

EMPOWERING JUNIOR HIGH SCHOOL STUDENTS' NARRATIVE WRITING SKILLS THROUGH GOOGLE SITES

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Abstract: *Technology has demonstrated its potency by offering opportunities to connect individuals, communities, and society, which can be utilized to promote learning writing. This study aims to determine the use of Google Site to improve students' writing abilities through narrative text. The researcher employed a mixed-method approach by combining pre-test and post-test scores and observation in 30 students of second grade at junior high school. The result of the study showed that students' posttest scores (M=76.27) were higher compared to the pretest (M=63.77). The observation revealed that the teacher needed to prepare and develop the website before publishing it. The process of creating the site was not difficult because it has simple features that are easy to understand. Adding text, pictures, and backgrounds were the main features that often used to make it. In addition, allowing students to learn from the website and creating their own, helped them to enjoy the learning process that resulted in their writing performance.*

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INTRODUCTION

Writing proficiency is a crucial skill for EFL learners (Sanu & Samarinda, 2019). It stated that effective writing plays a significant role in facilitating clear communication, enabling readers to grasp concepts and justifications accurately. However, mastering this skill can be challenging, especially for junior high school students who are just beginning to acquaint themselves with various text types in English.

The current national curriculum outlines that high school students must study several texts, including argumentative, descriptive, procedural, authentic, debate, exposition, and narrative texts (Ministry of Education, Culture, Research, 2022). One of the most significant texts that is frequently utilized in society is narrative. It is considered the most popular writing genre because authors can use it to inform, entertain, and deal with real or imagined experiences (Amelia & Natasha, 2023). For this reason, it is also used in subjects other than literature, like social studies and science, to help students understand the subject matter.

Even though it's a popular text to write, students still struggle with it. Indonesian high school students still find it difficult to convey their ideas properly and have a lack of

vocabulary and knowledge of basic linguistic principles, such as generic structure and language features, that negatively impact their writing (Amelia & Natasha, 2023). Their poor excitement in learning to write and their negative opinion of writing could be the reason for the challenges that occurred as the writing process is mostly not student-centered and encouraging (Mohamadi Zenouzagh, 2020; Molyaty, 2020). Even when they make an effort to make it student-oriented, teachers frequently fail to employ the appropriate tools and teaching strategies to be effective facilitators (Latifah et al., 2019).

Google Site may serve as a means of overcoming the issues raised above. Google provides a user-friendly website. Additionally, it is integrated with other Google products, G-drive, G-Docs, G-Form, G-Sheets, G-Chart, or YouTube, calendars, maps, and other social network links. These multimodal resources can increase students' motivation and amount of interest. Because of its accessibility, the learning made can be both engaging and efficient (Jusriati et al., 2021; Ulinuha & Parnawati, 2022).

The possibility of the medium to support collaborative learning is also an advantage because effective collaboration is crucial for second language learning (Zsuzsanna, 2019). The concept of Google Site is similar to other Google tools such as Drive or Docs. The author can open access to others to be the editor of the draft before it is published. It can be the media for them to collaboratively create the text as well as design the web appearance. Therefore, the students will have a meaningful social activity process, by sharing their ideas and knowledge (Sa'diyah & Nabhan, 2021). As it makes the students actively engage in the creation of knowledge, it has been claimed to promote autonomous learning (Gil-sarratea, 2020). It is also believed that experienced students will help the less experienced ones in cooperative and collaborative writing which makes them active learners (Valizadeh, 2022). Moreover, this learning model supported the method of process writing which focused more on the students' progress during the text development.

There are some findings on the utilization of Google Site in English language learning settings from the previous research. The first prior study by Ulinuha & Parnawati (2023) entitled *Students' Perspective on the Use of Google Site in General English Class at Higher Education* showed that the students found it helpful to build worthwhile experiences in learning, as well as making them more active. Besides that, it helped them increase motivation and recognize technology. The second research is *Students' Perception Toward the Use of Google Site as English Academic Diary* by Puspita et al. (2021). Which implemented Google Site to be a platform for storing learning journals in high school students. The students were trained on how to create, design, and publish the Site before they jumped into the lesson. During the lesson, they were required to make a journal from the class for two months. After that, they gave a response on the use of the media to write notes and the result was positive because they could access their writing anytime and everywhere.

