EFFECTIVENESS MEDIA MICROSOFT TEAMS IN INDONESIAN FANTASY STORY NARRATIVE TEXT MATERIALS CLASS VII SMP NEGERI 1 PAKIS

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ABSTRACT

This research was motivated by the phenomenon of the COVID-19 pandemic, that all teaching and learning activities in schools turned into distance learning or online.The uniqueness of this research lies in the effectiveness of using Microsoft Teams learning media for fantasy story narrative text material. Measurement of effectiveness in this study was carried out by taking a sample of student scores by conducting observations and questionnaires. This research was conducted in class VII J as an experimental class at SMP Negeri 1 Pakis.

Destination. This research is to increase students' motivation and learning outcomes in understanding fantasy story narrative text material.

Method. The research used was pre-experimental with a one-group pretest-posttest design. Research sitesat SMP Negeri 1 Pakis. Collecting data using a validation questionnaire for media expert lecturers, material expert lecturers, linguists, and class VII students. The research instrument consists of five aspects, namely aspects of content feasibility, presentation aspects, graphic aspects, language aspects, and learning design aspects.

Research result. These are: Research results from learning using Microsoft Teams media during a pandemic are very helpful for teachers to teach (1) The average respondent's answers agree that Microsoft Teams media is very acceptable as a medium for learning fantasy story narrative texts. (2) Microsoft Teams media deserves to be used as student learning media. (3) Microsoft Teams media is very appropriate if it is used as a learning medium. (4) Microsoft teams media is very useful for students as a learning medium as evidenced by the increase in students' understanding of 3.7% Thus the results of the validation show that the learning media based on*microsoft teams*used for learning fantasy story narrative texts for class VII students of SMPN I Pakis is very effective.

Keywords: Effectiveness, Microsoft teams, Online learning media.

INTRODUCTION

The teacher's role in increasing student learning motivation is one of the activities that must exist in learning activities, especially during the Covid-19 pandemic. Teachers are required to demonstrate their competence creatively to guide and generate student motivation in online learning. Motivation is needed to maintain the spirit of student learning in order to obtain optimal and meaningful learning outcomes even though they are limited due to the Covid-19 pandemic (Suhaemi, 2020). Since the implementation of the online learning system, many media or platforms have emerged to carry out these activities, such as Google Classroom, Edmodo, Zenius, Microsoft Teams, Zoom Meeting and others (Fazar, 2020:61). By utilizing advances in communication technology, the use of online learning media in learning can be maximized. This can be exemplified in the delivery of material, assigning assignments, and administering exams (Mushfi, 2019 in Fazar, 2020:61).

Online-based learning continues to be pursued by all education stakeholders, so that learning continues to run as it really is. E-Learning is a technology that has made a major contribution to the improvement of the learning process (Rachman et al, 2019).One of the distance learning that can be implemented for students is video conferencing. Learning with video conferencing can replace learning that is usually done face-to-face in class into virtual face-to-face activities through the help of applications that are connected to the internet network. According to Zuhdy Tafqihan (2011) the selection of online learning media or platforms must be done properly in order to create good online learning. Constraints in online learning for students in the form of difficulty in understanding the subject matter, lack of awareness of students' learning and internet quota costs. Meanwhile, the obstacle felt by the teacher was the lack of interaction with students so that it was difficult for the teacher to see the character of the students (Henik Isthikomah, 2014).With distance learning, now there are many applications and learning features that are very varied. An example of an application or feature that can be used for distance learning is Microsoft Teams.

LITERATURE

*Microsoft Teams*is a digital hub that brings together conversations, content, assignments and applications in one place, which provides opportunities for teachers to create good learning (Adi, 2020:32).*Microsoft Teams*is a communication platform that can combine photo, video, writing, audio, and embed form features in one place. This application was officially launched on March 14, 2017 which is now led by Brian MacDonald. The features contained in Microsoft Teams can be used, not only by teachers, but by students who will be taught later. This strongly encourages the use and utilization of technology in the current 4.0 era. In Microsoft Teams, there is a feature where students and teachers can feel sitting in the same room together so it is as if they are sitting and talking together. In Microsoft Teams, teachers can also set class schedules, such as creating the date, day, time, and duration of the meeting. Microsoft Teams also provides an opportunity for students who want to ask questions through the comments feature on each material given by the teacher. Before using this application, users who will hold a meeting are required to create an account first.

