



## Utilizing Microsoft Teams to Enhance Students' Competence in Writing Recount Text

Cholila Achmad Juri  
Kartin Lihawa  
Rahman Taufiqianto Dako  
Gorontalo State University  
Pos-el: [cholilajuri1310@gmail.com](mailto:cholilajuri1310@gmail.com)

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### Abstract

Students' writing competence is one of language skills that should be improved. This study aimed at describing the utilization of Microsoft Teams and finding out whether it can enhance the students' competence in writing historical recount text. The design of action research used the modification of Kemmis and McTaggart's model. The research finding showed that the total of the successful students in learning for the first cycle was 41,94%, while for the second cycle was 87.1%. It means that the utilization of Microsoft Teams can enhance the students' competence in writing historical recount text.

### Keywords

Writing, historical, recount, Microsoft Teams

### Abstrak

*Kemampuan siswa dalam menulis merupakan salah satu ketrampilan yang harus dikembangkan. Penelitian ini bertujuan untuk mendeskripsikan pemanfaatan Microsoft Teams dan menemukan apakah pemanfaatan Microsoft Teams bisa meningkatkan kompetensi siswa menulis teks recount peristiwa bersejarah. Desain penelitian tindakan menggunakan modifikasi model Kemmis and McTaggart. Hasil temuan penelitian menunjukkan bahwa jumlah siswa yang berhasil pada siklus I adalah 41,94%. Sedangkan 87,1% siswa yang berhasil pada siklus II. Terdapat peningkatan yang signifikan pada jumlah siswa yang tuntas 51,85% dari siklus pertama dan siklus kedua. Dengan demikian disimpulkan bahwa pemanfaatan Microsoft Teams dapat meningkatkan kompetensi siswa menulis teks recount peristiwa bersejarah.*

### Kata Kunci

*Menulis, historikal, recount, Microsoft Teams*

### Introduction

The use of technology in class is very suitable for the condition nowadays. It can be accessed at home and school together. So, teachers and students can do the learning and teaching process because it affords several virtual media. It gives different chances for learning contrarily via using online tools. It provides opportunities for teachers to share knowledge and students to access information, to make a collaboration group between students and their peers to share materials in the network, not only at school but also out of school.

To get the real condition of the students' learning outcomes in writing recount text, I had preliminary research on Friday, February 11, 2022, and the data showed several facts. Firstly, the students generally did not show the textual features because their writing used irrational tenses because they used the present and future tenses. Secondly, the students did not have adequate English vocabulary, so they faced problems putting their ideas or thoughts into a piece of paper. Thirdly, the student's writing competence in recount text was unsatisfactory. Consequently, most students are incapable of expressing their writing competence optimally. Their value was a mean of 55.48. The data show that just five or 16.13% of students succeed in learning with the Minimum Completeness Criteria, namely the value of 70 or more. In contrast, twenty-six students, or 83.87%, are still unsuccessful.

Relating to the facts, the students' competence viewed from the writing components on the recount text was content (68,17%), organization (58,71%), vocabulary (53,39%), grammar (33,16%), and mechanic (62,58%) in the preliminary study. The data inform that the student's vocabulary and grammar are lower than the other writing aspects. The tendency of the students' writing problems in vocabulary and grammar aspects became my reason to do this action research.

The findings above indicate that the student's competence in writing recount text needs to enhance. Therefore, I would like to enhance their competence by utilizing Microsoft Teams. Utilizing Microsoft Teams is considered for five reasons. Firstly, it is a collaborative activity that unifies chat, voice, video, and file sharing. Secondly, it enables the provision of materials for virtual classes, both in school and at home. Thirdly, teachers can communicate with students fast, distribute files to webs, and evaluate and rank tasks. Lastly, it enables the teacher can carry out learning activities like in real classrooms, even though teachers and students are in different places (Surur, <https://mspoweruser.com>, 2020).

Based on the reasons above, this action research utilized Microsoft Teams to repair the quality of teaching and increase the students' learning outcome in writing historical recount text. Hopefully, their writing competence can be enhanced by presenting materials and accustoming the students to write individually and classically on Microsoft Teams. Enhancing the students' competence in writing historical recount text will be better if the students are accustomed to writing in Microsoft Teams. Utilizing Microsoft Teams is an alternative that motivates students to practice writing, study, and repairs their learning outcomes in writing historical recount text.