Drawing from the pre-established context, the researcher carried out a study focusing on the instructional media employed in teaching writing. Many studies have been

conducted on the use of web-based writing tools, but few of them make use of Google Sites, particularly for junior high school students who are relatively new to integrating technology into their learning experiences. Hence, this study aims to discover how to use Google Site in teaching narrative writing as well as to assess their writing abilities after the implementation.

LITERATURE REVIEW

Writing

A creative ability that receives attention and is generally acknowledged as a difficult process is writing. It is one of the most essential skills that English as a Foreign Language learners must acquire to improve their communication. On the contrary to receptive skills such as listening or reading, writing allows students to constructively demonstrate their abilities (Lange & Kim, 2021). According to Brown (2001), it is the act of putting ideas into words, defining important details, and giving a piece of work structure and coherence.

Since writing contains so many different elements—such as proper grammar, word choice, sentence structure, coherence, etc.—many individuals find it difficult to learn. Writing in Indonesia, where English is a foreign language, mostly focuses on the previously mentioned elements rather than contextual writing exercises based on learning objectives and practical demands (Abdullah et al., 2020). It doesn't teach students how to communicate their views, whereas in higher education they must create a well-written text from a more complex point of view. This fact makes writing more likely to be seen negatively and less engaging to learn from (Mohamadi Zenouzagh, 2020).

The concept of collaborative learning is then implemented in several fields such as writing. Collaborative writing given by Storch (2011) is the joint creation of a text by two or more writers who engage in substantive interaction, share decision-making authority and responsibility, and compose, edit, and draft the entire text based on their ideas (Anggraini, 2020). Consequently, the idea of collaborative writing refers to pairs or groups of students producing a formal paper together rather than alone (Zsuzsanna, 2019). Collaborative writing exercises have been demonstrated to improve student engagement in EFL classes, reduce anxiety from working alone, and boost self-confidence in students because it encourages a comfortable atmosphere so that they can enjoy following the learning process that can provide maximum results (Muslim & Rohmah, 2022; Rashid et al., 2019).

Furthermore, advanced learners showed that texts published in groups had a much higher quality than texts written by individuals (Rashid et al., 2019). As for the undergraduates, cognitive and social interactions can promote higher-order thinking for the generation of new knowledge because it gives them a chance to collaborate, use knowledge, practice abilities, and reflect on themselves and their peers through negotiation, feedback exchange, and shared decision-making throughout the process (Dewitt et al., 2014; Zhang et al., 2022).

Intending to teach writing, there are two techniques. The first is the product approach, which is linked to the traditional approach because it prioritizes the output over the writer's writing ability. Another technique called the process approach, concentrates more on the writing process than the final product. Since it improves the students' product and writing abilities, the process approach is now widely adopted (Sa'diyah & Nabhan, 2021).

The process writing approach has five stages that students need to follow to make a better writing outcome (Kamal & Faraj, 2015).

1. Pre-writing

By using brainstorming, freewriting, and looping for idea generation, the writer must learn how to access the ideas that have been locked up in their heads before beginning to write. It is the process writers use to try to come up with a topic to write about, define the problem, and choose the target audience and goal, before finally structuring content from it.

2. Drafting

After examining the concepts, the writer transforms them into paragraphs. To make readers understand the ideas and experience the same impact that the author intended, it is important to convey them in the most understandable way possible.

3. Revising

The completed document needs to be examined. All competent writers go through multiple phases of revision, and the teacher and fellow students may offer suggestions in a classroom context to help produce the best work. They review what they've written, get feedback, and make modifications.

4. Editing

After carefully checking the revised draft, they identified the strengths and weaknesses before making some edits to the document. The process of revising and editing will be continued until the writing product is finished.

5. Publishing

In this stage, students make the final copy of their writing, publish it in the appropriate form or based on the media used, before finally share it with teacher and friend.

Google site

Teachers today face greater demands due to the educational objectives that students set to prepare for life's realities. Due to the technological advancement of Web 2.0, traditional teaching has altered to utilize digital technologies. It offers teachers a lot of chances to engage in 21st-century learning while taking into account how connected people, communities, and society as a whole (Lim & Newby, 2020). Thus, there is a website that can be utilized to fulfil these needs. It is a place where a collection of student-created learning

artifacts, such as documents, multimedia projects, presentations, photos, etc. collected in one location (Syzdykova et al., 2021).