The 2013 curriculum is a curriculum that does not only emphasize material understanding. Narrative text learning material in Indonesian language learning is one part of the basic competencies in Curriculum 13. This can be seen in the basic competencies of Indonesian at KD 3.3, 4.3, 3.4, and 4.4 grade VII SMP. KD 3.3 Identify elements of narrative text (fantasy stories) that are read and heard. KD 4.3 Retell the contents of the narrative text (fantasy story) that is heard and read. KD 3.4 Examine the linguistic structure of narrative texts (fantasy stories) that are read and heard. 4.4. Presenting creative ideas in the form of fantasy stories orally and in writing by paying attention to the structure and use of language. Researchers are interested in conducting research related to the level of interest of students using Microsoft Teams compared to other media or platforms in learning Indonesian at SMP Negeri 1 Pakis. Things that I want to research include acceptability, usability. The feasibility, and accuracy of the Microsoft Teams media on the Indonesian language learning narrative text material for class VII SMP Negeri 1 Pakis.

METHOD

This study uses a qualitative approach with a pre-experimental method. The use of a qualitative approach in this research is because the problems studied aim to understand the meaning behind visible data (Sugiyono: 2018). Meanwhile, the pre-experimental method was chosen because this study had not yet reached a random sampling and there was not sufficient control over the confounding variables that could affect the dependent variable. The pre-experimental method

in this study used a one-group pretest-posttest method, namely before the researcher gave a pre-test to the group to be treated. Then the researchers did the treatment or treatment. After finishing the treatment, the researcher gave a post-test. The magnitude of the treatment effect can be known more accurately by comparing the results of the pre-test with the post-test (Yusuf, 2014).

The location in this research is in SMP Negeri 1 PAKIS, to be precise on Jl. Sumber Pasir No.18, Sumberpasir, Kec. Pakis, Kab. Malang, East Java. SMPN 1 Pakis has 35 educators, with a total of 850 students. While the object of this research is the students of class VII J at SMPN 1 Pakis totaling 32 students. Details of grade VII J students consist of 19 female students and 13 male students. The source of data in a study is the subject where the research data is obtained. Sources of data used in this research are informants, events, and documentation. The informants or resource persons of this research are students of SMP Negeri 1 Pakis. The events in question are related to the attitudes and behavior shown by students, teacher activities in evaluating aspects of effectiveness, teacher activities in processing the results of applying Microsoft Teams media to students, and so on. The documents referred to in this study include student assignment assessments, photos, and other documents relevant to the research theme conducted by the researcher.

Data collection procedures carried out by researchers in this qualitative study include: pre-test, post-test, questionnaire, and documentation. (1) The pre-test is conducted online through Microsoft Teams media by sharing a screen connected to Microsoft Teams so that students can see the questions displayed on the screen. The duration of time to work on 10 pre-test questions is 30 minutes, and students collect pre-test answers via the researcher's personal WhatsApp. (2) The post test is carried out online through Microsoft Teams media by sharing a screen that is connected to Microsoft Teams so that students can see the questions displayed on the screen. The duration of time to work on 10 pre-test questions is 30 minutes, and students collect pre-test answers via the researcher's personal WhatsApp. (3) The questionnaire in this study was directed at questions related to the effectiveness of using Microsoft Teams media in teaching and learning activities at SMP Negeri 1 Pakis. Consists of 10 questions which include the acceptability of using Microsoft Teams media by students and researchers, the usefulness of Microsoft Teams media in learning, the feasibility of Microsoft Teams media if used as a learning medium, and the appropriateness of Microsoft Teams media if it is used as a learning medium. (4) Documentation activities carried out by researchers are in the form of data and information in the form of photos, documents, writings, and numbers. Consists of 10 questions which include the acceptability of using Microsoft Teams media by students and researchers, the usefulness of Microsoft Teams media in learning, the feasibility of Microsoft Teams media if used as a learning medium, and the appropriateness of Microsoft Teams media if it is used as a learning medium. (4) Documentation activities carried out by researchers are in the form of data and information in the form of photos, documents, writings, and numbers. Consists of 10 questions which include the acceptability of using Microsoft Teams media by students and researchers, the usefulness of Microsoft Teams media in learning, the feasibility of Microsoft Teams media if used as a learning medium, and the appropriateness of Microsoft Teams media if it is used as a learning medium. (4) Documentation activities carried out by researchers are in the form of data and information in the form of photos, documents, writings, and numbers. In this study, the validity of the data used is triangulation. The triangulation used consists of source triangulation, technique triangulation, and time triangulation. (1) Triangulation of sources is used to test the reliability that has been obtained, namely by collecting data from Indonesian language teachers. Then draw conclusions whether the resulting data is the same or not. (2) Triangulation techniques are used to test the effectiveness of Microsoft Teams media

by conducting interviews, observations, tests, and documentation. (3) Time triangulation is carried out by collecting data related to the application of the effectiveness of Microsoft Teams media in the morning in learning Indonesian. Then re-collection of data was carried out in order to verify the data that had been obtained by the researcher in a different situation and atmosphere from what the previous researcher did. In this qualitative research data analysis, there are three stages of data analysis, namely data reduction, data presentation, and data conclusions. Data analysis aims to process data gradually and thoroughly so as to obtain valid data.