### **Method**

This research design was acted through the teaching and learning process for two cycles or more, using Kemmis and McTaggart's design. Their spiral model was designed into four stages. The four stages were unity activities. They were reconnaissance, analyzing, and reflecting on the finding of the preliminary study; planning of action; implementing and observing; and analyzing and reflecting (Kemmis S. , 1999). The two techniques used to gain data in this research. The first technique was observation. The observation sheet consists of fifteen items. The collaborative teacher conducted the observation using the criteria 'good', 'enough,' and 'lack.' The second technique of collecting data was the achievement test in the form of a written (essay) test. I asked the students to write a historical recount text.

In analyzing data, I used two techniques. The first was observation data, and the second was evaluation data. The observation was given a score1 (one) for each item of the observation, which responded with a tick (√) on the criteria of the observation sheet. The criteria were 'good,' enough,' and 'lack.' Whereas the evaluation of writing data was analyzed using analytical scorings to the aspects of vocabulary and grammar. Each aspect was rated in terms of four levels of performance to be assigned point criteria 'very good, 'good,' 'fair,' and 'poor.'

### **Result and Discussion**

#### **Result**

In this research I apply the modification of Kemmis and McTaggart's design, they are reconnaissance, planning of action, implementing, and observing, and analyzing and reflecting.

#### **Reconnaissance**

Two activities of the preliminary study were conducted to find the field problems. The first problem was gained from a simple survey held on Thursday, dated February 10, 2022. The survey was intended to get the actual condition of teaching English writing at SMA Negeri 2 Limboto. In the survey, the respondents were given five items of the questionnaire. The second problem was gained through a writing test. The writing test aimed to learn about the students' weaknesses in writing recount text.

#### **Planning of the First Cycle**

In the first meeting, it was planned to present three kinds of recount text to dig into students' basic knowledge about the materials. The texts were presented through Microsoft Team. Then, the students were asked to explain the differences between the texts orally. So, the writing class was integrated into the speaking activity to start the lesson. The first text was then given to the next section through Microsoft Team. This was integrated into reading skills. It was intended to give information about the text to students, so they felt easy to work on the further tasks. They were expected to get information about determining the title of recount text, identifying factual events, and identifying types of recount text. Then, the class is planned to be a group discussion. In this activity, I prepared ten sentences in the worksheet and asked students to understand each sentence comprehensively. Then, they worked together to identify correct past forms and revise incorrect past forms in the sentences. In order to understand the task, examples of answer to them are given. However, a second text is still provided, followed by five questions in a group activity. This writing activity was integrated into reading skills. Students expected to



know the characteristics of the historical recount, such as title, events, participants, and, of course, the kind of recount itself. All materials were shown through Microsoft Team. The last activity planned in the first meeting, i.e., students worked on a group assignment. In this case, they were assigned to identify the word(s) in the text given as the language features of a historical recount. Their answers were sent to Microsoft Teams.

In the second meeting, the first activity was preparing two historical recount texts and asking students to differentiate between social function, structure, and language features. Then, students were given a text and had them change words in the text using correct past forms. Next, they looked for the synonym of the words (verbs and nouns) taken from the text with their meanings. Further, they were given material about passive voice and simple past tense. They studied the material cooperatively. After understanding an example of simple passive voice past tense, they are invited to write sentences using the words prepared in the previous task. The last activity was to instruct them to write sentences in a table based on the structure of the historical recount text. The students' answers were sent to Microsoft Teams to discuss together.

The teaching and learning activities in the third meeting were still conducted through Microsoft Teams. The learning procedures of the first activity, is to prepare two texts of the historical recount and organized students into groups. Each historical recount text consisted of four to five paragraphs. Then, students discussed the differences between two texts through a reading activity. They distinguished the texts' social function, structure, and language features in this case. Prepared an incomplete text for the second activity and asked students to complete it with the correct past verbs. In the last activity, they were given six jumbled paragraphs and asked to rearrange them into good and meaningful text. In the last activity, students individually wrote a short historical recount text. All of the students' answers were sent to Microsoft Teams.

