

ENCOURAGING STUDENTS' MOTIVATION TO WRITE WITH GOOGLE SITE.

Jusriati¹

Universitas Muhammadiyah Palopo

Email: Jusriati@umpalopo.ac.id

ABSTRACT

This study discussed about students' motivation in using google site as tool in teaching writing. This study used both quantitative and qualitative method. The instrument consist of observation, questionnaire and interview. After analyzing the findings and discussion in the preceding chapter, it can be concluded that utilizing Google Site as an online learning platform stimulates students' motivation in learning writing. The students demonstrated a significant degree of motivation when learning Descriptive Text through Google Site. They were enthusiastic about learning English and were supportive of using Google Site as an effective online learning medium. To motivate students, it is essential for teachers to employ diverse media, as evidenced by the results of this study, which show that using the Google Site application motivates students to learn English, as demonstrated by the dominant extrinsic motivation among the students.

Keywords: *Motivatio, Writing, Google Site*

INTRODUCTION

Writing is the act of representing language through symbols, such as letters or characters, in order to convey meaning or express ideas, thoughts, or emotions. It is a form of communication that can be used for a variety of purposes, including storytelling, education, persuasion, documentation, and artistic expression. Writing can take many different forms, from novels and poems to emails and text messages, and can be produced in a wide range of media, including paper, screens, and audio recordings. Effective writing requires a combination of technical skill, creativity, and knowledge of the subject matter being communicated. One of the most challenging tasks is teaching writing skills, which is made even more challenging if the model or learning tool only writes on student paper. Because to the COVID-19 pandemic learning is still being done online at the moment. Therefore, the lecturers or teachers need to consider the best media to get around this (Wicaksana et al., 2020).

Students often face a variety of challenges when it comes to writing, including: Lack of confidence: Many students lack confidence in their writing abilities, which can lead to anxiety and writer's block, Poor time management: Writing can be a time-consuming task, and students may struggle to balance the demands of multiple assignments and deadlines, Difficulty with organization: Students may struggle with organizing their thoughts and ideas, making it difficult to create a clear and coherent piece of writing, Limited vocabulary: A limited vocabulary can make it difficult for students to express themselves effectively in writing, leading to a lack of clarity and precision, Grammar and spelling errors: Poor grammar

and spelling can detract from the clarity and effectiveness of a student's writing., Lack of motivation: Students may struggle to find motivation to write if they do not feel invested in the assignment or see the relevance of the task., Limited feedback and support: Students may not receive enough feedback or support from their instructors, peers, or tutors to help them improve their writing skills.

There are several reasons why students may lack motivation in writing such as Lack of relevance: Students may feel that the writing tasks they are assigned are not relevant or meaningful to their lives or interests, Fear of failure: Students may feel anxious or afraid of making mistakes, which can lead to avoidance of writing tasks, Lack of confidence: Students may lack confidence in their writing abilities and feel unsure of how to approach writing tasks, Limited feedback: Students may feel discouraged by a lack of feedback on their writing, or may receive feedback that is not specific or helpful, Limited autonomy: Students may feel that they have little control over the writing tasks they are assigned or the writing process itself, Limited support: Students may lack the support they need to develop their writing skills, such as access to resources, writing tutors, or writing workshops, Limited interest: Students may simply not be interested in writing, or may feel that writing is not a priority for them. Overall, motivation is an important factor in successful writing. Students who lack motivation may struggle to engage with writing tasks, and may not develop the skills they need to write effectively. It is important for educators to understand the reasons why students may lack motivation and to address these issues in order to promote student engagement and success in writing Matsuda, P. K., & Cox, M. (Eds.). (2020).

For many students, the ability to carefully consider and speak at a slower pace is highly significant. Writing can be difficult as it involves proficiency in language, cultural awareness, and cognitive processes. Brown's theories propose that the affective domain of second language acquisition comprises two aspects: the intrinsic side, which pertains to personal characteristics that may or may not facilitate language learning, and the extrinsic side, which involves social and cultural elements that shape second language development. Learning a second language involves not only acquiring proficiency in another language but also gaining an understanding of another culture.

