The Effectiveness of Task-Based Language Teaching Instructions Using Microsoft Teams in Writing Recount Text at SMAN 1 Beber

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ABSTRACT

This study used an effective strategy to help students in improving their writing skills. The strategy was Task based language teaching using Microsoft team that will make students more flexible for learning process. Besides, this study aimed to explain the planning, the practice, the result of the students' assessment, and the effectiveness of task-based language teaching using Microsoft Team in teaching writing recount text at SMAN 1 Beber.

The researcher used a sequential explanatory mixed-method that displays a descriptive analysis of quantitative data and an in-depth understanding through qualitative data. It was modified from the perception theory of Creswell (2014), the instrument used in qualitative and quantitative were observation, interview, questionnaire and test that support the quantitative data. The study subjects were X grade students of SMAN 1 Beber, which consisted of 144 students.

The result of the test showed that the students this strategy was effective to improve students' writing skills. In this case, the researcher planed in implementing TBLT strategy were: chosen the familiar topic, explained the task phase and gives clear instruction, then ask them to prepare themselves to do oral presentation in front of the class. Besides, researcher implemented TBLT with some activities and roles. There were Plan a trip, Problem-solving, and Text Making. After learning process by implementing TBLT using Microsoft teams the students can follow and improve their results in writing skills. In which from 144 students, 84 students (59%) in low category, 46 students (32%) in medium category and 14 students (9%) in high category. Furthermore, the use of TBLT and Microsoft Team are very useful for teachers and students in teaching-learning process. It can be seen from the students' writing test. The percentages are from 144 students, 18 students (13%) in low category, 121 students (84%) in medium category and 5 students (3%) in high category.

Keywords: Microsoft Team, TBLT, Recount Text.

INTRODUCTION

English is an international language in most countries around the world. In this case, language functions as a communication tool. Hubbard et al. (2021) stated that the importance of English in many countries use English in various situations, such as diplomacy, society, and education. Some countries consider English their native language, but in Indonesia, English is regarded as a foreign language. English as a foreign language is not usually used as a language of instruction, but English is used in formal settings such as schools and

universities. It means in Indonesia, the English language is not used in everyday interactions, but it is learned as a subject in schools.

Learning English as a foreign language is becoming more and more important. In Indonesia, English is the first foreign language and a compulsory subject in senior high school. One of the goals of teaching English is to develop communication skills. This ability includes four skills: listening, speaking, reading, and writing. Writing skill is an essential aspect of communication Husna, (2017). However, most students are considered that writing is the most challenging and complex language skill to learn. Therefore, the researcher primarily focuses on their ability to write. Writing requires a lot of thought to create ideas, words, sentences, paragraphs, and structures. In this research, the researchers practiced a comparison analysis between two characters Based on the observation, the researcher found some students in SMA 1 Beber in eleventh grade having problems writing English sentences. They have three problems there are: First, it lacks vocabulary. Second, they don't know how to make good sentences. Third, they don't know how generic structures are. Several factors and perceptions can influence these issues. This situation happens because of the teaching strategies used by the teacher. English teachers sometimes have a boring way of teaching writing. The teacher gives some explanations and exercises from their textbook. As a result, students have a poor understanding of the material and are unable to construct their sentences in English at the end of the lesson. Some students may find the English subject boring because of the teaching strategies and media used by the teacher. Based on the background above, the writer conducted research under the title The Effectiveness Task-Based Language Teaching Instructions used Microsoft Teams in Writing Class at SMAN 1 Beber. The researcher used different writing teaching strategy it more interesting and effective. In this case, the researcher uses TBLT as a teaching strategy instruction and the Microsoft team as a teaching- learning. It is to help eleventh-grade students of SMAN 1 Beber improve their writing skills.

LITERATURE REVIEW

Microsoft Teams for Education is one of the online learning media created in the form of Microsoft Office 365. It combines various software such as Microsoft Office, Microsoft Share Point Online, Microsoft Exchange Online, and Microsoft Lync Online, which is always connected to cloud computing services Greve & Strant (2012). Besides, Microsoft Teams is used as a learning management system to facilitate the creation, distribution, and online assessment of assignments. Microsoft Teams acts as a medium or tool that teachers and students can use to create online classes or virtual classes.