### **Implementing, Analyzing and Reflecting of the First Cycle**

The finding at the action research was still going on with a different cycle because 13 students (41,94%) obtained more than 65. In contrast, the indicator of success in this action research was that 85% of all students achieved values up to 70. In other words, eighteen students (58,06%) are still unsuccessful. The result indicated that the students' competence in writing historical recount text is continued to the next cycle.

### **Planning of the Second Cycle**

I made the first meeting's plan for the second cycle's action plans for the second cycle. I focused the materials on specific English grammar and vocabulary as the features of historical recount text. Also, understanding the structure of the historical recount text was still enhanced in this cycle. I designed activities for teaching writing historical recount text, which they were emphasized vocabulary related to the theme, nouns, second verb forms, present, and past verbs 'to be,' action verbs, conjunctions, adverb of place and time, and question words 'who' and 'what.' We planned the class into group discussion and collaborative teaching. We divided students into several groups to learn the materials. Then, I designed communicative tasks in the forms of matching vocabulary meaning, correctly completing sentences with vocabulary, looking for vocabulary with Indonesian meaning, studying an example text of a historical recount, and determining the generic structure and language features in a historical recount in Microsoft Team.

In the second meeting, I designed the lesson plans. The actions planned in the second meeting emphasized how students used the correct verb form in sentences, arranged sentences into meaningful text, made a draft writing, and rewritten simple historical recounts based on the draft in Microsoft Team.

In the third meeting, I planned to show pictures relating to the recount text. The pictures were used to do an interactive dialogue with students. Besides, they were used to review students' knowledge about the materials. Also, we prepared two kinds of recount texts for the Microsoft Teams. The texts were used to understand students' similarities and differences between kinds of recount text. I also planned to show two recount texts that differed from the previous texts. Through the texts, we desired to know students' understanding of text structures so that students could conclude the difference between types of recount.

**Implementing, Analyzing and Reflecting of the Second Cycle**

The students' learning outcome in writing historical recounts in the second cycle as shown in table 1.

**Table 1**

The Students' Learning Outcome in Writing Historical Recount Text in the Second Cycle.

No	Classification	The Intensity of Value	Frequency	Percentage
1.	Very Good	80 – 100	9	29,03
2.	Good	70 – 79	18	58,06
3.	Fair	40 – 69	3	9,68
4.	Poor	0 – 39	1	3,23
SUM			31	100

The finding reveals that the action research must be stopped because the successful indicator of this research has been achieved. The indicator of success is 85% out of thirty-one students obtain a value of 70, while the evaluation result shows that 27 (87,1%) students reach 70 or more.

The data of the students' writing competence in the historical recount text based on the aspects of grammar and vocabulary can be presented in table 2 below.

**Table 2**

The Data of the Students' Competence Viewed from the Writing Aspects of Grammar and Vocabulary in the Second Cycle.

No	The Aspects of Writing	The Total of the Students' Score	The Ideal Score	Average	Percentage
1.	Grammar	653	930	21,06	70,22
2.	Vocabulary	492	620	18,87	79,35

The data found in the second cycle shows that the action research did not continue to the next cycle anymore due to the successful indicators of this classroom action research that had been achieved. Further, the results of the actions and the observations above, so I listed several reflections: (a) I had to increase the classroom management because the observer responded that this aspect was in enough criteria. The observer suggested increasing this aspect through peer teaching, (b) there were still four incompetent students or 12,9% in this cycle to overcome the problems. They still struggled to understand English grammar, especially in past verb forms. The observer suggested giving a remedial to them. The remedial can be individual tasks to practice past verb forms.

**Discussion**

***Utilizing Microsoft Teams to Enhance Students' Competence in Writing Historical Recount Text (Grammar and Vocabulary Aspects)***

Historical recount text is one of the English lessons taught to the first-grade students of SMA Negeri 2 Limboto. This material is more difficult to attain than other kinds of recount text because it requires not only the students' understanding of the social function, generic structure, and language features of the text but also their knowledge about historical events that happened in the story. The students must tell the events in a sequence order in their writing. The pre-research proved that the students had problems with grammar and vocabulary. Therefore, I focused on the issues in this classroom action research. To overcome the students' problems in the field, I utilized Microsoft Teams to enhance students' competence in writing historical recount text.