There are several factors that can affect students' English writing skills, including, writing experience: Students who have had more experience with writing in English are likely to be more skilled than those who have had less exposure, Motivation: Motivation can play a significant role in a student's writing ability. Students who are more motivated to write and engage with writing tasks may be more likely to produce higher-quality written work, Cultural background: Students' cultural backgrounds and experiences can impact their writing ability, particularly if they are not familiar with English writing conventions or if their first language has a different writing system, writing context: The context in which students are asked to write can also impact their writing ability. For example, writing for academic purposes may require a different set of skills than writing for personal or professional purposes., Feedback and support: Students who receive effective feedback and support from teachers, peers, or tutors are more likely to improve their writing skills over time. Overall, students' English

writing skills are influenced by a variety of factors, and addressing these factors can help to improve students' writing ability Kim, J., & Kim, H. (2021).

From the aforementioned factors, it can be concluded that various aspects influence the writing skills of students. Therefore, when teaching writing, it is essential to consider these factors to enhance students' writing proficiency. Teachers and instructors are recommended to devise teaching models and employ media that can motivate and elevate the writing skills of students, while keeping these factors in mind. As an example, during online learning at UNCP, a course was conducted to teach creative writing skills. However, the course was delivered solely via WhatsApp and Instagram, and students were assigned to post one photo on their respective Instagram accounts and provide a description of it. As a result, many students lacked the motivation to improve their writing creativity, and the outcome was not as desired. Therefore, the researcher suggests the use of the Google Site application as a means of improving students' writing abilities.

METHOD

In this study, both qualitative and quantitative methods were employed by the researcher to collect and analyze the data. The participants of the research were eleventh-grade students from SMAN 1 Palopo. The study focused on the students' motivation towards the utilization of Google Site as a tool for teaching writing. To collect the data, the researcher employed both questionnaires and interviews. The questionnaires consisted of 16 closed-ended statements that were answered using a Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Each answer was assigned a score. In addition to the questionnaires, the researcher conducted open-ended interviews to gather further insights into the students' experiences and motivation in learning English via online learning using Google Site. The interview data was transcribed into text for analysis to complement the questionnaire data and findings.

The population in this research were the students of SMAN 1 Palopo. The focus of this research is the eleven grade at SMAN 1 Palopo, consisting of ten classes and the researcher chose one class where the Google Site used to teach writing in that class. The researcher chose ten students as sample. The sampling technique that used in this study is purposive sampling technique. Purposive sampling is a sampling technique with consideration of certain in (Sugiyono, 2013). In this study, researchers considered the following: The sample to be selected is a class that has never used Google Site in the learning process. The sample to be selected is students with low writing ability.

In this research, the technique of collecting data was qualitative data. The writer used qualitative data consist of questionnaires and interview. In this research, the questionnaires were in the form of Likert Scale that consists of 16 statements. The Likert-scale's answers will contain Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD). For questionnaire data has several scores for each answer. For the interview at this stage the researcher asked some questions about how students view and interest in the use of the google site in teaching writing. Interview data used to strengthen the questionnaire data and

findings. An open-ended interview conducted to explore the students experience and motivation in learning English through online learning using Google Site.

To specify the level of students' motivation in the questionnaire based on the following criteria, Wimolmas, 2013 in (Ambarwati & Mandasari, 2021):

Table 1. Mean Range of Level of Motivation

Mean Range	Level of Motivation
3.68-5.00	High degree of motivation
2.34-3.67	Moderate degree of motivation
1.00-2.33	Low degree of motivation

FINDING AND DISCUSSION

Finding

After the researchers conducted research by giving questionnaires, interviews and documentation related to the title of the research, namely "Motivating Students to Write Descriptive Text Using Google Site Media at SMAN 1 Palopo" The researcher briefly described the research findings that had been carried out by the researcher. Based on the results of the research, it shows that in the following table.