Microsoft Teams should indeed be used in the distance learning process because it provides features that suit the needs of educators and students Wea & Kuki, (2021). As long as the internet connection supports it, teachers and students can collaborate well and have fun. According to Henderson et al (2020), Microsoft teams act as the center of teamwork in Microsoft Office 365 and offer many great features that support all team members. The features available in Microsoft Teams are chat, audio and video calls, meetings, files, live events, and connectivity to other devices.

Microsoft Teams has some complex features. Based on Hubbard et al (2021), Microsoft Teams has a wide variety of features that can all work together. Microsoft Teams users have guest access and collaboration with external members internal team members communicate in applications. According to Ilag (2018), the feature you can access in Microsoft Teams are: conversation and chars, calls and meeting, teams for teamwork, and SharePoint, One Drive, and Exchange Interaction. Beside that Microsoft team has indicators are; creating class, using for teacher, and using professional learning

communities.

Task Based Language Teaching (TBLT)

According to Surya & Sasidhar (2021), an exponent of TBLT, also emphasizes that TBLT can take advantage of learners' natural abilities and help learners acquire language incidentally when they engage with language as a means of making meaning in assignments, Focus on understanding rather than form, TBLT is a method of teaching language English which emphasizes the use of educational activities in class assignments that require students to understand, operate, produce, or engage in the target language.

According to Banda (2015), many factors can influence the teacher's choice of class method. This expression implies that the teacher has the authority to choose the approach or method that he thinks is most appropriate for delivering a lesson.

Maria & Siane (2017) Task-Based Language Teaching (TBLT) is language teaching that focuses on how English is used to complete certain activities. Students' self-efficacy and enthusiasm for learning are also grown through TBLT. Task-based activities promote language acquisition by focusing on learning outcomes while maximizing use of English. It can be concluded that Task based language teaching (TBLT) is a method that focuses with some steps in learning process activity.

Teaching Procedures of Task Based Language Teaching

According Muhammad Faizal Bakri (2018), Task -based learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain:

1. **Pre-task**
   The pre-task stage can also often include playing a recording of people doing the task.

2. **Task**
   The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

3. **Planning**
   Students prepare a short oral or written report to tell the class what happened during their task. They then practice what they are going to say in their groups.

4. **Report**
   Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content.

5. **Analysis**
   The teacher then highlights relevant parts from the text of the recording for the students to analyze

6. **Practice**
   Finally, the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language for build student's habit in practicing.

Indicators of Task Based Language Teaching (TBLT)

Willis and Wilis (2007) states that in TBLT the core of the class activity is the task suggests that each lesson is divided into several indicators; there are three stage processes: pre-task, task-cycle, and language focus.

1. **Pre-task**
   In the pre-task phase, the learners are introduced to the topic and they are explained about the task.

2. **Task-cycle**

   In task-cycle, learners are provided the opportunity to use their given information about target language. The language form is not a priority in this stage. The learners are allowed to use whatever language they already know in solving the problems in the task.

3. **Language Focus**

   This stage functions as the focus on the use of some language items. There are two types of activities in this stage namely analysis and practice.

Writing Skill

Nurgiyantoro (2013) Writing activity is a form of manifestation of language competence most recently mastered by language learners after the competence of listening, speaking, and reading. Writing competence is more difficult than the three other language competencies. Writing ability is the skill or intelligence to communication about something in written and to express ideas, thoughts, and Feelings.

Based on the explanation above, it can be concluded that writing is one of the four skills in language acquisition that represents the writer's or someone's thought that is poured into written form, and that requires a number of steps to be completed in order to be effective.