In the first and the second cycle, we designed teaching writing historical recount text through the writing activity, which integrated reading and speaking skills. It was intended to make the students competent in writing and other language skills. Therefore, in teaching writing historical recount, I tried to dig into students' knowledge to understand the text through integrated reading and speaking.

Furthermore, to optimize the students' competence in understanding the historical text's social function, structure, and language features, I organized the students in cooperative learning. It was intended to make students understand the tasks (texts) together. Through the cooperative groups, the students shared their ideas and opinions about the texts presented through Microsoft Teams.

Relating to the activity of the teaching and learning process, so this research, I optimized the students' competence in vocabulary and grammar through communicative writing tasks, such as matching words, gripped passages, picture description, sentence combining, and making a summary, and writing individual to increase vocabulary mastery, arrange sentence, complete paragraph, making a draft and writing a historical recount text

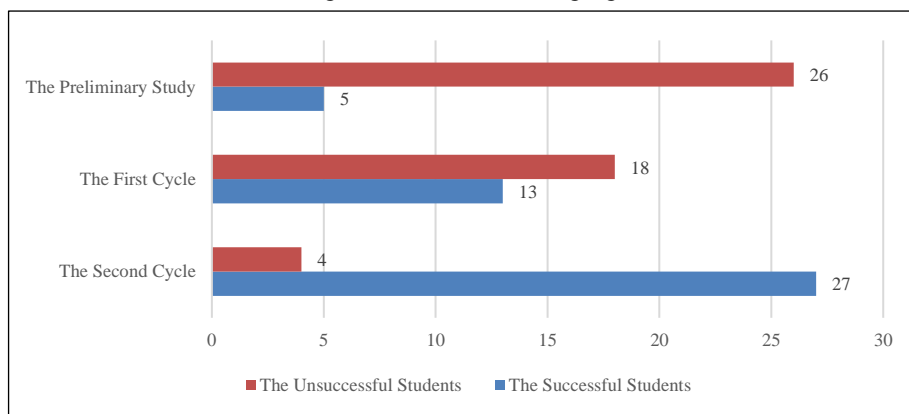


from simple to complex exercises. These activities were applied when the students worked on their tasks in Microsoft Teams.

Concerning enhancing the students' competence in writing historical recount text, the application of Microsoft Teams could impact the quality of teaching. Implementing this action research has proved that using Microsoft Teams can enhance students' competence in writing historical recount text and participation, activeness, cooperation, seriousness, motivation, interaction, and communication among students.

***The Microsoft Teams Enhance the Students' Competence in Writing Historical Recount Text (Grammar and Vocabulary Aspects)***

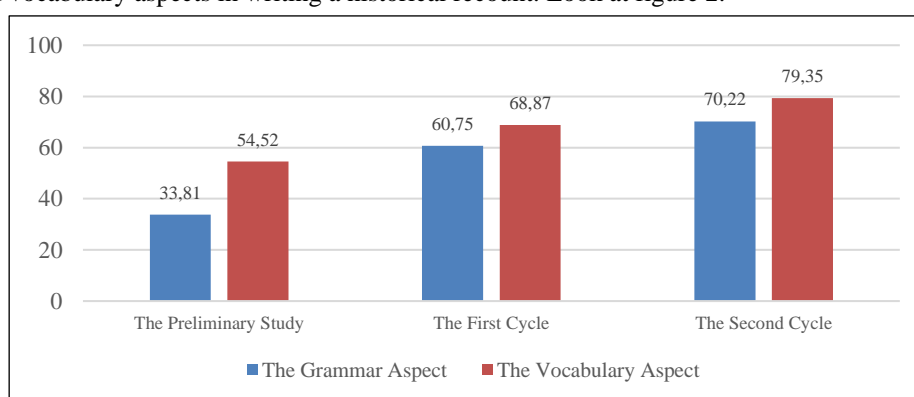
Based on the research findings, the following conclusions are found. Firstly, using Microsoft Teams can enhance the number of successful students in learning. Look at the following figure.



**Figure 1.** Enhancing the Amount of the Successful Students in Teaching Historical through Utilizing Microsoft Teams

Looking at figure 1, it seems that the number of students who are successful in learning in the preliminary study is eight students, the first cycle is thirty students, and the second cycle is twenty-seven. Thus, improving the number of successful students from the preliminary study to the first cycle is 61,54%, while in the first cycle to the second cycle is 51,85%. In other words, using Microsoft Teams can enhance the number of successful students in learning by 81,48% from the preliminary study to the second cycle.