In this section, the findings and discussion are presented. At the first, the data consist of questionnaire result. After implementing the research, the researchers found the questionnaire data as follows:

Table 2. Intrinsic Motivation

No.	Statements	N	Mean	Level of Motivation
1	I am interested in learning English	10	4,2	High degree of motivation
2	I love to take English classes	10	4	High degree of motivation
3	I mastered all the material presented by the teacher.	10	3,7	High degree of motivation
4	I can use English in class	10	2,9	Moderate degree of motivation
5	I can do the assignments given by the teacher.	10	3,7	High degree of motivation
6	I want to master the English material taught by the teacher.	10	4,3	High degree of motivation
7	To master English, I have to study hard and practice it in my daily life.	10	3,7	High degree of motivation
	Total	10	2,9	Moderate of degree motivation

From the table above, it is shown clearly in the table that the mean scores of intrinsic motivations are 2,9. Statement number 6 (I want to master the English material taught by the teacher) has the highest mean score (4,3). Statement number 3, 5 and 7 has an average mean score of 3,7. Statement number 1 (I am interested in learning English) has an average mean score of 4,2. While for the lowest mean score of 2,9 is statement number 4 (I can use English in class). However, overall data shows that the mean score of intrinsic motivation demonstrates a high level of motivation.

Table 3. Extrinsic Motivation

No.	Statements	N	Mean	Level of Motivation
8	Learning English using Google Site is very fun and interesting	10	4,3	High degree of motivation
9	There is some thing that motivates me to learn English	10	3,7	High degree of motivation
10	The way teachers teach through Google Site can affect my desire to learn English	10	3,7	High degree of motivation
11	Using Google Site makes me more excited about the lessons the teacher will deliver	10	3,9	High degree of motivation
12	The environment affects me in writing using Google Site	10	3,9	High degree of motivation
13	I did the assignment because I wanted to get the maximum score.	10	4,2	High degree of motivation
14	Use of google sites as learning media is very easy	10	3,4	Moderate degree of motivation
15	Information on learning media based google sites is easy to understand	10	3,6	Moderate degree of motivation
16	Color display on learning media google sites is right making it easier to read	10	4	High degree of motivation
17	Learning media on google sites have interesting layouts for read	10	3,9	High degree of motivation
18	I want teachers to use Google Site every time they deliver the material.	10	3,6	Moderate degree of motivation
19	Google Site can be used as an effective online learning medium.	10	4,1	High degree of motivation
20	Taking online classes through Google Site can improve my writing ability	10	4,2	High degree of motivation
Total		10	3,8	High degree of motivation

Table 3 above shows the overall extrinsic motivation finding with a mean score of 3,8 and gets a high degree of motivation at the rating of the motivational level. Statement number

8 (Learning English using Google Site is very fun and interesting) has the highest mean score of 4,3, and the statement number 20 (Taking online classes through Google Site can improve my writing ability) has the highest mean score also of 4,2 then the statements number 15 (Google Classroom can be used as an effective online learning medium) also has the highest mean score of 4,1. Three of them have high mean scores and a high degree of motivational level. In fact, basically, for statements related to extrinsic motivation, they get a high mean score, from a rating of 3.6 to 4. Next statement number 14 (Use of google sites as learning media is very easy) has the lowest mean score with the score of 3,4. However, it is considered as a moderate degree or motivational level, but overall for this extrinsic motivation statement it is at a high level motivation

Description of Interview Result

To strengthen the findings of the research, the students were interviewed for several questions related to their experiences and motivation toward the use of Google Site in learning Descriptive Text. From the interview, it was found out that most of the students have a good experiences and most of them are motivated. It can be seen toward the students' responses in the interview.

Students' response on the question "What do you think of the use Google Site in the class?"

Student 1 :

Mudah untuk belajar. (Easy to learn)

Student 2 :

Menurut saya itu cukup bagus untuk semacam pelajaran presentasi, tapi kurangnya itu kalau kita pake di hp itu ada masalah dengan ketikannya. (I think it's good enough for a kind of presentation lesson, but the lack of it if we use it on a cellphone there is a problem with typing)

Student 3 :

Kalau menurutku google site itu bagus karena menggunakan teknologi, tapi beda lagi pandangannya dengan orang lain. (In my opinion, the google site is good because it uses technology, but the views are different from other people).

Student 4 :

Menurut ku toh kak lumayan asik ji cuman kalau misalnya dibikin mi agak lumayan susah kak kalau di bikin lewat hp. (In my opinion, it's pretty cool, but if it's going to be made, for example, it's quite difficult if you make it on your cellphone).

