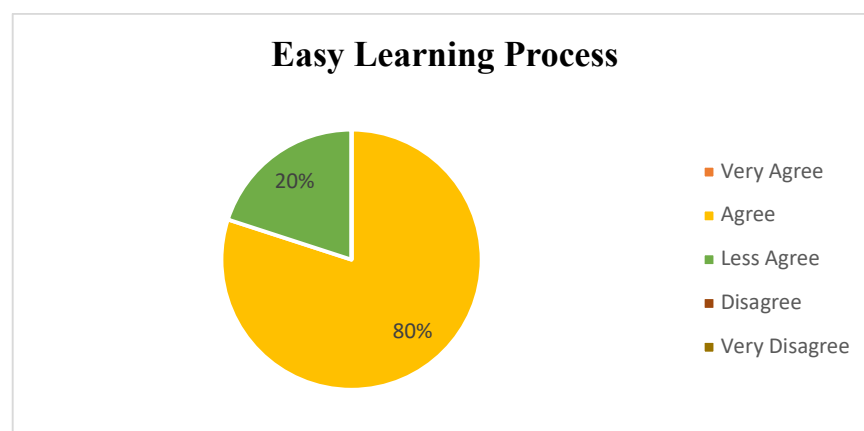


Chart 4.6. Easy learning process

The next question is “Is the presence of Microsoft Team very helpful in the learning process?”. From the 5 respondents, 4 people answered agree, the reason for this statement was because of the limited meeting between teachers and students could be overcome by using the Microsoft Teams application. This application facilitated the online learning process, teachers could also display more creative learning materials. Meanwhile, 1 person answered less agree, the reason for this statement was because basically the learning process that had taken place is face-to-face directly. So, the use of Microsoft Teams was only as an alternative tool because of circumstances that did not support the face-to-face learning process. The process of adapting to new things made the delivery of subject matter hampered. Based on these results it could be stated that Microsoft Team very helpful in the learning process.

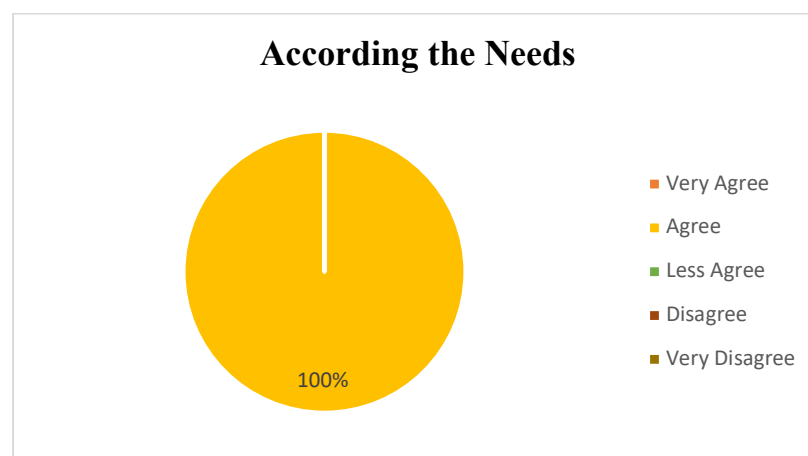


Chart 4.7. According the Needs

The next question was “Do the services provided by Microsoft Team suit your needs?”. From the 5 respondents, all people answered agree. The reason for this statement was because of the need for learning media during the online learning process in accordance with the function of Microsoft

Teams. The available features helped the online learning process so that the need for learning tools was fulfilled even though the learning situation was online learning. Based on these results it could be stated that services provided by Microsoft Team suit the teacher needs.

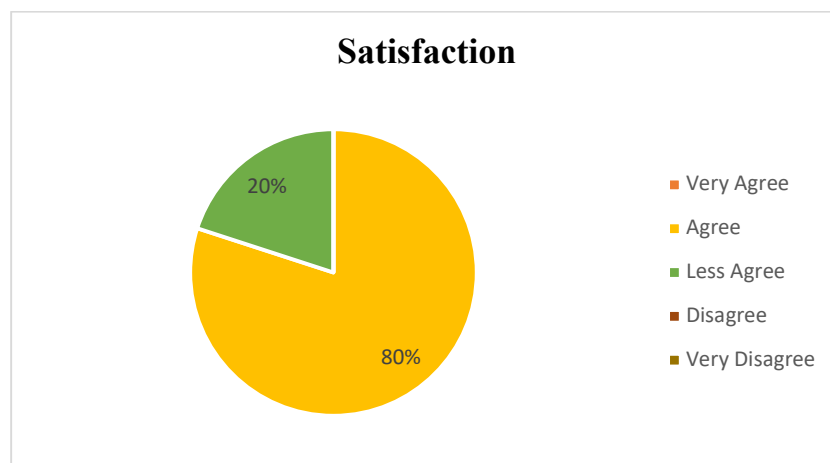


Chart 4.8. Satisfaction

The next question was “Can Microsoft Team provide your satisfaction as a user?”. From the 5 respondents, 4 people answered agree, the reason for this statement was because the use of the application and the features provided fulfilled the expectations and needs of users. Complete features made Microsoft Teams chosen as an online learning media application. Meanwhile, 1 person answered less agree, the reason for this statement was because the results of the learning process using the Microsoft Teams application are not the same as the direct learning process. However, Microsoft Teams was only an alternative application during COVID 19, when it is normal it is hoped that students and teachers can hold the learning process directly. Based on these results it could be stated that that Microsoft Team provide user satisfaction.

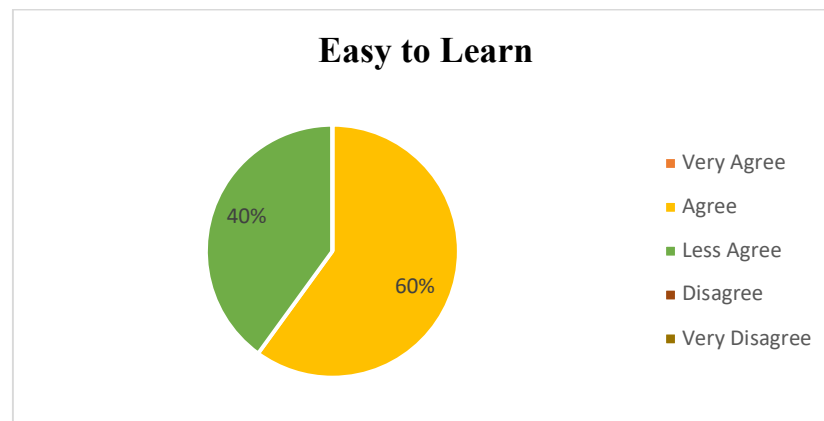


Chart 4.9. Easy to learn

The next question was “Is the Application easy to learn, use and understand?”. From the 5 respondents, 3 people answered agree, the reason for this statement was because the Microsoft Teams application could be learned and understood easily. A simple feature so that students and teachers could use the application as a learning medium. Meanwhile, 2 people answered less agree, the reason for this statement was because teachers and students needed a long process of adaptation and adjustment to the application. This hinders the learning process. Based on these results it could be stated that Microsoft Team easy to learn, use and understand.

