Using Google Sites to Improve Students' Learning Outcomes in Writing Ability: A Case on Teaching Language Education

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Abstract

The ultimate purpose of this research is to investigate how far Google Sites can develop students' learning outcomes in writing ability. The need for English becomes one of the reasons why the requirement of universities in public consisting of speaking English. This research was conducted as a case study, with the objective of investigating the integration of Google Sites into language teaching strategies, specifically the design and execution of creating web-based instructional resources in Google Sites, and the benefits it provides in inspiring students to enhance their authentic writing skills. This research included 31 second-semester students, all of whom were enrolled in one of the universities in Indonesia. Among these students, 19 were female (61.29%) and 12 were male (38.71%), and they were all enrolled in the Department of English Education. These individuals were chosen based on their prior experience in language education, as they had received instruction in the subject. Based on the outcomes of the teaching treatment that utilized Google Sites to enhance students' writing skills, it can be inferred that Google Sites serves as an effective media blog for improving students' writing abilities. These results show the effectiveness of using Google Sites in both face-to-face and non-face-to-face learning settings for teaching English to students with various text materials and categories, as determined by a p-value of less than 0.01. Therefore, Google Sites can be considered an effective tool for teaching English.

Keywords: Google sites, learning outcomes, writing, teaching media.

Ex This article aims to describe the use of Google Sites online in improving students' learning outcomes in writing ability. In this research, the implementation of the learning process through the application of Google Sites was limited to materials on professional courses, especially for Professional Course students in the Language Education study program (Hidayat, Hidayat, & Widiasih, 2023). The treatment in this research refers to learning using mindmaps, cyclic patterns, and primarily Computer Assisted Language Learning (CALL), which are used as the basis for designing learning materials and learning content in Google Sites for language learning program participants. The results of this study are expected to provide a description of the learning process in the teaching of literary subjects based on learning in the online environment. (Карінцева et al., 2020; Piatnychuk and Pyatnychuk, 2021)

Google Sites were theorized to support the results of the study, namely improving students' coherent writing ability on the descriptive text. However, the studies have not been too in-depth about the implementation of contention. Based on the background of the above problems, this study was conducted with the aim of developing a learning model to improve students' learning outcomes in the field of capable writing through the implementation of Google Sites (Hettiarachchi et al., 2021; Balcar, & Dokoupilová, 2021). The development of learning in the field of able writing develops a model that can foster a keen sense of student innovation in providing students through the interactive Google Sites learning (Yu, Jiang, & Zhou, 2020). The learning outcomes obtained are not only cognitive or psychomotor but also affective aspects that can improve the quality of student writing (Jong & Tan, 2021). The scope of this research produced is structured according to the contemporary conditions of education, so it will be limited to high school students by taking the composition of a descriptive text as a research target that becomes important material

for delivering content through Google Sites. (Rahimi & Fathi, 2022; Lim & Tan, 2022)

This present study took its trigger from the needs of students learning English and literature at universities and their writing abilities in the second semester. The need for English becomes one of the reasons why the requirement of universities in public consisting of speaking English. The language department has made English as the first lesson. Based on the results of observations and interviews at the university where the researcher conducted the study found that most students felt that writing is a difficult first learning compared to the others. When invited to speak many are queasy, it's no wonder that the results of the observations and interviews, the above several other reasons allowed students to learn difficult English skills (Hulu et al., 2023). One of the main purposes of this study is to increase participants' ability and interest in learning and to use English by conducting research. (Yu et al., 2020; Mason et al., 2023; Judijanto et al., 2024)

These objectives were made empirically based on the students' uprightness about recent issues related to their future profession. Based on case introduction, many public and private sectors require proficient employees who are capable of expression in verbal and written communication. In other words, they must have a good skill in using English in collaboration through e-mail, web-blog, attaching-writings, typing let alone taking part in conversation. These are reasons so that the researcher dared to conduct this research study in writing skills. With the many facilities provided by the government to attract foreign and foreign businessmen, the ability to write is very necessary to introduce existing potential such as nature, crafts, and culture. This study focused on implementing ICT, especially Google Sites, in language education in the class of Writing. The goal was to help students improve their writing based on the assessment of their writing ability, specifically in terms of writing peculiarity

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(contents, organization, vocabulary, language use, and mechanics) (Herman et al., 2023; Herman et al., 2024). This research was designed to explore the possibility of using Google Sites to improve writing ability.