METHODS

Research Design

In this study, the researcher uses mixed method. The use of this research method is based on Creswell (2014) opinions: mixed methods focus on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series or studies. Its central premise is that the use of quantitative and qualitative approaches in combination provide a better understanding of research problems than either approach alone. As a research method, mixed methods focus on collecting, analyzing, and blending quantitative data and qualitative in

a single or follow-up research. The basic assumption is that the use of qualitative and quantitative methods in one study can provide more understanding or answers to research problems better than using either one.

The researcher uses sequential (sequential mixed methods), especially sequential explanatory. This sequential explanatory strategy involves a first phase of quantitative data collection and analysis followed by a second phase of qualitative data collection and analysis that builds on the results of the first quantitative phase. Mixing the data of the two methods connects the results of the first study and the next stage

Participants

In this research, a population is a group of elements or instances, individuals, things, or events that meet certain criteria and for which you want to generalize the findings. Besides, it is called the totality of research objects, including people, things, animals, plants, trends, and test results, as sources of data characteristic of the study. Therefore, the population in this study is X grade students of SMAN 1 Beber.

Data Analysis Techniques

There are four components presented in the analytic scoring rubric for writing, for example: content, organization, language use, and mechanics. The researcher uses analytical scoring rubric to analyze data related to the student' paragraph writing test of writing.

Analytic scoring rubric of the students' recount text. Base on Brown, (2000) to analysed writing texts. The researcher use classifying the student's score into following criteria, to find out the mean score of the students writing ability by using the following formula, to calculate standard deviation used the following formula, the test of significant difference between the Pre-test and Post-test, the Criteria of testing hypothesis. If t-table> t-test, H_0 is accepted and H_0 is rejected, it

means that using example non method cannot improve students' writing ability, and if t-table> t-test, H0 is accepted and H0 is rejected, it means that usingexample method can improve students' writing ability.

RESULT AND DISCUSSION

The research was conducted at SMAN 1 Beber. This research was carried out to find out the level of effectiveness of Task Based Language Teaching Instruction using Microsoft Teams in writing recount text.

To achieve these objectives, researchers carry out steps in accordance with scientific procedures, namely research preparation, research implementation reports, research data analysis, research discussions and research limitations.

1. Measure Central Tendency
Measure of Central Tendency of writing skill of this research is minimal score = 30, maximal = 33, mean = 31 and deviation standard = 7.5

2. Frequency Data
Variable Writing based on the ideal score is as follows:
Item: 144
Minimal Ideal: 1x 144= 144
Maximal Ideal: 4 x 144 = 576
Mean Ideal (Mi): ½ (Maximal Ideal + Minimal Ideal) : ½ (4+ 144): 74
SD Ideal (SDi): 1/6 (Maximal Ideal – Minimal Ideal): 1/6 (4+104): 1/6 (7.33): 1.22
The table of distribution Frequency of Writing

Inteval	Cateory	Frekuensi	Persentase (%)
Low	1 s/d 71	18	13%
Medium	71 s/d 79.69	121	84%
High	≥79.69	5	3%
Total		144	100%

The explanation for this step is as follows:
*** The Planning of Task-Based Language Teaching Using Microsoft Team in The Writing Class of Recount Text at SMAN 1 Beber***
Referring to the theories of TBLT and the aim of teaching writing, it seems that Indonesian English teachers can employ TBLT in teaching writing especially in Recount Text. It is aimed at making students able to use English in written. In implementing this approach, the teachers are required to consider the following aspects:

a. The teachers have to choose topic for each lesson which is familiar to student. The topic should reflect real world tasks, so that the students are interested in learning and are motivated to use the language because it is applicable in their daily life.

b. Before students do the task, the teachers have to explain what is expected from the students in the task phase, and gives clear instruction on what they will have to do atthe task stage. It includes giving a model of the task they are going to do.

c. In doing the task, students are given autonomy of how to do it. The emphasis is on the result of the task, not on whether they used a particular language form to complete the task. In this stage, the teacher can divide the students to work individually. As stated previously, the teachers' role here is to observe and to monitor the task completion. For example, if the teachers asked the students to make the example of Recount Text

d. If the students have finished completing the task, the teachers ask them to prepare themselves to have oral presentation. Because the teacher ask them to make Recount Text, so the students have to present what they are wrote with performed their work in front of the class.

e. While the students finish the task of make some examples in writing recount text, andready to collect.

f. After one presentation finished, the teachers and the students discuss about the task. It may be about the elements of communicative competence mentioned before. For example, the teachers and the students discuss about the forms of the language and the vocabulary based on the indicator of Recount Text.