2. Features Used by Teachers in Learning Writing at SMA N 6 Purworejo

Microsoft Team is a learning medium used in SMA N 6 Purworejo by two teachers as resource persons. The results of the interviews were described in the following table.

Table 4.1 Microsoft Team features that are used by teachers in SMA 6 Purworejo

No	Features	Teacher 1	Teacher 2
1	Assignments	√	√
2	Screen sharing	√	√
3	Immersive reader	x	x
4	Whiteboard	√	√
5	Raise your hand	√	x
6	Together mode	x	x
7	Accessibility	x	x
8	Integrations	x	x
9	Custom background	x	x
10	Insights	x	x

Based on the table above there were some features that mostly used by English teachers in SMA N 6 Purworejo. The feature used to share the subject matter include video and power point. Some feature used to collect assignments after class.

a. Assignment

Assignment is one of the Teams features used to give students assignments. The task was designed by the teacher regarding the material that has been delivered. Teachers used the assignment feature in learning because it was considered more effective and easier to use. The assignment feature was used by the teacher to give assignments to students after finishing learning, other than that this feature could be set on Whatsapp so that it can be used automatically.

Based on the results of interviews, the two resource persons used the assignment feature to collect assignments after the class was finished. The assignment feature had also been prepared before the class starts. Assignments could be scheduled so that when the class ends the assignment section automatically appeared.

b. Screen Sharing

Screen sharing was often used in learning because this feature was also owned by Zoom and Google Meet in online platforms. This sharing screen served as a presentation viewer. Screen sharing was usually used by teachers in learning to explain the material to students. In short, screen sharing was used to present the material being studied.

Based on the results of the interview, the share screen feature was used by both sources. The teacher used this feature to display material videos that were not uploaded via youtube or were not sent via whatsapp. Beside to displaying videos, teachers used them to display powerpoints and student assignments that have been collected. The results of student assignments would be discussed together so that corrected together.

c. Immersive Reader

Immersive reader is a feature owned by Microsoft Team whose function is to view or be able to create messages or chat. If students did not use microphones, students could use this chat feature to convey something. For immersive readers, teachers at SMA N 6 Purworejo had never used it. Because it is known that the Micosoft Team is a new

learning medium during the covid period, so teachers were not very able and also understand the features used.

d. Whiteboard

Whiteboard is a feature of Microsoft Teams that is used to write or mark something. This feature In this feature, teachers in high school used it as a marker in a material. For Teacher 1, it was used to explain grammar. As for the 2nd teacher, she rarely used this feature.

Based on the results of the interview, the white board feature was used by teacher 1 (Ms Arum) to learn grammar which required a screen to display the appropriate sentence structure. Teachers needed to use it so that they could cross out and provide appropriate information on the grammar being discussed. Meanwhile, teacher 2 (Ms Nabila) rarely used this feature.

e. Raise your hand

Raise your hand is a feature of Microsoft Teams that is used as a question mark by raising your hand in a discussion. Teachers of SMA N 6 Purworejo used this feature because all students turn off the microphone. So that when students asked questions or the teacher gave questions, students could use the raise your hand feature before activating the microphone.

Based on the results of the interview, Ms. Arum used the raise hand feature to ask questions and answered when the teacher asks, if the mic is left open, all students will be very noisy. While Ms Nabila rarely used the raise hand feature, it was only used when interrupting in the middle of a discussion asking questions or permission.

3. The Problem and the Solution Using Microsoft Team at SMA N 6 Purworejo

Based on the results of the questionnaire, there were several problems that arise as a consequence of using Microsoft Team as a learning medium. The number of subjects who filled out the questionnaire consisted of 5 English teachers. The results of data collection can be more easily read in the form of a pie chart below.

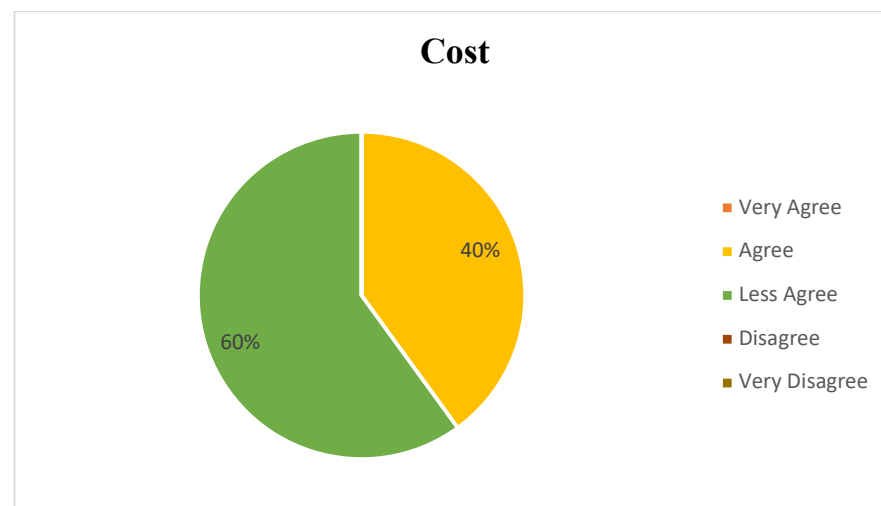


Chart 4.10. Cost

The question was “Is the quality of service on Microsoft Team worth the cost?”. From the 5 respondents, 2 people answered agree, the reason for this statement was because the online learning process keeps teachers and

students at home. The costs incurred were only to buy internet quota, so it was more cost efficient. Meanwhile, 3 people answered less agree, the reason for this statement was because some teachers and students had internet signal problems. The costs incurred to buy internet quota sometimes could not function optimally. The learning process continued to be disrupted so that teachers and students were required to use providers that have faster internet access and of course paid more. Based on these results it can be stated that the quality of service on Microsoft Team does not match the costs incurred.

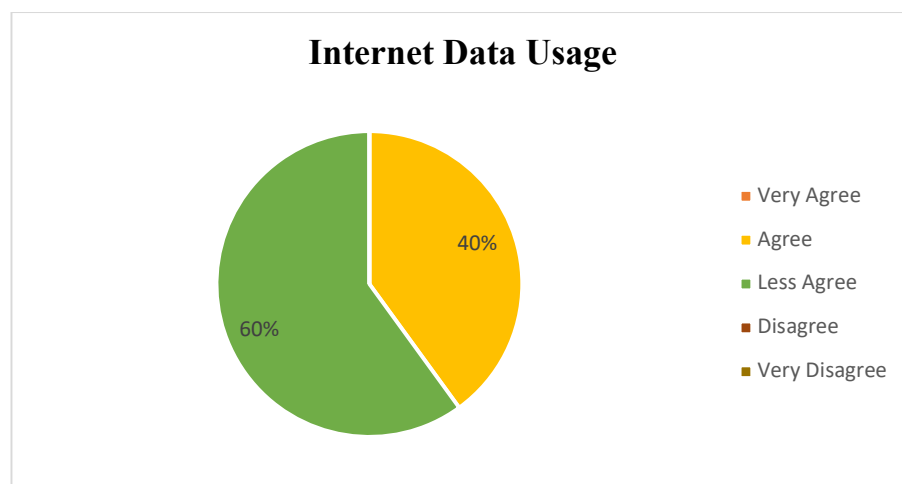


Chart 4.11. Internet data usage

The next question was "Is it cheap to use internet data to access Microsoft Team?". From the 5 respondents, 2 people answered agree, the reason for this statement was because teachers and students who live in areas that have a good internet signal could use any type of provider, including providers whose internet quota costs are cheaper. Meanwhile, 3 people answered less agree, the reason for this statement was that again, the problem of poor internet signal caused teachers and students had to use an appropriate