Research Methodology

A. Research Design

This study was designed as a case study research, which aimed to explore how Google Sites are integrated into language teaching strategy, the design and implementation of designing the web-based instructional materials in Google Sites, and its advantages in motivating students to improve their authentic writing. This section began by explaining the two main reasons for employing qualitative method in our research: the first was that the research objects of this study were the students' authentic narratives written on Google Sites. The second reason was that the research aimed to comprehensively and qualitatively explore Google Sites that were used as a writing and language teaching strategy in schools. Moreover, we employed design-based research in the research methodology of this study to improve the research subjects' writing skills, particularly in school-based assessments which focused on teaching both text types of recount and narrative to primary school students. (Alharbi, 2020; González-Lloret, 2020; Alobaid, 2020)

In addition, in this section, the researcher further elaborated several steps in the design-based research; first, preliminary research was conducted through the review of relevant literature, field studies, and other artifacts that were systematically analyzed in the discussion section. Second, the design of teaching and learning through Google Sites took place through cycles; that is, the researcher underwent five cycles in designing learning by creating authentic narrative-based learning content on Google Sites and renewing the learning design in each cycle based on feedback from research subjects in the previous cycle. Third, various

formative tests were conducted in each cycle to evaluate the use of teaching and learning design in Google Sites. In each cycle, based on the results of these tests, the learning design was updated to acquire new knowledge from the results of each stage that was related to the learning outcomes of the research subjects.

B. Participants

Participants are individuals who take part in a specific activity, such as a meeting or study. Descriptions of the participants or groups involved in a research study accompany descriptions of the research methodology (Yeh, 2021; Ansari et al., 2023). In the study, the characteristics of the participants or groups involved in a study are usually detailed, including such details as the number of total participants or groups who took part in the study, the criteria by which participants were selected, and the amount of information made available to the participants. Research studies of users require a participant's description, as this lays the necessary foundation for readers to make their own assessment of the inherent value of the research. (Busetto et al., 2020; Adeoye-Olatunde and Olenik, 2021).

This study involved 31 second-semester students who were studying at one of universities in Indonesia. There are 19 females (61.29%) and 12 males (38.71%) who had enrolled in the department of English Education. These students were selected based on their background as the participants who received teaching in language education. When they studied writing, they got the material about writing descriptive text. Lastly, they got the topic or given writing, and decided their writing in the way they did. They uploaded the writing they made to Google Classroom and then shared the link to the website they created with the researcher, who also curated the writings that the students wrote. Thus, there are only 31 writing data from the 31 students as the submitted data as the participants in this research.

C. Data Collection Procedures

The present study used a purposeful sampling strategy, where an English language teacher who has experience as a website designer was chosen as the subject of this study. The subject of the research was interviewed to gain information on the reading-writing process in language education that was represented through Google Sites, student engagement, and specifically, the teacher's experiences in the reading-writing process and the design of a website to represent the teaching materials (Thiel & Conroy, 2022; Resmi et al, 2023). Data in the form of interviews, writing drafts of the classroom assignments uploaded on the Google Sites administration, and classroom discussion.

Instrument developers considered three main variables of this study. First, the student data was based on the uploaded chapter assignments in Google Sites. The number of writing students who participated in the LCM assignments was 31 students. Data described in the form of drafts was analyzed independently according to the scoring indicator rubric. The range of scores for assignment or homework assignments in the form of a writing draft for the Google Sites administration was 8–6.5. Meanwhile, the computer system data based on the values of the uploaded chapter assignments in Google Sites, 40% of students scored 8, 26.25% of students scored 7.5, 15.5% each scored 7.0 and 6.5, and 8.75% of students scored 6.2. Based on the data validation techniques in this study, the area of inter-annotator agreement (AIA) calculated as 77.78%, which was considered reliable. Similarly, interviews were conducted using the BigBlue button for qualitative data validation techniques in this study.

D. Data Analysis Techniques

In accordance with the research design, data from observations, interviews, FGD, and tests are analyzed using several techniques in this study. This section will discuss data analysis techniques to facilitate learning to write using the Google site. This is a call for research into educational problems and the roles of TIK student solutions in solving educational problems to improve the quality of student learning outcomes in the field of language education who are able to master the three components of foreign language proficiency, namely language, language skill, and interaction.