The practicing Task-Based Language Teaching Using Microsoft Team in Writing Class of Recount Text at SMAN 1 Beber

According to Hermayawati (2017) one of the methods developed since the twentieth century that was previously not considered much, namely TBLT (Task-based Language Teaching) is now back into a widely used method, especially in universities.

TBLT is a learning approach that focuses on developing skills to work in groups to understand, conclude and solve problems in the tasks/practices given by the teacher/lecturer.

Data from the observation In this observation, the researcher found that the teacher of SMA Negeri 1 Beber employ the Task-Based Language Teaching (TBLT) approach as the main teaching and learning in English subjects.

TBLT is a language learning method that focuses on the activities that learners are given. The focus of language instruction learning is the task of tasks.

Activities and roles of teachers in teaching

1. Plan a trip
   Prepare a student to do some work about Recount Text. Previously, I explain the students about what is the definition of Recount Text and show the example of text in English about Recount Text.
2. Problem-solving
   After I explain completely about Recount Text, I ask to the students, is there any question for me or not. I did it because the students seem not understand about what I explained to them. So I try to solve the problem for ask the students

did brainstorming together completely about Recount Text.
3. Text Making
   After the students understood about what I said, I give some instruction to them for make the example of Recount Text. I want to know how far my students understand about Recount Text material that I explained previously.

Students' activities and responses in learning
The students pay attention to the teacher's explanation
Students noted the important points of the teacher's explanation and understand it.

1. *The students are active in the class*
   Students participate with their group members and discuss in solving task problems. All members are involved in learning activities because each group divides the roles and tasks of each member group.
2. *The students concentrate to the teacher's explanation*
   Students are enthusiastic in understanding the teacher's explanation because they need to understand the language that is conveyed and then they combine it in their writing.
3. *The students do the exercise in groups*
   After the teacher divides the students into several groups, the students will immediately join the group and form a circle so that they can share their ideas. Each member of the group has their own role and task in solving problems then they combine some of their ideas to solve and find solutions to task problems.
4. *The students ask the teacher or their friends if they find difficulties*
   When students find difficulties in completing assignments, the students will ask their group members. If the group members are unable to answer, the students will ask about the difficulty.

The Result of Students' Assessment of Task-Based Language Teaching Using Microsoft Team in Writing Class of Recount Text at SMAN 1 Beber

Task-Based Language Teaching (TBLT) is one approach communicative activities which according to Spratt (2005:63) focus on flow;

Discussion → Assignments → Presentation → Focus on language forms

The purpose of learning is that students can complete an assignment for produce "outcomes". One of the frameworks in the approach TBLT was compiled by Willis (1996:52). The framework consists of the Pretest, Task Cycle, and Language Focus stages.

At the pre-task stage, the lecturer starts with an initial discussion about the topic learning that is connected to student experiences. At the tasks cycle stage, students do several tasks, such as listing, personal sharing experiences, problem solving, and creative tasks, both individually, in pairs, and group.

The Effectiveness of Task-based Language Teaching Using Microsoft Team in Writing Class of Recount Text at SMAN 1 Beber

The effect of TBLT on students' writing recount text. To improve the students' writing skill, the teacher should explore and practice many kinds of teaching method, technique or strategy with the different classrooms 'condition. One of teaching approach that is considered appropriate to many kinds of classroom conditions by the researcher is Task-Based Language Teaching (TBLT). TBLT is a technique which offers students material which they have to actively engage in the process of teaching learning in order to achieve a goal or complete a task. TBLT gives a natural context for using target language in the classroom. Besides, it gives the chance to the students to explore their ideas, to choose their own words, and encourages students to be active learners.

