

## THE USE OF GOOGLE SITES MEDIA TO ENHANCE LEARNING MOTIVATION IN NEWS TEXT WRITING FOR CLASS VIII STUDENTS

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### ABSTRACT

Writing news texts is a basic competency that class VIII students must have based on the 2013 revised curriculum. However, the reality is that many class VIII students at SMP Negeri 3 Cipatujah for the 2022/2023 academic year are not yet able to write news texts. This research aims to describe whether or not the use of Google site media can improve learning motivation abilities in learning to write news texts in class VIII students at SMP Negeri 3 Cipatujah for the 2022/2023 academic year. The research method used in the research is the classroom action research method. Data collection techniques are carried out through observation, tests and interviews. The results of this research show that, based on the results of the observations made, it can be said that the steps in implementing the learning carried out by the teacher are classified as good. This can be seen from the assessments given by researchers or observers when observing teachers teaching. Based on the results of data processing, in the assessment in cycle I there were 24 students who scored below the KKM (75%), and 8 students who scored above the KKM (25%). In cycle II, there were 13 students who got scores below the KKM (40.62%), and 19 students who got scores above the KKM (59.38%). In cycle III, 28 students obtained scores above the KKM (87.5%). The data above shows that the action hypothesis is accepted. This means that the Google site media can increase learning motivation in learning to write news texts in class VIII students at SMP Negeri 3 Cipatujah for the 2022/2023 academic year.

**Keywords:** Google Site, Learning Motivation, Classroom Action Research.

### ABSTRAK

*Menulis teks berita merupakan kompetensi dasar yang harus dimiliki peserta didik kelas VIII berdasarkan kurikulum 2013 revisi. Namun, kenyataannya peserta didik kelas VIII SMP Negeri 3 Cipatujah tahun ajaran 2022/2023 banyak yang belum mampu menulis teks berita. Penelitian ini bertujuan untuk mendeskripsikan dapat atau tidaknya penggunaan media google site meningkatkan kemampuan motivasi belajar dalam pembelajaran menulis teks berita pada peserta didik kelas VIII SMP Negeri 3 Cipatujah. Metode penelitian yang digunakan dalam penelitian yaitu metode penelitian tindakan kelas. Teknik pengumpulan data dilakukan melalui observasi, tes dan wawancara. Hasil penelitian ini menunjukkan bahwa, berdasarkan hasil observasi yang dilakukan, dapat dikatakan bahwa langkah-langkah pelaksanaan pembelajaran yang dilakukan guru sudah tergolong baik/bagus. Hal ini dapat dilihat dari penilaian yang diberikan peneliti atau observer saat mengamati guru mengajar. Berdasarkan hasil pengolahan data, penilaian pada siklus I terdapat peserta didik yang memperoleh nilai di bawah KKM sebanyak 24 orang (75%), dan peserta didik yang memperoleh nilai di atas KKM sebanyak 8 orang (25%). Pada siklus II, peserta didik yang memperoleh nilai di bawah KKM sebanyak 13 orang (40,62%), dan peserta didik yang memperoleh nilai di atas KKM sebanyak 19 orang (59,38%). Pada siklus III, 28 orang peserta didik memperoleh nilai diatas KKM (87,5%). Data di atas menunjukkan bahwa hipotesis tindakan diterima. Artinya, media google site dapat meningkatkan motivasi belajar dalam pembelajaran menulis teks berita pada peserta didik kelas VIII SMP Negeri 3 Cipatujah.*

**Kata Kunci:** Google Site, Motivasi Belajar, Penelitian Tindakan Kelas.

## INTRODUCTION

The revised 2013 Curriculum, commonly referred to as the national curriculum, represents an enhancement and refinement of the original 2013 Curriculum. This curriculum emphasizes a text-based learning approach. One of the featured text types is the news article. According to the revised curriculum, news writing is identified as a core competency that must be acquired by eighth-grade students. These core competencies encompass the essential knowledge, skills, and attitudes that students are expected to achieve as indicators of mastering the designated competency standards.

An interview conducted with Mrs. Irma Febrianti, S.Pd., the Indonesian language teacher for grade VIII at SMP Negeri 3 Cipatujah, on Monday, May 12, 2024, at 10:00 a.m. in class 8A, revealed several issues in teaching news texts to students. The identified challenges include: (1) students' low motivation to learn, (2) difficulty in grasping the material quickly, and (3) students' lack of ability to compose news texts accurately, including the complete elements and appropriate structure.