In a mixed design research (qualitative and quantitative research), data is collected through interviews or conversations with students, FGD with students, and discussions with tutors based on written assignments on the website analyzed and analyzed descriptively. In quantitative data, the test results are presented descriptively. The quantitative data obtained were calculated to obtain the mean score for the pre-test and post-test of the experimental class and the mean score of the pre-test and post-test for the control class (Herman et al., 2022; Purba et al., 2024). The following data are described in the learning resources of the three aspects of the writing dilemma, the writing process of the procedure, and the language features of narrative text and lively and narrative text. The data is then presented in the form of descriptive charts and tabulating the results of TIK sets of evidence in the case analysis through the analysis of preparatory text in investigating the use of Google websites. The analysis section is a fundamental part of the research results, which will be analyzed in the study of the feasibility of using Google sites as a writing teaching tool in the language education field.

Results and Discussion

A. The impact of Google Site on writing ability

In this study, the results of the Stanford test show that most of the students' writing ability is increased after treatment. Teaching materials of the treatment are designed using Google Sites, and it has some media such as video, picture, and external links. Every student can use the media to express their ideas. They can choose learning sources freely. It can ease students when they are learning to write paragraph text using Google

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Sites. Based on a study on the use of Google Site, changes in writing ability have increased the number of participants with moderate grades by 10%, and qualifications that changed were students who had a fair grade of 39.23% and became 53.85%.

B. The impact of Google Site on student engagement and motivation

Based on the findings, three positive impacts of participating in a course with an assignment described in this paper are less contrasted with a traditional one for most students. Firstly, students become more engaged in the course because the assignment enriched their learning experience. Second, most students also become more motivated in their study since the assignment improved their self-motivation. Finally, students involved in the activities have an improved sense of efficacy in completing their project; as a result, most of them also achieve an excellent project result and grade for the course. Although some traditional-minded students also reported a contrary result in the beginning of the course, finally, they also find beneficial merits from the assignment called useful. The opportunity or problem providing was an option to use either Google Sites or a traditional website (HTML programming).

C. Impact of Google Sites on Writing Ability

In line with that study, the present research investigates the impact of using digital media, which is Google Sites, in improving students' learning outcomes in terms of writing ability, one aspect of language education. In relation to the results, it was found that the implementation of Google Sites significantly increased students' writing ability (Hofstee et al., 2022). As a result, these findings can be used as one of the outcomes in the present research. First, Google Sites provide alternative various media for students in writing texts. Moreover, the available media are free; simply put, it just needs internet connection. Most of the students have already had their social media accounts. These social media can be used fully as media for collecting data, not only even conducting interviews or discussions to fulfill the research objectives like the reconstruction of texts but also observing the conducted tasks at a distance. Second, what the students post is monitored by the lecturer; in other words, the lecturer must have approved first before being posted. This is to prevent students from posting sensitive things.

In language context, writing is considered as being more complicated than speaking. The reason for its complexity is lies within the process, such as planning, writing a draft, editing, proofreading, and publishing. In addition to the process, some problems still appear. First, writing is not merely about language awareness but also the relevance of grammar rules; that is why they have some incorrect sentences or even misuse of morphological and syntactic features. Since writing is not only about the grammatical rules, the other problems found are that most of the students are still influenced by their local languages when writing in English. Then, a significant portion of transpositions, overhaul, and translation change into L1 in their writing, as they are more comfortable using their native language rather than using the target language when writing. Most of the writing products show the minimal effects of culture, which contains limited information about the culture (Hizriani et al., 2022). Writing lacks cultural notes.

D. Student Engagement and Motivation

Of the linguistic features category, this student has the most participation in this category. The linguistic feature of comparison and the use of cause and effect markers are two linguistic features of consideration of the student response that is higher than the other categories, especially in the use of cause and effect markers. This shows that the student's engagement and ability to compare and contrast two texts deliberately. In fact, the use of the cause and effect indicator while comparing both the text through Google Sites is not owned by all students. Though the difficulty level is still balanced with the use of prediction of conclusion, the inconsistency of the available

data with the other students make the writing description quite special as supporting the category of language contrast. In the category of expression, a variety of speech styles, as well as contrast response to additional content on the language is also more. Miscellaneous, are the conclusion and the explanation of a contrast in response to additional content in the language (conversational implicature), Prescription by comparative with the connection of cause and effect. There is a connection between the pattern of difference in the language with the pattern of the additional expression in the prescriptive with regard to the similarity and differences in the structure of the language. (Yoon & Römer, 2020; Cotos et al., 2020)