RESEARCH RESULTS AND DISCUSSION

1. The Effectiveness of Using Microsoft Teams in Narrative Text Learning

a. **Microsoft Teams Media Acceptance**

Acceptance in online learning can be seen from feelings of pleasure, student attention, student enthusiasm and also student involvement. Based on the discussion of acceptability in the effectiveness of using Microsoft Teams for students in online learning, it can be concluded that students have feelings of pleasure in using Microsoft Teams in online learning because by using Microsoft Teams students can still meet with friends even though only virtually. However, in learning using Microsoft Teams, students experience problems with signal connection in their use which results in affecting student attention, student interest and also student involvement in online learning.

b. **Microsoft Teams Media Uses**

Based on the discussion of the use of media in the effectiveness of using Microsoft Teams for students in online learning, it can be concluded that there are still many students who have difficulty using the features in the use of Microsoft Teams in this online learning. However, after several meetings, students began to get used to using every feature in Microsoft Teams.

c. **Microsoft Teams Media Eligibility**

Based on the discussion of the feasibility of media in the effectiveness of using Microsoft Teams for students in online learning, it can be concluded that Microsoft Teams is appropriate to be used as a learning medium. It can be seen from the many features contained in the media.

d. **Microsoft Teams Media Accuracy**

Based on the discussion of media accuracy in the effectiveness of using Microsoft Teams for students in online learning, it can be concluded that Microsoft Teams is appropriate if used as a learning medium for students during the Covid-19 pandemic. It can be seen from the function of this media, namely being able to meet face to face virtually, so that in this case it can help students to minimize the spread of the Covid-19 virus.

2. Overview of Research Sites

SMP Negeri I Pakis Malang was established on November 7, 1983 by the decision of MENPEND No. 20.1.05.18.10.178. This junior high school was built on a land area of 10,360 m2 which is located in the Sumber Pasir area, Pakis District. Considerations for the establishment of SMP Pakis in this area, among others, its strategic location because it is on the edge of a fairly busy public road that is easily accessible to the surrounding environment which is still sparsely populated, so that it can make the learning atmosphere calmer (smpnegeri1pakis.blogspot.com).

SMP I Pakis has the following specifications:

Name of school: SMPN 1 Pakis

School Address: Jl. Sand Source Kingdom No.18

Year of Operation: 1983

Decree of Enforcement: November 7, 1984

Placement Date: May 14, 1984
NSS: 20.1.05.18.10.178
Land Area: 103360 m2
BPN Certificate : November 24 No. 21375
Building Area : 2281 m2
Yard Area: 2000 m2
Number of Buildings: 40 pieces
Number of RKB: 27 pieces

Conclusion
The media of Microsoft Teams can be accepted by students as a medium for learning fantasy story narrative texts. Data obtained from 32 respondents, 12 respondents (31%) answered strongly agree, and 20 respondents (69%) answered agree. So it can be concluded that the average respondents' answers agree that Microsoft Teams media is very acceptable as a medium for learning fantasy story narrative texts. Microsoft Teams media is suitable for use as a learning medium, as evidenced by the increased understanding of students with an initial average of 62.69 pre-test to 66.45, thus Microsoft Teams media is suitable to be used as student learning media.

Microsoft Teams media is very appropriate when used as a learning medium, as evidenced by the results of questionnaires number 9 and 10, namely 53% of students agree that learning using Microsoft Teams media is very fun and 59% of students strongly agree that Microsoft Teams media is highly recommended for teachers as learning media. Microsoft Teams media is very useful for students as a learning medium, as evidenced by the increase in students' understanding which is 3.7%.

Suggestion
Based on the results of the study, several suggestions were put forward, namely (1) learning during a pandemic is a challenge for a teacher to create and use innovative learning media so that basic competencies in teaching and learning activities can be achieved, teachers should be able to use Microsoft Teams media as one of the media choices. Learning for students and can use other innovative media. (2) Students are advised to have a strong will to always learn new things, one of which is technology media in teaching and learning activities. (3) For researchers, this research can broaden their horizons, knowledge, and additional materials or provisions in the future.

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