The difficulty students face in achieving the expected basic competencies highlights the necessity of adopting more effective instructional strategies. Addressing this issue requires the selection of suitable teaching models, methods, and media that can boost students' motivation to learn. In light of the challenges identified, the researcher was encouraged to undertake a study that incorporated the use of digital media—specifically, *Google Sites*—as a teaching tool. This platform was selected due to its ability to present educational content in a visually appealing, interactive, and user-friendly format. By utilizing *Google Sites*, students are given the opportunity to explore and understand the material independently, thereby fostering greater engagement and motivation, particularly in developing their news writing skills. Additionally, the platform enables teachers to track and assess students' assignments more effectively. Based on this rationale, the researcher conducted a classroom action research involving Grade VIII students at SMP Negeri 3 Cipatujah in the 2022/2023 academic year, with the study titled “*Utilizing Google Sites to Improve Learning Motivation in News Text Writing Among Eighth-Grade Students.*”

## METHOD

This study was conducted using the Classroom Action Research (CAR) approach, selected to enhance the effectiveness of the teaching and learning process. According to Bahri

(2012:8), CAR aims to improve instructional practices to achieve better student learning outcomes. Furthermore, this method allows for systematic observation and reflection on classroom activities. By applying CAR, the researcher intends to facilitate a more effective learning process focused on identifying the components and summarizing the content of news texts, ultimately boosting student competence.

The research was organized into three cycles, each consisting of four stages: (1) planning, (2) implementation, (3) observation or evaluation, and (4) reflection. The participants of this study were eighth-grade students at SMP Negeri 3 Cipatujah. Data collection involved multiple methods, including observations, assessments, and interviews, to provide a thorough understanding of both the learning process and its outcomes.

This research utilized various instruments to facilitate the execution of the research method outlined earlier. One key instrument was a student response questionnaire designed to assess learners' motivation throughout the teaching process. The gathered data were analyzed through both qualitative and quantitative descriptive approaches. The qualitative analysis involved interpreting verbal data to gain insights into students' motivational levels, while the quantitative analysis focused on numerical data, specifically the students' academic performance in each cycle of the news text writing lessons, to quantify improvements in their competencies.

## **RESULT AND DISCUSSION**

### **Result**

At the conclusion of the study, the researcher determined that the objectives set forth were successfully met. This outcome confirms the acceptance of the proposed action hypothesis. Additionally, the research questions and aims were effectively answered and substantiated by the study's results. The success achieved is largely attributed to the significant influence of students' learning motivation as a key contributing factor. As highlighted by Fathurrohman (2007:19), motivation plays a vital role in the learning process, since without it, students are unlikely to participate in learning activities effectively.

To determine whether the use of *Google Site* as a learning medium was well-received by students, the researcher conducted interviews. Two primary questions were posed: (1) Did students feel bored when learning to write news texts through *Google Site*? and (2) Did they

enjoy the learning experience using this medium? The responses were quantitatively analyzed by calculating the percentage distribution of each answer category.

The findings revealed that, regarding boredom, 9.38% of students answered “yes,” 78.12% answered “no,” and 12.5% were undecided. Concerning enjoyment, 81.25% expressed positive feelings, 6.25% negative, and 12.5% were uncertain. These results demonstrate that the *Google Site* media effectively stimulated student interest and motivation. Moreover, the implementation of the *Talking Stick* teaching model contributed to fostering a supportive classroom environment and promoting active student engagement.

Presented below are tables and descriptions of students’ learning achievements during the three cycles of news text writing instruction utilizing the *Google Site* media.

**Table 1.** Description of Student Learning Outcomes in Cycle I

|                                              |              |
|----------------------------------------------|--------------|
| <b>Average</b>                               | <b>65,50</b> |
| <b>The highest score</b>                     | 82           |
| <b>Lowest Value</b>                          | 40           |
| <b>Students complete KKM</b>                 | 8 orang      |
| <b>Percentage of Students Completing KKM</b> | 25%          |
| <b>Students do not complete KKM</b>          | 24 orang     |
| <b>Presentase Peserta didik tuntas KKM</b>   | 75%          |