Different priorities are given when the student uses a comparison pattern of speech conclusion of the selection of the title of the relationships between the language. This conclusion made students show a full explanation according to the topic. The student responds quite enthusiastically for this category. Although students and conversational implicature prescriptive explanation of the difference with a higher score, the student's conclusion that this category varies in linguistic features. When viewed from the response concluded a variety of writing topics, found no conclusion of the speech that concluded explicatively. A cause for the various types of speeches related to the conclusion of the response to purposive sentences written, in contrast with the additional information explicative type of sentence. Information about the usage of a conclusion explicative not just stop the explanation, but prior to an additional explanation Warned.

Students intend to explain further, but it stopped for the explanation only after a certain info. Apart from language features, in general, the use of Google Sites can enhance students' motivation to study. The enthusiasm of the students increased in using the application Google Sites. Affects the rise of learning motivation in the application of writing. For example, a student chosen to make presentations with additional facilities such as charts. He designed his presentation and finished with an interesting layout. The effect of interest in learning how to write in the study at class_group_activities up until college, may take the position that using tools other make it easier for students to complete the other learning support could be coupled with not only writing but also communicating. Descriptive results of the Google Sites effect on the study are unequally supportive and must be supported with statements that there is any plugin and says can not be done directly within Google Sites. The above results are in line with language classes in the classroom activities. About the criteria and proposal to change the text of the composition (exposition) students supposed to use good language.

E. Challenges and Solutions

Technological improvements and adaptation to the 2013 curriculum have implications for changing teaching methods. To improve learning outcomes in terms of writing ability, the authors integrate technology and writing skills. The innovation in this study is about integrating technology, specifically Google Sites, as an online portfolio to improve students' writing skills. By integrating Google Sites, students can master the material more deeply. The obstacles encountered when integrating Google Sites are the many functions of the tools and the use of modern technology, which can confuse students who are not technology literate. There is also the problem of limited signal access on campus. The solution, however, is to slowly introduce modern technology to the learners. In addition, because the tools have multiple functions, there should be a persuasive explanation before presenting new points.

Thus, integrating Google Sites into writing learning can have an effect on learning outcomes because it can improve students' writing motivation. "Lecturers must be able to correct students' rational thinking, discussions, and be cooperative in the learning process. Even this

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high educational goal from using an online portfolio must be realized in lecture activities" (El-Ghali and Suleiman, 2018: 67; Kumar, Bervell, & Osman, 2020; Gupta & Pathania, 2021). The use of an online portfolio includes both formative and summative assessment methods for instructing students, tracking individual and group reports. All aspects require the adoption of information technology, offering student enhancements in learning by combining classroom learning activities with online activities in a modern version of the course. There is a learning enhancement that combines classroom learning events with online activities in a new version of the lecture.

Conclusion and Recommendations

Given the results obtained in the teaching treatment by using Google Sites in improving students' writing ability, it can be concluded that Google Sites as a media blog is effective to be used as a foundation to improve students' learning outcomes in writing ability. Its effectiveness is seen through IMs and ICs, which are categorized as criteria established in this study also as the indicators. Scores on IMs that are excellent between 17-20 increased from 2.43% (2019) to 10.8% (2020), and scores on ICs with a very effective category increasing from 17.03% (2019 data) to 29.72% (2020 data) as a

result of using Google Sites in learning writing for those college students. For that, the effectiveness of using Google Sites to improve students' writing ability is a two-way form, face-to-face and non-face-to-face learning. It was known when the p-value was smaller than 0.01. Google Sites is suitable for teaching English for a variety of text materials and categories.

The results of the effectiveness of the use of the Google Sites blog to improve students' learning outcomes can be used as a reference for the development of language education. It is expected that the results of the 2017 study can compare them in the non-face-to-face learning system, especially when the Covid-19 pandemic. In this case, students should make various writing texts in English and make them online via the Google Sites blog, namely the School for Indonesian beautiful islands. Recommendations for further research are to develop media as a source of material and assessment in language education so that it can not only be used for traditional learning but can also create stimuli for non-face-to-face learning. The increasingly modern era of students can make a lot of changes in learning strategies in language education. Especially in writing, this is the strength of students after using media in learning the blog. All pages contain text with chronology and record the same thing.

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