Grammar and vocabulary are the two aspects focused on in this research. The students' competence in grammar and vocabulary aspects in writing a historical recount. Look at figure 2.



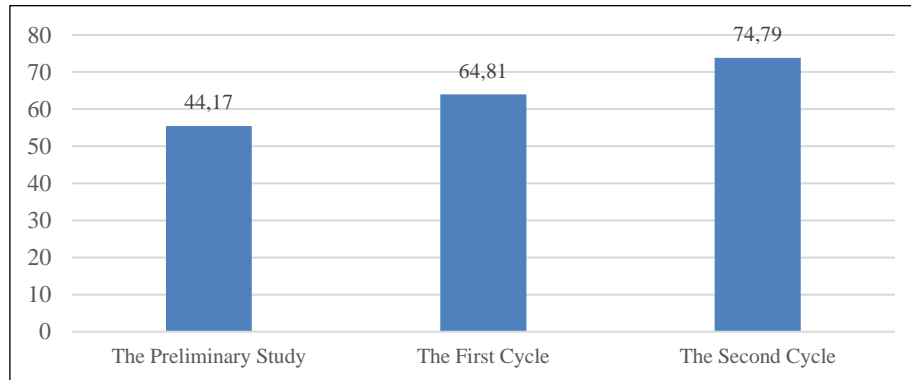
**Figure 2.** Enhancing the Students' Competence in Grammar and Vocabulary Aspect in Writing Historical Recount through Utilizing Microsoft Teams

Figure 2 above informs the percentage of students' grammar and vocabulary competence in the preliminary study, the first and second cycles. The percentage of the grammar aspect in the preliminary study is 33,81%, the first cycle is 60,75%, and the second cycle is 70,22. Whereas the preliminary study's vocabulary aspect percentage is 54,52%, the first cycle is 68,87%, and the second cycle is 79,35. The improvement of the students' competence from the preliminary study to the second cycle is 51,85% for the grammar aspect and 31,29% for the vocabulary



aspect. In other words, using Microsoft Teams can enhance the students' competence in grammar and vocabulary in writing a historical recount.

Lastly, utilizing Microsoft Teams can enhance the average of the students' value in writing historical recount text. Based on the research finding can be seen in figure 3.



**Figure 3.** Enhancing the Average of the Students' Values in Writing Historical Recount through Utilizing Microsoft Teams

Based on the figure above, it seems that the average of the students' value enhances from the preliminary (Anderson, 1997) study to the first cycle and from the first to the second. In the preliminary study (before action), the average of the students' value in the preliminary study is 44,71, the first cycle is 64,81, and the second cycle is 74,79. It means an improvement of 13,3% of the average value from the preliminary study to the first cycle and 13,36% of the average value from the first cycle study to the second cycle. Thus, there is an improvement of 24,9% of the average value from the preliminary study (before getting actions) to the second cycle (after actions stopped).

### Conclusions

I would like to make some conclusions based on the research findings. Firstly, the utilization of Microsoft Teams in the first cycle showed an unsatisfactory result. Therefore, I took actions: (1) to optimize collaborative learning, (2) to give enough exercises of vocabulary and grammar for students, (a) to review the material of simple past tense and passive voice, and (b) to use words the students have learned and mastered into their following writing, 3) giving the practice to arrange sentence, complete paragraph, making a draft and writing a historical recount text from simple to complex exercises. Secondly, the students' competence in writing the historical recount text can be enhanced by utilizing Microsoft Teams. It can be proved from the result of the students' writing. In addition, the students' learning outcome increases from the first cycle to the second cycle. In the first cycle, the mean of their value was 64. The successful students in this cycle were 13 students or 41,94%. In the second cycle, the mean of their value was 73.87, with the number of successful students being 27 or 87,1%. Based on the research findings, it can be concluded that Microsoft Teams can be used to teach the historical recount text and enhance the students' writing competence, especially in grammar and vocabulary aspects. English teachers should pay attention to the utilization of Microsoft Teams in writing the historical recount requires the teachers' skill in operating the tool, designing materials suitable to the students' problems, and organizing the students in a cooperative group.

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