provider or even for areas that were very difficult to get an internet signal, they must install wifi so that the internet signal is smoother. Of course, the consequences were greater because the cost of installing wifi is expensive. Based on these results it can be stated that internet data usage to access on Microsoft Team is not cheap enough.

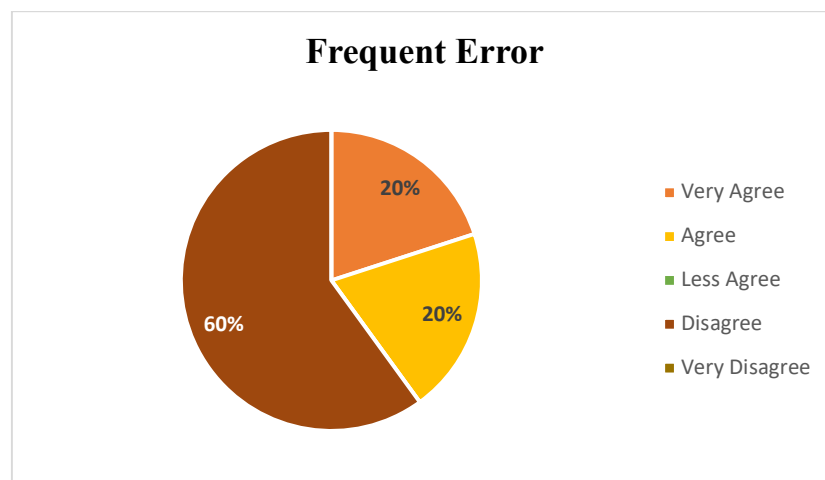


Chart 4.12. Frequent error

The next question was “Does the application never occur error when used?”. From the 5 respondents, 1 person answered very agree, 1 person answered agree, the reason for this statement was because the Microsoft Teams application often experiences errors when used, both during the learning process and when submitting assignments. If an error occurred during the learning process, the teacher could not deliver learning materials optimally because powerpoints and video tutors were sometimes used and were more efficiently delivered directly via video conference. Meanwhile, if an error occurred, the learning process must switch to use Whatsapp and the teacher was not free to explain the learning materials that had been prepared. The rest of 3 people answered disagree, the reason for this statement was

because the use of Microsoft Teams rarely encountered errors during the learning process. Even if the application on the teacher's device had an error, the learning process could be postponed until the application could be used again. Based on these results it can be stated that the application is quite often an error when it is used.

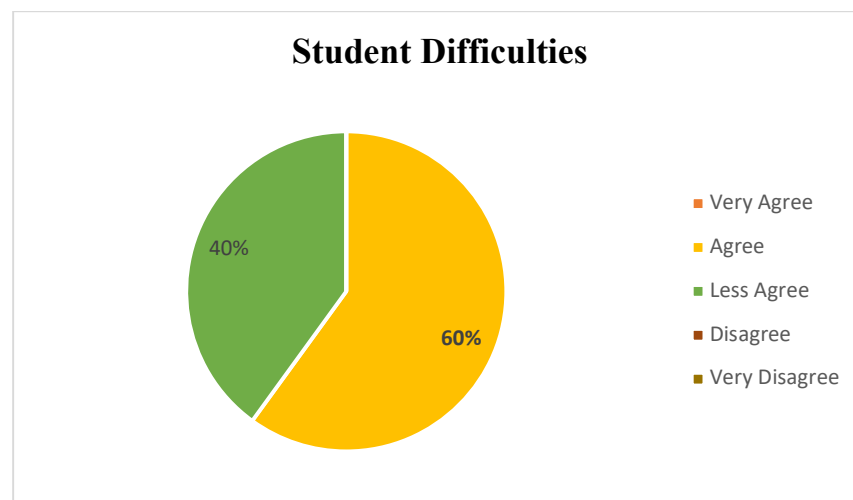


Chart 4.13. Student difficulties

The next question was "Are students having trouble accessing Microsoft Team?". From the 5 respondents, 3 people answered agree, the reason for this statement was that inadequate student devices prevent students from accessing Microsoft Teams. Meanwhile, 2 people answered less agree, the reason for this statement was because students actually had no trouble accessing Microsoft Teams if the device is adequate. Based on these results it can be stated that the students having some trouble to access Microsoft Team.

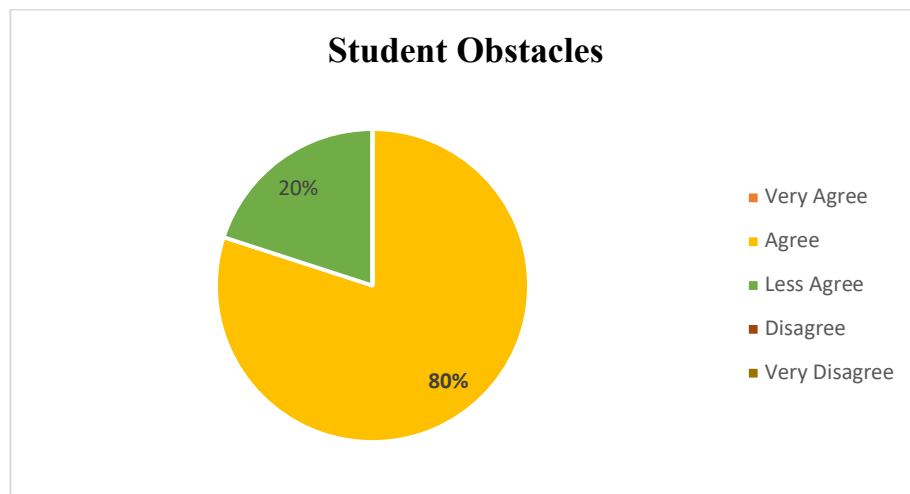


Chart 4.14. Student obstacles

The next question was “Do students experience problems in obtaining learning through the application?”. From the 5 respondents, 4 people answered agree, the reason for this statement was because students needed adaptation in using the Microsoft Teams application. Sometimes in the middle of the learning process students asked the function of certain features. Students also sometimes had difficulty installing applications because of limited internal storage or because an error occurred. Meanwhile, 1 person answered less agree, the reason for this statement was that students' problems could still be overcome with several other alternatives such as using Whatsapp. The learning process could still take place even though it was a bit technically constrained. Based on these results it can be stated that students are constrained in obtaining learning through the application.