**Table 2.** Description of Student Learning Outcomes in Cycle II

|                                              |              |
|----------------------------------------------|--------------|
| <b>Average</b>                               | <b>73,65</b> |
| <b>The highest score</b>                     | 88           |
| <b>Lowest Value</b>                          | 50           |
| <b>Students complete KKM</b>                 | 19 orang     |
| <b>Percentage of Students Completing KKM</b> | 59,38%       |
| <b>Students do not complete KKM</b>          | 13 orang     |
| <b>Presentase Peserta didik tuntas KKM</b>   | 40,62%       |

**Tabel 3.** Description of Student Learning Outcomes in Cycle III

|                          |           |
|--------------------------|-----------|
| <b>Average</b>           | <b>88</b> |
| <b>The highest score</b> | 90        |

| Lowest Value                          |          |
|---------------------------------------|----------|
| Students complete KKM                 | 19 orang |
| Percentage of Students Completing KKM | 59,38%   |
| Students do not complete KKM          | 13 orang |
| Presentase Peserta didik tuntas KKM   | 40,62%   |

The data analysis revealed that during Cycle I, 75% of the students (24 individuals) scored below the Minimum Mastery Criterion (KKM), while 25% (8 students) met or exceeded the standard. In Cycle II, the proportion of students scoring below the KKM decreased to 40.62% (13 students), and those achieving above the KKM rose to 59.38% (19 students). By Cycle III, the majority of students, totaling 87.5% (28 students), scored above the KKM. These findings, supported by interview data, indicate that the study was markedly successful. The research questions were satisfactorily addressed, the objectives fulfilled, and the hypothesis confirmed.

## Discussion

Utilizing Google Site as an instructional tool holds considerable promise for boosting students' motivation, especially in enhancing their ability to write news texts. The platform is readily accessible on a variety of internet-enabled devices, including desktops, laptops, tablets, and smartphones. Given that most eighth-grade students are already accustomed to Google's services, transitioning to Google Site is likely to be smooth and without significant obstacles. This accessibility helps reduce technical difficulties that could lead to frustration or lower engagement. Additionally, a familiar digital setting can increase students' confidence in using the platform as a learning resource.

Google Site allows educators to deliver news writing content in a more dynamic and captivating manner compared to traditional approaches. Features such as embedded news video examples, links to authentic news sources, interactive quizzes, discussion boards, and systematically arranged assignments encourage greater student participation. Interactive teaching methods that actively involve learners are generally more engaging and help minimize boredom. As a result, students become active participants in the learning process rather than passive recipients. The incorporation of visual and interactive components also effectively fosters students' curiosity and enthusiasm for learning.

Google Site serves as an effective educational tool by offering tailored learning materials and assignments that cater to the varied needs and understanding levels of students. Educators can design supplementary pages containing advanced content for quick learners and remedial resources for those requiring additional support. This strategy helps students connect the learning material to their individual capabilities, thereby fostering greater motivation. Additionally, customizing assignments based on students' preferences and learning styles promotes a sense of ownership and accountability in their educational journey.

Moreover, Google Site supports collaborative learning in news writing projects. Through its features or by integrating tools like Google Docs, students can exchange ideas, provide mutual feedback, and collaboratively revise their work. Teachers can efficiently offer organized and documented feedback via the platform. This collaborative environment encourages peer interaction and support, motivating students to engage more deeply. Prompt and constructive teacher feedback is essential for boosting motivation and enhancing students' writing skills.

Furthermore, Google Site enables students to creatively present their news texts by incorporating visuals, arranging appealing layouts, and embedding interactive elements. This creative freedom enhances students' motivation and pride in their work, increasing their enthusiasm for writing tasks.

With its interactive capabilities, accessibility, and flexibility, Google Site has significant potential to elevate eighth graders' motivation in learning to write news texts. However, educators must anticipate challenges and thoughtfully plan instruction to maximize the platform's effectiveness in meeting learning goals and motivating students.

## CONCLUSION

The data collected indicate that the implementation of Google Site as a learning tool contributed to improved news text writing skills among eighth-grade students at SMP Negeri 3 Cipatujah. During the first cycle, 75% of students (24 individuals) scored below the Minimum Mastery Criterion (KKM), while 25% (8 students) achieved scores above the KKM. In the second cycle, the percentage of students scoring below the KKM decreased to 40.62% (13 students), with 59.38% (19 students) scoring above the criterion. By the third cycle, 87.5% of students (28 individuals) attained scores exceeding the KKM. These results demonstrate a

significant improvement in learning outcomes, as the average scores surpassed the school's KKM benchmark of 75, indicating that the learning objectives were successfully met.

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