This part discusses the data provided from the effectiveness task-based language teaching instructions used Microsoft teams in writing class. Based on the research questions, there are four parts discussed. The researcher discussed the planning of task- based language teaching, the practice of task-based language teaching, the result of the students' assessment of task-based language teaching, and the effectiveness of task-based language teaching using Microsoft Team.

The planning of task-based language teaching using Microsoft team in teaching writing

Based on the research results above, it can be understood that the use of several methods and media in improving students' English skills can be tried to determine their level of effectiveness.

The researcher chosen Microsoft Team media and the TBLT method in improving students' writing skills in English, especially recount text, which can have an effect, in the sense that the use of these media and methods can increase the level of effectiveness in the students' learning process in understanding and how to improve students' ability to write recount text.

The Practice of Task-Based Language Teaching Using Microsoft Team in Teaching Writing

In this case, task-based language teaching is an approach to language teaching that uses tasks as the main planning and instruction units.

It is a language learning method that focuses on the students' activities. the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and report phases.

The Result of the Students' Assessment of Task-Based Language Teaching Using Microsoft Team in Teaching Writing Recount Text

Based on the result, after learning process by implementing TBLT using Microsoft teams the students can follow and improve their results in writing skills. It can be knownthat the answer from 144 students, 84 students (59%) in low category, 46 students (32%) in medium category and 14 students (9%) in high category. Then, the researcher concluded that 100% of the students said using both of these methods are Microsoft Team and Teaching Based Language Teaching is very effective in improve student's writing skill especially in recount text.

The Effectiveness of Task-Based Language Teaching Using Microsoft Team Using Microsoft Team in Teaching Writing

The use of TBLT and Microsoft Team are very useful for teachers and students in teaching-learning process. It can be seen from the students' writing test. The percentages are from 144 students, 18students (13%) in low category, 121 students (84%) in medium category and 5 students (3%) in high category. It can be concluded that 100% of the students said using both of these method and medium are Microsoft Team and Teaching Based Language Teaching is very effective in improving students' writing skill especially in recount text.

Effectiveness questionnaire of task based language teaching using Microsoft teams in writing recount text conducted into 20 questions with the answer alternative to choose Strongly Agree (SA), Agree (A), Disagree (DS), Strongly Disagree (SDS). The researcher consider A class for the treatment, and B,C and D class as a control class for getting someresearch data with this method. This is useful to compare for the class that given treatment and control about the result.

CONCLUSION

The researcher chosen the topic for each lesson which is familiar to students and reflect real world tasks, the researcher explained the task phase and gives clear instruction on what they will have to do at the task stage, when the students have finished completing the task, the teachers ask them to prepare themselves to have oral presentation in front of the class. After one presentation finished, the teachers and the students discuss about the task. Those steps were effective to control the learning process and the students can follow the activities of task-based language teaching using Microsoft team. It means this method and media were very effective for teaching writing. In line with this study.

In this study, the researcher implemented TBLT with some activities and roles. There are:

Plan a trip including prepare students to do some work about Recount Text.

Problem- solving including the researcher asked to the students about something that they have not understand related to the material and we solve the problem together to make the students more understandable.

Text Making: after the students understood the material, they did the exercise of Recount Text. It is to know how far my students understand about Recount Text material. Those steps in implementing TBLT were effective to improve students' writing skills.

After learning process by implementing TBLT used Microsoft teams the students can follow and improve their results in writing skills. It can be known that the answer from 144students, 84 students (59%) in low category, 46 students (32%) in medium category and 14 students (9%) in high category. It means TBLT and Microsoft teams have positive impact on students' learning outcomes.

The use of TBLT and Microsoft Team are very useful for teachers and students in teaching- learning process. It can be seen from the students' writing test. The percentages are from 144 students, 18

students (13%) in low category, 121 students (84%) in medium category and 5 students (3%) in high category. It can be concluded that 100% of the students said using both of these method and medium are Microsoft Team and Teaching Based Language Teaching is very effective in improving students' writing skill especially in recount text

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