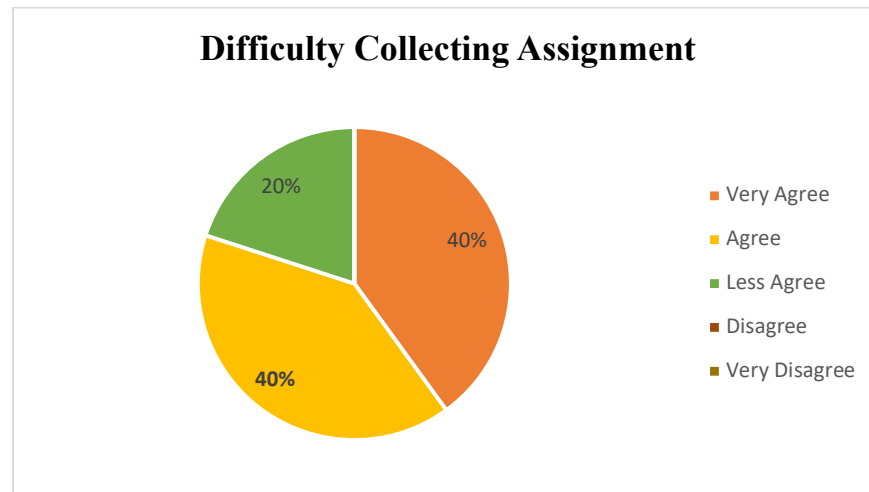


Chart 4.15. Difficulty collecting assignment

The next question was “Do students have difficulty in submitting assignments through the application?”. From the 5 respondents, 2 people answered very agree, 2 people answered agree, the reason for this statement was because some student's cellphones had an error when uploading assignment documents. Students also sometimes had difficulty uploading documents in Microsoft Word format, some students who did not have laptops had to use WPS to do assignments. When collecting tasks, errors often occurred so that the tasks did not upload properly. Sometimes students even had to send in the form of screenshots because of errors that occurred in the assignment feature. Meanwhile, 1 person answered less agree, the reason for this statement was because there were other alternatives to the assignment feature. Students could submit assignments via Whatsapp to the teacher. Based on these results it can be stated that students have difficulty in collecting assignments through the application.

Based on the results of interview, there are several problems that arise as a consequence of using Microsoft Team as a learning medium. The number of subjects interviewed were 2 people, namely Ms. Arum Syuradhati and Ms. Nabilla Nur Hanifa. Based on these results, broadly speaking, the use of the Microsoft Team is constrained by signals, difficulties in collecting assignments and the limited internal storage of students' cellphones.

a. Limited Signal

Signal is indeed an obstacle in online learning. Since the COVID-19 pandemic, the learning scheme has changed from dynamic. Learning that initially was able to meet the teacher directly at school, became learning at home using an online form plate. This online form plate certainly uses quota. Quotas alone are not enough to support learning. Signal is the same thing that is equally important to support online lectures.

Sometimes many different applications differ in their signal usage. Some applications include zoom, meet, .Microsoft Teams, Whatsapp, etc., differ in the signal's use. The equality standard for video conferencing is a minimum of 1 Mbps for uploads and downloads. In HD quality it uses a minimum of 2Mbps for uploads and downloads, and on Full HD quality it uses a minimum of 3Mbps for uploads and downloads. Usually in video conferences using screen sharing and audio using a minimum of 300 kbps for uploads and downloads.

Usually teachers at SMA N 6 Purworejo use Microsoft Teams to carry out online learning during the pandemic. Many students complained about

the signal during the learning process. Microsoft Teams requires approximately 1.5 Mbps per hour to use Microsoft Teams. So it can be concluded that WhatsApp was used if students complain about the signal then the signal in the student's area is less than 1.5 Mbps.

Based on interview result, usually students had difficulty in uploading documents. So, they did not have many laptops, so they typed the task on the WPS cellphone. Then when they uploaded the task, it often failed. So, the students were allowed to use Whatsapp for uploading the assignments. Moreover, even their signal was 4G, uploading to Microsoft Teams often failed. If it's on WhatsApp, it could be sent smoothly. So, maybe the trouble was about the signal, when using Microsoft Teams, the signal is more difficult than other applications. The solution offered by the teacher was to use two platforms in learning, namely Microsoft Teams and Whatsapp. The interview results stated that teachers use the Whatsapp platform as another alternative if they encounter problems using Microsoft Teams.

b. Limited Storage on Cellphone

Storage on the phone is also a problem in online learning. In online learning, of course, both teachers and students used a new applications that had never been used before. Therefore, students and teachers must install new applications in order to carry out learning well. Not all students had good cellphones, especially regarding storage space. Many students at SMA N 6 Purworejo had small storage space on their cellphones, so when the teacher instructed them to download the application, there were a lot of students complained about it.

Some students' internal storage was full so they could not install new applications such as Microsoft Teams, especially with large application sizes of around 67 MB. Application updates were also an obstacle for students who had full internal memory on their cellphones.

c. Microsoft Teams is a New Thing

Since implementing online learning, schools had begun to consider what applications were suitable for learning. Starting from each school making their own applications such as E-Learning, new applications have sprung up on the Play Store. One of the new applications is Microsoft Teams, which is similar to Word, Excel, and PowerPoint. In using Microsoft Teams, the teacher had a little difficulty in using its features.

Based on the results of the interviews, students were interested in the renewal of learning mechanisms and media. The advanced era demanded digitalization, including in the education sector. Using Microsoft Teams might be new and a little difficult to get used to. Students and teachers needed an adaptation in using the application.

B. Discussion

After looking at the results of the data above, the researcher can find the research findings to answer the formulation problems that have been mentioned in chapter one. In this sub-chapter, there were discussions about the problem statements of this study: the use of the Microsoft Teams application to teach writing skills, the obstacles faced during the learning process and the

solutions found for the efficiency of the teaching and learning process at SMA N 6 Purworejo in the academic year 2022/2023.

1. Using Microsoft Teams to Teach Writing Skill in SMA N 6 Purworejo in Academic Year 2022/2023

In finding, it has been mentioned that there are several features used in Microsoft Teams by two English teachers at SMA 6 Purworejo. Teacher 1 resource person only uses the assignment, screen sharing, white board and raise your hand features in their learning. Meanwhile, the second teacher resource teacher used assignments and screen sharing more often in their learning. Teacher 2 also uses the white board feature and also raises your hand but not often. So the 2 teachers have something in common, namely they use relatively the same features in learning. This statement shows the menu or feature is equipped with a description of how to use it, making it easier for users to use certain menus and features. Symbols such as camera, microphone, screen share, white board and raise hand are easy to understand. Microsoft Teams application can run optimally on devices used such as mobile phones and laptops that support it. There are some obstacles such as signal but it comes from external interference, and not from the application. The function of Microsoft Teams in the learning process goes well so that it can be used as an alternative learning medium during the online learning process.