In this case, google makes a greater contribution as one of the digital learning tools because it offers several solutions that may be used for free, like Google Classroom, Google Meet, Google Site, Google Forms, Google Docs, Jam Board, etc. One of them that needs to be highlighted is Google Site, where anyone can create personal web pages for free. Other studies claim that the process of creating and publishing are user-friendly. It's a website with lots of features, such the ability to add documents, movies, photographs, and links that can connected directly to YouTube, other website, PowerPoint presentations, Google Forms, and other resources to assist educators in providing a wealth of materials (Puspita et al., 2021; Ulinuha & Parnawati, 2022). These engaging yet challenging media will boost the appearance and encourage the pupils' interest to access and learn the teacher-provided content. (Jiang & Luk, 2016; Lim & Polio, 2020).

Google Site are suitable for hybrid, asynchronous, and synchronous learning. It offers a few features that instructors may want to use in the classroom. For instance, adding an area for comments, sharing draft capabilities for writing collaboration, or simply using it to link materials like Google Classroom. Compared to other website and content management systems like WordPress, it is simpler. Because making the content and designing the Site is so easy, students and teachers don't need to be computer programming experts (Kurniadi, 2021). It has been proved in previous research that the students can create and operate it easily (Susanti & Fitriani, 2023).

Other advantages of the utilization of Google Site include the ability to improve students' interest and learning outcomes, provide a collaborative learning model, make the usage of information and communication technologies familiar to the students, increase the effectiveness and efficiency of learning since it can be accessed anytime and anywhere, and encourage them to be an independent learner (Anh, 2023; Data, 2022; Irawan et al., 2023; Puspita et al., 2021; Suryantari & Mulyono, 2023; Susanti & Fitriani, 2023; Yuniarto et al., 2021). A study by David, Keaton, Morris, Murphy, and Stapley (2008) and Peregoy & Boyle (2012) as cited in Kawinkoonlasate (2021), claim that technology is a potential instrument for motivating pupils and empowering them to consider their performance. Both collaborative writing and e-writing are supported by Google Site. Students can examine and gain knowledge from their peers' writing when using it as an online learning platform for writing instruction. In addition to becoming more aware of their errors so they may prevent them in the future and improve their writing, students are also able to understand the writing's advantages and disadvantages. They can also see how diverse essay writing styles contribute in experiencing varied word choices, the development of ideas and points of view, sentence structure, coherence, and cohesiveness (Abri et al., 2021).

Specifically, to utilize Google Site as learning management system, the teacher needs to follow some stages before the implementation (Jusriati et al., 2021; Murniasih & Nurlina, 2023; Yuniarto et al., 2021).

a) Select topic

The topic is the material to be studied. For example, it can be writing with academic writing as the focus. This stage is fundamental for the teacher to design the Site appearance for the next step.

b) Develop the website

The teacher begins developing the website after selecting the topic. The content will be outlined to categorize it into several pages. The assignments and the material must be included on the pages. Additionally, the teacher can include the student project, prototype, tests, and lesson plan on it. To make it easier for the teacher to keep an eye on the student's activities, the assignments must be posted on the website and must be apparent to both. Once the development process is complete, the website needs to be published before finally synchronous or blended learning can be used in the classroom.

Narrative text

According to Richards and Schmidt (2002) as cited in Ramlah (2017) states that it is a type of writing that reports an event or delivers a tale about what happened. In addition, Smalley and Ruetten (1986) describe narrative as a series of events or tells a story. It defines an experience based on the storyline sequence with aims to amuse, inform, and engage the reader. It is the recount of the events, including the actions, feelings, and situations that people in a culture may go through (Sari, 2022).

A narrative text delivers human beings' experiences whether explicitly or implicitly. In general, the narrative text tells a story intended to entertain readers (Amelia & Natasha, 2023). Furthermore, Anderson and Anderson as cited in Akmala (2011) also addressed that it is also used for giving information. In addition, Siahaan et al (2008) said that a narrative is any written English text in which the author wishes to amuse readers and interact with actual or fictional experiences in various ways (Latifah et al., 2019). Another objective of the text is to make people think about a problem, to teach them some moral lesson, or simply to encourage particular emotions, such as happiness, thrill, and sadness (Anderson & Anderson, 2003).