Student 5:

Menurut saya itu sangat bagus dan menarik, tapi kenapa pada saat mengedit google site di hp itu kadang-kadang tulisannya kayak hancur begitu. (I think it's very good and interesting, but why when editing the google site on the cellphone sometimes the writing looks like it's ruined).

From the 10 students who were interviewed almost completely answered that they were interested and motivated by using the Google Site. not only that, there are those who say that it is easier like student 1, but there are also those who say that it is quite difficult to

make it using a cellphone. This is of course in line with the results of the questionnaire described above that the students are indeed motivated.

Students' response on the question "Why do you more interested in using the Google Site to improve your writing"?

Student 1:

Tidak ribet dan tampilannya menarik. (Not complicated and looks attractive).

Student 3:

Mungkin karena bisa di akses pakai hp, kan sekarang kebanyakan pake hp jadi kayak lebih menarik dilihat. (Maybe because it can be accessed using cellphones, right now most use cellphones so it looks more attractive to look at).

Student 4:

iye tampilannya lebih menarik toh kak, terus kan di hp terus itu hp juga dipegang terus toh kak jadi begitu. (Yes, it looks more interesting, sis, and on the cellphone, the cellphone is also held and held, so that's how it is.)

Student 9 :

Dari cara pemakaian dan fitur-fitur yang diberikan. (From how to use and the features provided.)

Furthermore, related to the question of what attracted them, almost all of them answered that there was an attractive display and the features offered were also interesting. In addition, it is easy to access because you can use a cellphone.

Discussion

Based on the results of research that has been done about Motivating students to write descriptive text using Google Site media at SMA Negeri 1 Palopo, it shows that the media can motivate students. This is evidenced by the fact that the average value for each statement given is at the high level motivation level. Where both the average value on intrinsic motivation and extrinsic motivation both show a high value. Through the results of this questionnaire, it can be said that technology-based learning such as the Google Site can indeed increase student interest in learning. This is in line with what was stated by (Puspita et al., 2021) that the existence of Google-based English learning has the potential to improve student academic performance.

In statement 8 which reads Learning English using Google Site is very fun and interesting and the statement number 20 which reads Taking online classes through Google Site can improve my writing ability has the highest namely 4.3 and 4.2. Based on these results, it can be concluded that the use of Google Site is indeed fun and can improve students' writing skills. These results are in accordance with the results of research from (Putri, 2021) that by implementing Google Site learning is more interesting, students can receive learning information quickly.

Furthermore, in statement 19 which states that Google Site can be used as an effective online learning medium, of course, it gets an average score that is categorized as high degree

motivation, which is 4.1. The results found are in accordance with what has been expressed by (Jusriati, Nasriandi, Wisnu Kurniadi, 2021) that the application of Google Sites in learning is an effective medium and can attract students' attention in the learning process.

The results of the questionnaire above were then strengthened by the results of the interviews conducted. where the results of the interviews conducted also revealed that indeed the students were interested and motivated by the use of the Google Site as a medium because it was easier to use, could be accessed using cellphones, had an attractive appearance and also had various features. This is of course in line with what was stated by (Sulasmianti, 2021) that using the Google Site has several advantages such as easy access, free, easy to make, attractive display and so on.

Next, discuss about intrinsic motivation and extrinsic motivation, in this study, extrinsic motivation is more dominant, as evidenced by the mean score for extrinsic motivation, which is 3.8, which is higher than the mean score for intrinsic motivation, which is 2.9. But even so, these two types of motivation still have an important role in the learning process as stated by (Rahmawati & Fatimah, 2022) that the presence or absence of motivation within a person is influenced by both intrinsic and external motivation. Pupils who are highly motivated to learn will be enthusiastic about what they are learning, in contrast to students who are less motivated.

CONCLUSION

After analyzing the findings and discussion in the preceding chapter, it can be concluded that utilizing Google Site as an online learning platform stimulates students' motivation in learning Descriptive Text. The students demonstrated a significant degree of motivation when learning Descriptive Text through Google Site. They were enthusiastic about learning English and were supportive of using Google Site as an effective online learning medium. To motivate students, it is essential for teachers to employ diverse media, as evidenced by the results of this study, which show that using the Google Site application motivates students to learn English, as demonstrated by the dominant extrinsic motivation among the students.

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