In addition, when there is no signal and the Microsoft Teams is delayed, the 2 teachers also use another application as an alternative, namely

WhatsApp. So it can be concluded that the WhatsApp to the 2 teachers have similarities in teaching using Microsoft Teams and other applications. These sentences show that some teachers and students are having problems with internet signal. The costs incurred to buy internet quota sometimes cannot function optimally. The learning process continues to be disrupted so that teachers and students are required to use providers that have faster internet access and of course pay more. However, teachers and students who live in areas that have a good internet signal can use any type of provider, including providers whose internet quota costs are cheaper.

Writing teaching in online learning is done through assignments in the assignment feature in the Microsoft Teams feature. Students are given an assignment and then answer in that feature. Besides that, teacher 1 also explained the grammar material in writing through the white board. Before the teacher starts the lesson, the teacher is ready for the material being taught so that the next day the teacher is ready to use learning media. For writing lessons, the teacher also checks the material and also the lesson plans and what media will be used in learning. According Laurencia and Sudarto (2021) helps students familiarize themselves with using the technology, and these habits form behaviors that support the setup that will be demonstrated later using the Microsoft Teams platform. This mindset also drives the student's intention to reuse their Microsoft Teams platform in their life and vice versa. This is called media ecological behavior change.

Some of the conveniences received by teachers in delivering subject matter include menus that are easy to use and understand, there are several features that often used by teachers to support the student teaching process. The Microsoft Teams function also runs optimally on supported devices such as cellphones and laptops, teachers are also facilitated by schools with pen tablets to facilitate the learning process of grammar skills. Microsoft Teams is also easy to use, students who live in modern times are familiar with renewable technology and have started to get used to using the latest technology, including the education sector.

The use of Microsoft Teams saves time and energy, students and teachers do not have to meet in person to learn, they only need to prepare supporting tools and the learning process can be done anywhere. This application also makes it easier for teachers to explain the subject matter because it is supported by the share screen feature so that teachers can display videos and powerpoints to better support student learning. In the end, the use of Microsoft Teams can be an alternative used during the COVID 19 period where the learning process must be done online. According Wea and Kuki (2021) there is room for improvement when using the Microsoft Teams application for online learning. For example, teaching methods should be more diverse and creative. Additionally, before using the Microsoft Teams application, students should be instructed on how to use this application. This step is important because learning in Microsoft Teams is a new experience for students. Today's students are tech-savvy, but they are not always

successful in using online learning applications. The reason is that online learning applications are very different from the technology information applications that students typically use in their daily lives.

2. Problem and Solution Using Microsoft Teams to Teach Writing Skill in SMA N 6 Purworejo in Academic Year 2022/2023

In findings, the teacher uses the application as an online learning medium. Microsoft Teams is a new application and is often used in schools when learning online. As a new application, teachers must adapt to the features in the application to use it in the application of online learning. In addition, Microsoft Teams applications often experience errors when used, both during the learning process and when submitting assignments. If an error occurs during the learning process, the teacher cannot deliver learning materials optimally because powerpoints and video tutors are sometimes used and are more efficiently delivered directly via video conference. Meanwhile, if an error occurs, the learning process must switch to using Whatsapp and the teacher is not free to explain the learning materials that have been prepared. According Laurencia and Sudarto (2021) the presence of technology media shapes peopleaction. In an era of rapid technological development such as today, it's media like smartphones and laptops intermediaries that facilitate the delivery of messages and information. A message that transcends immediate is no longer a factor in changing human behavior, the media itself.

There are many features in Microsoft Teams. Microsoft Teams itself has its own guide in its use. In Microsoft Teams, not all features are used by teachers in learning. In table 4.1 it is explained that WhatsApp only features assignment, share screen, raise your hand, and white board that are used by teachers in learning. The features that are often used are assignments and sharescreens because they are really needed in learning. The reason the teacher does not use all the features is because only a few features are suitable for use in online learning. These sentences show that students need adaptation in using the Microsoft Teams application. Sometimes in the middle of the learning process students ask the function of certain features. Students also sometimes have difficulty installing applications because of limited internal storage or because an error occurs. According Bsharat and Behak (2021) E-learning may require additional effort from the teacher. This may distract from the teacher's basic mission in education and the Ministry of Education should develop incentive plans to encourage teachers to use e-learning effectively.

In addition, Microsoft Teams is a new application so teachers are not very familiar with its features. Signal constraints also affect the course of learning when using Microsoft Teams. Again, the problem of a bad internet signal causes teachers and students to have to use the appropriate provider or even for areas where it is very difficult to get an internet signal, they must install wifi so that the internet signal is smoother. Of course, the consequences are greater because the cost of installing wifi is expensive.

Some students' cellphones have an error while uploading assignment documents. Students also sometimes have difficulty uploading documents in word form, some students who do not have laptops have to use WPS to do assignments. When collecting tasks errors often occur so that the tasks do not upload properly. Sometimes students even have to send in the form of screenshots because of errors that occur in the assignment feature. According Wea and Kuki (2021) students faced some obstacles while learning online using Microsoft Teams. Limits are inherent in Internet quotas and inadequate Internet networks. These results will be used as learning materials for developing online learning with Microsoft Teams. Therefore, it can be made more effective and efficient. This ties in with Almarabeth statement that perception plays an important role in achieving learning goals.

CHAPTER V

CONCLUSION AND SUGESTIONS

A. Conclusion

After the researchers described the results of the analysis that had been carried out, the researchers concluded that when online learning SMA N 6 Purworejo used Microsoft Term to conduct online learning. This application is recommended by the school to be used in learning. Teachers also use other applications such as Whatsapp. The Whatsapp application is the alternative application after it was felt that the Microsoft Team was experiencing a delay due to the signal.

The Microsoft Team application in online learning was also carried out by 5 English teachers who became the data source in this study. Through interviews researchers got data from 2 English teachers, and from questionnaire researchers got data from 5 English teachers. It can be concluded that the 5 teachers used the application of the Microsoft Team feature. In Microsoft Team many features can be used by teachers, but only a few features are used, namely Assignment, raise your hand, screen sharing and whiteboard. The two teachers use the same features in carrying out learning.

The researcher also found a problem in this study, namely the difficulty of the signal, which made the Microsoft software Team delay application when screen sharing and video conferences were carried out. In addition, the storage of student cellphones cannot accommodate new applications, so students cannot add applications.

After obtaining the result of the research, the researcher would like to give some suggestions. The following suggestions may be useful for the students, English teachers, and the researcher.

B. Suggestion

1. For the students

It is hoped that students can be more active in learning writing, be creative in writing and be more active in asking teachers.

2. For English teachers

Hopefully the teachers can explore the Microsoft Team more deeply so that the application can then be utilized to the maximum. In addition, perhaps the teacher can provide interesting material so that students are not only given assignments, just as students are invited directly to learn writing while exploring language.

3. For English researcher

This research is not perfect and far from perfect. Hopefully, this research can be a reference for new researchers especially with the same topic. Other researchers should make something new that this study might inspire.