Narrative text is also divided into two types, there are fictional texts such as myths, fairytales, science fiction, historical fiction, horror stories, adventures, ballads, dilemma stories, mystery, fairy tales, fantasy, contemporary fiction, legends, and fables (Lihawa et al., 2019). In contrast, non-fictional text includes history biography, story in one's life (Amelia & Natasha, 2023). Reaffirm that although it has some genres, the main purpose is to inform and amuse the readers (Latifah et al., 2019). The series of the story always implies an order of time that shows chronology. In explaining the sequences clearly, writers usually use (1)

dialogue, direct quotes from characters during the dialogue, (2) action, a recount of several incidents in sequential order, one after the other and (3) description, a deeper investigation of individuals, places, or objects, as well as their features, as one of the writing strategies (Zhong et al., 2023).

METHOD

This study employed a mixed method design in pre-experimental research that implied an investigation between variables. When examining a research question in the early stages, pre-experimental designs can be helpful since they possibly the researchers to collect preliminary information and ideas that can guide the creation of later, more thorough investigations (Ary et al., 2010). However, to overcome the obstacles, a multiple method by combining quantitative and qualitative methods could help to obtain a deeper understanding of the study subject because triangulating findings from different methods can strengthen the validity of the results (Lodico et al., 2006).

With the population of 216 students from 7 classes, the sample drawn was a class of second grade in State Junior High School 5 Sidoarjo, which consist of 30 students. Field notes were used to answer the first research question about the utilization of Google Site, whereas pretest and post-test were administered to measure students' writing skills. The data was collected in three meetings. Once the information was collected, the next step was describing the field note and scoring the test result by Jacobs et al. writing rubric before calculating on SPSS 25 using T-test to compare the means of two groups.

RESULTS AND DISCUSSION

Results

The Utilization of Google Site in Teaching Narrative Text

There are steps in utilizing Google Site as learning media in the classroom.

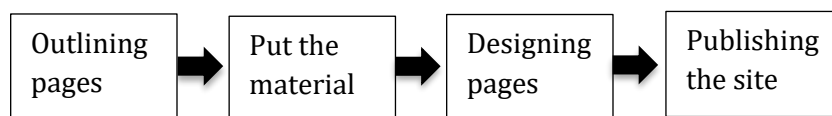
1. Preparation

- a) Selecting and preparing the material

The lesson's material, assignment, and assessment were all prepared by the teacher in advance. The assignments were split into stages, such as outlining, drafting, revising, editing, and publishing, which were given in three meetings to help the students create Google Sites and post their stories there. This process approach to writing was used to teach the students about narrative writing.

- b) Developing the website

After all the preparation was done, the teacher created a website using Google Site in the following steps



The first step was to organize the content. The teacher made six pages including home, material, and activities that divided based on the meetings, prototype, students' portfolio, and documentation. Then the material and assignment were prepared based on its category. After that, the teacher designed the page to make it attractive by changing the background and adding pictures before finally publishing it.

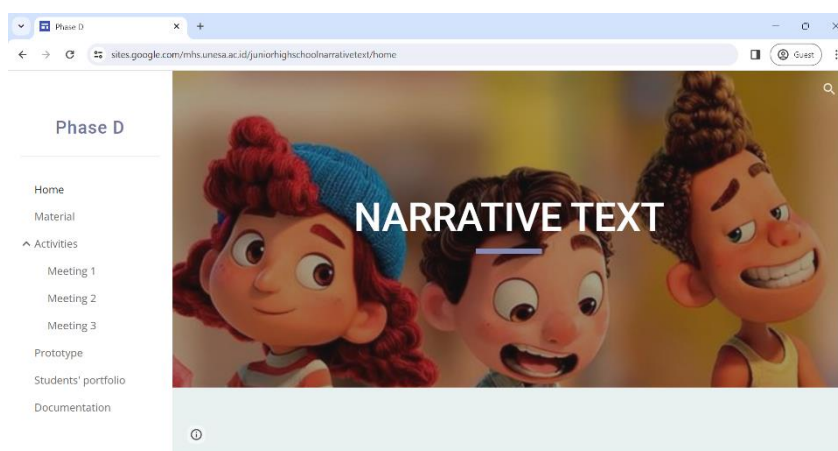


Figure 1. The appearance Google Site provided by the teacher

The website enabled students to learn anytime and anywhere so they could review the material easily. The assignment collection and anything they needed for the lesson had been put into one place which made it efficient.