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APPENDICES

APPENDIX 1

- Researcher : Sebelumnya Miss arum boleh perkenalan diri dulu
- Guru 1 : Iya, saya Arum Suradanti sudah mengajar selama 3 tahun dan sekarang mengajar di SMA 6 Purworejo.
- Researcher : Ngajarnya di kelas apa aja ya Miss?
- Guru 1 : Saya mengajar di kelas 10 dan 11
- Researcher : 10 dan 11 ok. Terus kita langsung ke isi form nya. Kalo ketika mengajar, itu sebelum mengajar ya itu sumber materi yang Miss Arum gunakan itu dari mana ya Miss?
- Guru 1 : Kalo sumbernya saya ambil itu dari buku cetak dan ada juga lks dan terkadang saya membuat materi sendiri karena kaya kurang puas gitu.
- Researcher : Siap siap. Terus kalo misalnya apa saja perencanaan yang Miss Arum lakukan sebelum mengajarat kelas writing. Soalnya kan ini aplikasi ya, yang kitapun belajarnya cepet gitu maksudnya tu di tuntutan untuk belajar gitu kan. Jadi persiapannya apa aja nih mis sebelum mengajar.
- Guru 1 : Oke, karena WhatsApp itu online terintegrasi sama Microsoft Team dan juga WhatsApp jadi pertamanya saya siapkan adalah skenario pembelajarannya dulu jelas, kemudian sekalian sama teksnya, jadi base nya teks bukan kek video converence jadi kaya saya udah nulis draft dulu jadi nanti ketika jam pelajaran tinggal copy paste aja di grup siswa jadi ga teks too long.
- Researcher : Microsoft Team sama apa aja ya ?
- Guru 1 : Saya Microsoft Team sama WhatsApp kadang juga yang terintegrasi kayak semacam quisis
- Researcher : Oo Yang kaya web gitu, itu menarik itu saya dulu pernah makek.
- Guru 1 : Yak, quisis.
- Researcher : Terus kalo fungsi Microsoft Team dalam pembelajaran writing itu dirasain gimana Miss? Fungsinya gimana si?
- Guru 1 : Iyak, kalo fungsinya itu lebih ke tempat untuk pengumpulan tugasnya aja, karena untuk materi siswa itu lebih cenderung suka ke WhatsApp, karena kadang dilay kal di Microsoft Team

- Researcher : Oh gitu.
- Guru 1 : Ya, jadi lebih nyaman kalo di WhatsApp tapi untuk pengumpulan tugasnya nanti baru di Microsoft Team gitu.
- Researcher : Berarti upload filenya pembelajarannya di WhatsApp?
- Guru 1 : Iya, pembelajarannya di WhatsApp tapi kalo penugasannya itu kan ada fitur assignment ya.
- Researcher : He.eem
- Guru 1 : Jadi pake itu.
- Researcher : Oo okay, terus lanjut, apakah aplikasi Microsoft Team yang Miss Arum terapkan dalam pembelajaran writing tersebut berinteraksi aktif gitu di dalam kelas?
- Guru 1 : Oh, iya aktif lumayan karena di Microsoft Team kan bisa diberi feed back yah.
- Researcher : Oh gitu
- Guru 1 : Ya, jadi siswa sudah memberikan tugas, sudah saya berikan feedback nanti siswa jika butuh refisi dia akan mengirimka balik saya eri feedback lagi dan jika ada pertanyaan biasanya kami memanfaatkan fitur chat yang ada di grup Microsoft Team nya itu tadi.
- Researcher : Kalau ketertarikan siswa sendiri Miss, itu gimana sih untk menggunakan Microsoft Team, kek tertarik atau susah atau komplek atau gimana
- Guru 1 : Kalo siswa sih ada yang tertarik karena dia merasa kek ini merupakan sesuatu yang barudan kek kekinian aja gitu. Jadi mereka interest untuk mengeksplor Microsoft Team nya ya Cuma ada juga siswa yang “Miss internalnya penuh” jadi dia tidak tertarik untuk menambah aplikasi di hp nya gitu. Jadi tidak suka pembaharuan aja.
- Researcher : Pasti ada plus minusnya kan?
- Guru 1 : Iya pasti.
- Researcher : Terus menggunakan apikasi Microsoft Team langkah2 apayangMiss Arum lakukan dalam pembelajaran writing?
- Guru 1 : Okai biasanya malamnya saya uplod dulu materi yang akan saya ajarkan jadi kaya semacam video untuk menarik interest mereka next topik yang akan dibahas kemudian nanti paginya itu saya upload kayak itu tadi frameworknya materi yang akan saya ajarkan dan detail-detail nya kek nanti kita capaiannya apa saja setelah itu nanti di akhir kelas baru saya kasih tugas.

- Researcher : Penugasan ya ?
- Guru 1 :Iyak
- Researcher : Okay, kalo permasalahan yang dihadapi siswa, pernah nggak sih Miss ada yang curhat sama Miss Arum seperti apa aja si yang menyusahkan dalam penggunaan Microsoft Team gitu dalam dalam pembelajaran writingnya khususnya?
- Guru 1 : Biasanya siswa kesulitan dalam mengunggah dokumen. Jadi Mereka kan nggak banyak yang punya laptop nih, jadi mereka kek ngetik nya di WPS hp gitu kemudian mereka ketika upload itu kadang gagal. Itu sering banget gagal jadi kayak anak-anak bu, kalo lewat WhatsApp aja gimana. Jadi em kalo kata mereka ni sinyalnya itu susah. Jadi WhatsAppupun di tulisan mereka itu udah 4g Cuma kalo untuk mengupload di Microsoft Team itu seringnya gagal gitu. Dan kali di WhatsAppkan langsung ke kirim gitu. Jadi kayak Mungkinan trouble disititadi ya kek sinyal nya di Microsoft Team itu kayak lebih kesendat aja daripada aplikasi lain gitu.
- Researcher : Apalagi kek di daerah kita yang masih belum merata
- Guru 1 : Iya,
- Researcher : Terus solusinya kan tadi udah permasalahannya, solusinya untuk menyelesaikan masalah siswa tersebut gimana Miss?
- Guru 1 : Oke, slusinya biasanya tadi kemudian saya membuatkan second option bisa ngirim ke WhatsApp gitu, karena emang sudah dicoba berkali kali bahkan di ss juga gagal-gagal terus.
- Researcher : Akhirnya beralih ke WhatsApp
- Guru 1 : Iyak gitu
- Researcher : Kemudian saya berlanjut tanya ke fiturnya nih Miss, yang pertama ada assignment digunakan dong?
- Guru 1 : Iya, assignment sangat digunakan
- Researcher : Kegunaannya gimana ya Miss?
- Guru 1 : Kegunaannya, oke, kalo saya biasanya kalo mengajar itu paling lama 1 jam ya 60 menit jadi sebelum pembelajara itu,saya sudah memberikan materi nanti ketika jam sudah berahir nanti disaat yang sama karena di assignment Microsoft Team itu bisa di schedule jadi saya schedule di jam terakhir itu nanti dia akan keluar. Jadi ketika saya tutup kelas nanti siswa juga akan mendapatkan assignment gitu. Jadi kek pas aja gitu dan enak nya itu bisa di

schedule, kolom nya sudah rapi tinggal paginya eksekusi aja udah muncul sendiri gitu

Researcher : Membantu ya Miss?