2. Implementation

a) Meeting 1:

The students were introduced to the narrative text as the material and the Google Site page published by the teacher as their learning media. They watched a video linked to the site and analyzed the elements that indirectly led them to understand the social function and structure of narrative text before the teacher explained the material in detail. Once they had adequate knowledge about a narrative text, they had given the text example and tried to analyze it again.

After that, the teacher introduced the assignment required for the students that they need to make a story and publish it on Google Site collaboratively by a process approach in writing. Then the teacher explained the stages before they developed an outline of their story. Every assignment they had done was collected in a Google Drive linked to the site, so they could submit it whenever

they finished and continued to the next step which was drafting. In the process approach, every group has a different speed to complete each stage.

b) Meeting 2:

The second meeting was planned for the drafting and revising session, but some of the groups finished their first draft before the class started and received feedback from the teacher, so they carried on with their revision. In addition, besides making the final version of their story, the teacher demonstrated how to create a Google Site, which allowed the students to start working on it right away.

c) Meeting 3:

On the last day, the students put their work on the site and published it. There were three main features they used to visualize their story on Google Site, as can be seen in the picture below.

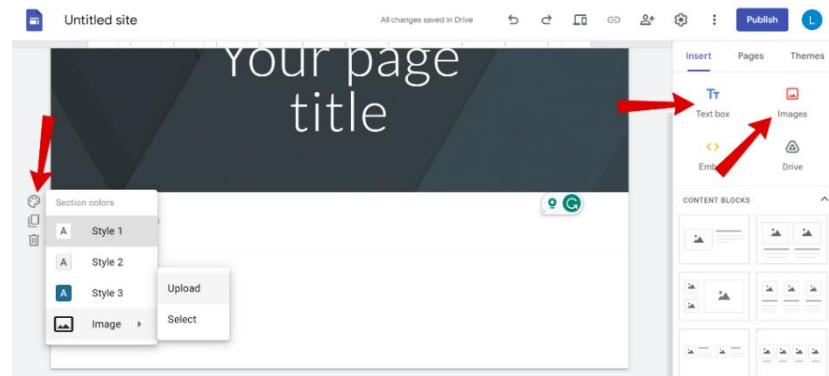


Figure 2. The features used by students to develop a website on Google Site

They were featured for adding text, pictures, and backgrounds. After all the sites are published, they read other group works before giving comments to each other.

The Students' Pre-test and Post-Test Score

The pretest was conducted before the meeting started, which required them to make an outline and develop it into a complete story individually in 250-300 words with various genres in narrative text such as action, romance, horror, comedy, mystery, or fantasy.

The students went through three meetings for the treatment before finally taking the same test for the post-test. The mean score increased to 76.27, with 63 as the minimum score and 89 as the higher score. After the data was collected, it was examined using a paired sample T-test on SPSS 25.

Table 1.

Pre-test

N	Mean	Minimum	Maximum	Std. Deviation
30	63.77	50	73	5.758

The result in preliminary test showed the mean score of the pretest was 63.77, with 50 as the lowest and 73 as the highest. The five criteria were used to determine the score: poor, reasonably sufficient, sufficient, good, and excellent. The range of students' tests started from 3 pupils who had a fairly sufficient, 16 of them were at a sufficient level, and the last 11 were categorized as good.

Table 2.

Post-test

N	Mean	Minimum	Maximum	Std. Deviation
30	76.27	63	89	7.460

The post-test score had a range from 63 to 89 as can be seen in the table above. The same five criteria as the pretest were used to assess the final score which shows 5 students accomplished sufficient level, 16 of them were in the good category, and the rest 9 had accomplished the excellent achievement.

Table 3.

Paired sample test

Paired Differences		t	df	Sig. (2-tailed)					
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	PRE TEST - POST TEST	-12.500	6.627	1.210	-14.974	-10.026	-10.332	29	0.001

The result revealed a significant two-tailed p-value of 0.001 ($p < 0.05$), indicating significant differentiation between the pre-test and post-test outcomes. Descriptive statistics further highlight that the final test yielded greater accuracy, with 12.500 difference. Hence, it can be inferred that the treatment provided enhance students' writing abilities.

Discussion

The utilization of Google Site in the classroom began with the preparation by arranging the material and publishing the site before administering it to the students. The use of Google Site as the media of learning made it possible for the students to review the material anytime and anywhere. There were also Google Drive that used to collect the students' assignments and Google Docs that being media for teacher to provide feedbacks linked to the site. It made Google Site functional because all of the learning process could be done and recorded at the same time. However, the steps to teach using Google Site were in accordance with the procedure explained by (Jusriati et al., 2021) that teacher should select the material and develop the website before published it.

Since many students still face challenges in learning writing, a process writing approach was implemented in the lesson to made students focused more on the writing process rather than the final product. The process was including outlining, drafting, revising, editing, and publishing. The teacher also provided feedback in every progress made by students, so they were able to recognize their mistake and develop a better story. As quoted in Kamal & Faraj (2015), by having more time to look back on their work by revising, students trying to recognize their strength and weakness and learn to write better.

Students worked collaboratively with the leader chosen by teacher who has more comprehension in English. They were actively discussed especially when they shared ideas or information to make an outline and develop their first draft. As Valizadeh (2022) stated on its research that more experienced students will help the less experienced one in group setting that made the discussion and teamwork more organized. In addition, other study by Nabhan (2021) supported with the finding that in collaborative writing, students have a meaning social activity process by sharing ideas and knowledge.

Besides the learning process, Google Site was completely a new media for students. None of them had utilized it before, so they had a little confusion in collecting the assignments on Google Drive attached, but once they figure it out, they found it easy to use. There were no major challenges in creating site page for the last assignments. Actually, that was the most engaging part for the students to express themselves through the story. In addition, as mentioned in the finding that by adding text, background, and picture, they were able to develop a website and express their story creatively. This was in line with study about the use of Google Site by Kurniadi (2021) and Susanti & Fitriani (2023) that making content and designing the site is easy and it can be operated easily.

The approach and method chosen demonstrated a positive result. The mean score for the pretest was 63.77 and the mean score for the post-test was 76.27. Based on the

T-test results and the significant value 0.001 less than 0.05, showed a significant difference between the scores. It proved that students' ability to write narrative text improved. This data is related to findings by Jusriati et al. (2021) and Thomas et al. (2022) that students' test score were increased after using Google Site as the material support.

The result has been proved by Google Site to be an effective tool for enhancing e-portfolio in the field of language learning. This supported the research by Data (2022) and Murniasih & Nurlina (2023) which showed that the Google site can have a positive and significant influence on the students' outcomes. This has been demonstrated by David, Keaton, Morris, Murphy, and Stapley (2008) and Peregoy & Boyle (2012) who insist that technology is a valuable instrument for inspiring students and enabling them to reflect on their performances. Here, Google Site can facilitate collaborative writing in addition to e-writing. Furthermore, it increased the scope of its implementation in English language learning (Kawinkoonlasate, 2021)

CONCLUSION

Low interest in learning writing urged the teacher to use more appropriate media that can enhance students' enthusiasm. In this digitalization era, using information and communication technology would help them to have more meaningful learning experiences because technology is a part of their life. To overcome this challenge, Google Site offered an easy-to-use website platform that can be used by both the teacher and the students.

There were some steps before utilizing G-site as the media including selecting the material and developing the website. In preparation, the teacher should prepare the materials, assignments, assessments, goals, and methods. After that, to develop the website, the teacher needed to outline the pages to organize the content, put the material, and design the web appearance, before finally publishing it. Even though it was a new media for the students, there were no significant difficulties both in operating and creating it. They found the features were simple.

Moreover, by allowing students to work collaboratively from the beginning of the lesson with a process approach in writing, including outlining, drafting, revising, editing, and publishing, their ability to write narrative stories improved. It can be seen from the pre-test and post-test results.

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