Guru 1 : Iya.

Researcher : Itu tadi ttg assignment, kalo screen sharing pernah menggunakan Miss fitur nya?

Guru 1 : Ya pernah, screen sharing jadi kalo kadang kan ada kek materi yg berupa video, cuma gak di upload di youtube biasanya saya sharenya dari situ ketika video conference nanti mereka nonton bareng gitu. Cuma ya kalo itu sih kadang kendalanya jadi kek dilay aja gitu. Kalo muter video.

Researcher : Signal ya berarti?

Guru 1 : Ya, powerpoint si lancer.

Researcher : Kalo emersive reader pernah ngga dipake?

Guru 1 : Kalo itu belum pernah.

Researcher : Lanjut ke white board.

Guru 1 : Kalo white board pernah make, jadi ketika jelasin grammar gitu kadang kan butuh orek-orek nih kaya jelasin structure nya gitu trus kadang pake white board juga karena saya juga dari sekolah sudah ada pen tablet gitu jadi bisa nulis.

Researcher : Langsung nulis gitu ya Miss?

Guru 1 : Iyak nulis gitu enak.

Researcher : Terus kalo rise your hand pernah dong Miss ?

Guru 1 : Oo jelas dong pernah. Kalo itu karena kadang kan ini ya siswa kao semisal on mic semua nanti riuh sekali jadi kalo mau menjawab pertanyaan harus rise your hand dulu baru nanti saya persilah kan mereka bru turn on micnya terus bisa bertanya.

Researcher : Terus fitur selanjutnya together mode pernah digunakan ga Miss?

Guru 1 : Belum

Researcher : Kalo Accessibility

Guru 1 : Belum juga

Researcher : Kalo L integrations, Custo background, Insights juga belum?

Guru 1 : Belum juga

Researcher : Berarti tadi Cuma itu aja ya Miss ya dari semua fitur, okai siap teimakasih banyak Miss atas waktunya nanti kalo misalnya saya ada pertanyaan lagi boleh di WhatsApp.

Guru 1 : Boleh, boleh

APPENDIX 2

- Researcher : Miss boleh perkenalan diri terlebih dulu?
- Guru 2 : Okai perkenalkan nama saya nabila nur halifah bisa dipanggil Miss Nabil atau Miss Dila. Saya disini bertugas mengajar kelas 11 dan kelas 12 sma
- Researcher : okay, langsung ke ertanyaannya ya Miss ya, yag pertama sumber matri apakah yang Miss nabil gunakan dalam mengajar writing?
- Guru 2 : Saya kalo mengajar sumber-sumber nya biasanya ga hanya dari LKS siswa, aja tapi saya juga mengambil sumber-sumber dari luar. Misal nih ada materi writing yang sekiranya menarik untuk di kembangkan di kelas, saya cari di internet dan saya sisipi di materi saya di kelas supaya apa? Supaya siswa punya gambaran lebih tetang writing itu.
- Researcher : Terus kalo mengenai tentang perencanaan Miss Nabila sendiri nih yang dilakukan sebelum mengajar tu bagaimana ya Miss?
- Guru 2 : Biasanya saya selalu memastikan atau melihat RPP nya ya kira kira sumbernya yang di perlukan untuk materi tersebut itu apa? kemudian kalo diperlukan bahan bahan atau media lain yang diperlukan juga disiapkan setelah itu, kadang saya juga langsung kirimkan aja si ke anak untuk mempelajari ketika sudah belajar sendiri siswa-siswa nya saya langsung melaksanakan kelas online dan meriview materi dari mereka semua.
- Researcher : Terus kalo misalnya, ini pertanyaan no 3 apakah Miss nabila menggunakan ailaksi Microsoft Team dalam media pembelajaran writing tentunya iya ya Miss ya?
- Guru 2 : Iya
- Researcher : No 4 mengapa Miss Nabila memilih menggunakan Microsoft Team nih dari sekian banyaknya media pembelajaran. nih, kenapa sih pake Microsoft Team gitu apakah mungkin dari sekolah, atau atau Miss nya bilang nanti kan sendiri.
- Guru 2 : Iya, dari sekolah eang mengaanjurka untuk menggunakan Microsoft Team ya, dan untuk memulai dan mencoba menggunakan Microsoft Team ya saya cukup tebant. Karena Microsoft Team itu cukup berbeda dari aplikasi yag lainnya dia juga bisa sekalian untuk penugasan jadi tidak perlu 2 aplikasi yang berbeda menggunakan satu aplikasi sudah cukup.
- Researcher : Kalo misalnya untuk fungsi dari Microsoft Team nih dalam pembelajaran writing itu spt apa sih Miss, apakah mungkin, kalo speaking kan misalnya dan video converent nya kan kelihatan, nah kalo misalnya di writing nih gimana nih apakah materinya aja mengajarkan atau gimana gitu?

- Guru2 : Kalo dalam penggunaan aplikasi Microsoft Team ini, dalam pengajaran saya tu sukanya saya ajarin dulu tentang materi tersebut. kemudian saya beri contoh kemudian siswa saya berikan kasus untuk menulis materi tersebut tapi saya masih ngedit, kurang lebih seperti itu. jadi yang pertama diberi penjelasan dulu diberi contoh kemudian saya berikan kasus mereka harus mencoba sendiri memberikan opini kemudian yang terakhir mereka saya minta untuk membuat kalimat sendiri tapi saya masih membimbing.
- Researcher : O gitu Miss, siap siap kalo disini apakah aplikasi Microsoft Team yang Miss Nabila terapkan ini bisa membuat siswa lebih interaktif gitu kan selama ini kan kayaknya susah banget ya Miss ya. Apakah dalam ini kasusnya kelasnya yang gitu Miss nabila ajar nih apakah menjadi aktif ataukah tidak
- Guru 2 : Setiap kelas punya situasi yang berbeda ya, kadang kelas berjalan lancar mungkin karena sinyalnya lancar juga kan gaada kendala sinyal atau mungkin siswa juga sedang tertarik dengan materi tersebut jadi diperhatikan. Tapi kadang kendalanya bisa siswa tidak memperhatikan jadi ketika saya meminta untuk membuat kalimat sendiri ya kayak bingung he he gimana ya Miss kaya gitu. Kemudian ya kan online ya jadi mungkin materi yang disampaikan juga tidak sepenuhnya masuk ke mereka.
- Researcher : Saya juga mengalaminya
- Guru 2 : Okay lanjut terus kemudian apakah rata-rata siswa tertarik dengan penggunaan aplikasi Microsoft Team yaang Miss Nabila gunakan mungkin bisa digambari seberapa aktif mereka gitu Miss? kira kira aja Miss.
- Researcher : Kalo saya lihat anak-anak kurang tertarik ya menggunakan Team karena si bagaimanapun juga mereka lebih senang offline karena menggunakan aplikasi ya banyak kendalanya. Seperti yang saya sebut kan tadi anak-anak nya kurang fokus, sinyalnya kesedat, kemudian anak-anak nya juga karena sudah terbiasa dulu terbiasa offline jadi ketika online ya kaget.
- Guru 2 : Miss kalo misal dalam penggunaan nya Microsoft Team sendiri langkah-lankah nya biasanya apa aja Miss yang pertama persiapan gitu.
- Researcher : Pertama dulu, medianya mau apa kemudian mau menampilkan apa dalam Microsoft Team meterinya kemudian mau ada games engga itu disiapkan semua agar ketika pembelajaran ya bisa berjalan dengan baik. Kalo misal belum disiapkan atau dadakan gitu kadang ya bingung juga.
- Researcher : Ngeblank ya Miss ya
- Guru 2 : Iya, Ngeblank
- Researcher : Permasalahan apa si nih Miss yang dihadapi siswa, dalam menggunakan aplikasi Microsoft Team dalam pembelajaran writing?

- Guru 2 : Mungkin mereka sama seperti saya ya, karena Microsoft Team ini sesuatu yang baru juga buat kita semua jadi mungkin agak clegak cleguk apa ya bahasa indonesianya.
- Researcher : Eee kagok.
- Guru 2 : Ee kagel sama fitur-fiturnya mungkin ya, ini sebelah mana ya kalo share screen, ini sebelah mana ya ini ini. paling itu si.
- Researcher : Kalo masalah signal aman Miss?
- Guru 2 : Enggak. Kadang aman kadang tidak. Ya dijalani aja ya, keika ga ada sinyalnya di tunggu sebentar atau beralih ke WhatsApp.
- Researcher : Kalo solusinya ni Miss, tadi kan ada beberapa permasalahan dipaparkan ni, kalau solusinya untuk menyelesaikan masalah sinyal tersebut gimana nih.
- Guru 2 : Ee yang tadi saya katakan ya, keika sinyal ga ada ya kita harus mau ga mau menunggu. Karena kan Microsoft Team itu ee se apa ya namanya media belajar juga kan. sambil menunggu ya kita konfornasi dengan siswa seperti apa materi yang akan kita sampaikan sambil menunggu sinyal atau koneksinya lancar lagi bisa tadi rencananya saya mau kirim ke Microsoft Team tugasnya tapi saya suruh sapa, saya kirim di WhatsApp supaya mereka prepare gitu.
- Researcher : Jadi ketika ada Microsoft Team sinyalnya sudah lancar lagi baru kita bisa diskusi itung2 untuk manfatkan WhatsApp tu yang juga.
- Guru 2 : Selain ini saya juga akan menanyakann beberapa fiturnya ya Miss nanti emang misalnya dipake ya monggo dijelaskan ... kalo semisal enggak ya gapapa.
- Researcher : Di team ada fitur assignment ni apakah Miss ... juga memakai fitur tersebut dalam pembelajaran?
- Guru 2 : Itu pasti pake ya, karena kalo siswa hanya mendengarkan kita mengajar ya hanya mendengarkan saja belum tentu cara menggunakan aplikasinya.
- Researcher : Yang ke 2 screen sharing pernah makek ngga ya Miss?
- Guru 2 : Pernah pakek. Untuk menampilkan presentasi, mungkin ngirimin tugas dan saya ngecek materi siswa ada yang menarik untuk dibahas juga saya gunakan share screen tersebut. jadi kayak bareng-bareng kita ngecek nih dari tugas temen kalian ada yang salah. Cuma kita perbaiki bersama. Didiscuse bareng. Tapi untuk nama anaknya saya tutupi ya. Ya secara umum aja di tampilkan.
- Researcher : Kalau fitur selanjutnya ada yang namanya immersive reader itu di pake engga Miss?
- Guru 2 : Enggak

- Researcher : Oo enggak
- Guru2 : Kemudian lanjut ada namanya white board juga, itu pernah dipake dalam pembelajaran nggak Miss?
- Guru 2 : Jarang sih, hampir nggak pernah.
- Researcher : Kalo raise your hand?
- Guru 2 : Raise your hand jarang juga karena tiba2 kadang siswannya suka kayak ketika say ngajar di tengah-tengah “mis mis, maaf Miss”
- Researcher : Together mood apakah pernah ?
- Guru 2 : Enggak juga
- Researcher : Accessibility?
- Guru 2 : No
- Researcher : Kalau eem integrations itu pernah ngga Miss? Kek misal ada nih kalo aplikasi selain Microsoft Team yang menunjang yang menunjang?
- Guru2 : Eee aplikasi yang menunjang jelas WhatsApp sih.
- Accessibility : Dah gitu aja Miss terimakasih atas waktunya maaf mengganggu.
- Guru 2 : Iya sama sama.

APPENDIX 3

Assignments

Back

Return

ARGUMENTATIVE ESSAY
Due August 12, 2021 11:59 PM

To return (36) Returned (0) Search students

Name	Status	Feedback	/ 100
ACHMAD FAUZI	Turned in		
AHNAF DEAN ARDANA	Turned in		
ANGGI OKTAFIA KUMALA SARI	Turned in		
ANNISA KUSUMA ARTANTI	Turned in		
ARDEVINA LINTANG WULANDARI	Turned in		
AUFA FIRZA SAHDA ANEIRA	Viewed		
BAGAS WAHYU PURWENDY	Turned in 11 days late		
CAHYO DZAKI ABDULLOH	Turned in 12 days late		
DHIYAU HAQ RAMADHANI	Turned in		
DIVA DUTA NOVEMBER	Turned in		
...	...		

Assignments

Back

Points
100 points possible

ARGUMENTATIVE ESSAY
Due August 12, 2021 11:59 PM

Instructions

- read an example of argumentative essay on your book on page 35
- answer the following questions part A - D
- write an argumentative essay about:
 - National Exam
 - Bringing smartphone at school
 - Homework
 - School Uniform
 - Riding motorbike without SIM to school

- write the essay on your notebook
- when you done, take photo of your work
- submit the photo to this assignment by attaching the file of the photo
- if you have any question, feel free to contact me

Student work
None

3. Students opinion about National Examination

Assalamualaikum wr. wb.

Hai ? Here I am will speak about national examination. I believe all of you will have felt the national examination. In general, national examination are held out to determine students abilities. But children of today ~~assume~~ think trivial about national exam. Should be a national exam used as a venue to find out our abilities.

Most students think national exam as a futile exam. Because before the national exam was held, many tests have been carried out to measure our abilities. Beside assuming of national exam, the students also felt worried about their national exam scores, which will be used as a determinant in continuing school.

In general worry comes from their psychological condition. Students who have good psychic conditions will not feel worried about the national exam. But students who ~~stu~~ have bad psychic conditions will feel worried about the national exam.

Maybe that's all I can say. Thank you

Assalamualaikum wr. wb.

