Utilization of Google Sites Application in Improving Short Story Writing Skills of Grade IX Students of SMP Swasta Amalia Medan

Titin Mariani[1]
Wisman Hadi[2]
M. Surip[3]
[123]**Universitas Negeri Medan**

[1]titinmariani6@gmail.com
[2]wismanhadi03@gmail.com
[3]surif@unimed.ac.id

Abstract

This research is motivated by students' lack of interest in reading short stories because learning resources and learning media that are interesting and interactive are limited or inadequate. This causes the interaction is not well established between students and teachers in learning. Thus resulting in low learner ability in writing short stories. Learners need learning media to help teaching and learning activities in the classroom so that learning is more varied. This study aims to describe the utilization of Google Sites learning media in learning short stories. The research method in this study is descriptive qualitative with an emphasis on case study research. The data analysis techniques used were descriptive analysis techniques carried out to assess the characteristics of a data using an analysis model and the results of written tests carried out in the form of pre-test and post-test scores for writing short stories. The subjects of this study were ninth grade students at SMP Swasta Amalia Medan as many as 36 students. The results prove that learning short story text using Google Sites media can improve students' short story writing skills. This is evidenced by the comparison of the students' pre-test average score of 72.33 increased to 88.44.

Keywords: *Digital Learning Media; Google Sites; Short Story Texts*

Introduction

A short story is an imaginative work of fiction or fiction that tells an event and is written in a short and concise manner in which there are structural elements in the form of plot, setting, characterization, point of view, language style, theme, and mandate. Although short stories or fiction can be written based on the author's experiences or feelings, in practice learners also need to get ideas from observations outside of this. In the context of education, short stories not only function as reading material, but also as a tool to develop language skills, critical thinking, and social empathy (M. Harahap, 2022) . Short stories that contain life values, such as struggle, justice, or friendship, can serve as reflection materials for students. In addition, analyzing the intrinsic (theme, plot, characters, setting, point of view) and extrinsic (moral, social, cultural values) elements of short stories helps students understand the complexity of human life.

Based on the above, the learning outcomes of the independent curriculum will be fulfilled. The learning outcomes of writing short stories in phase D, namely students are expected to be able to a) analyze the intrinsic elements of short stories (theme, plot, character, setting, point of view, and mandate) and their relationship to real life. b) Appreciate cultural, social, and moral values in short stories through discussion or

presentation. c) Write creative short stories by paying attention to structure, diction, and originality of ideas according to context. Achieving the CP requires involving students in the creative process and using innovative learning methods and media.

Problems faced in learning short stories according to research conducted by Sudjana (2019) shows that 70% of students have difficulty in understanding short stories due to lack of context and life experience. Furthermore, research by Watson (2017) found that students were less able to think critically and analytically in writing short stories. The results of research by (Fitriani, 2020) showed that 60% of students had difficulty developing ideas and creativity in writing short stories. Research by Nugroho (2019) found that 80% of students were less motivated in writing short stories due to lack of feedback and other problems, namely the lack of adequate learning resources or reading materials. Meanwhile, effective and efficient learning requires the right media, strategies, and learning resources.

Based on observations made at SMP Swasta Amalia Medan Class IX, there are problems and obstacles encountered in learning. The problems faced, namely students are less interested in reading short stories because learning resources and learning media that are interesting and interactive are limited or inadequate. Interaction is not well established between students and educators in learning. Short story learning in class IX of SMP Amalia Medan is less interactive, thus affecting students' motivation and participation in learning. Learners need learning media to assist teaching and learning activities in the classroom so that learning is more varied. In choosing and designing teaching media, an educator is expected to be able to develop teaching media in accordance with the teaching material (Surip, et al., 2021) . However, in reality, there are many educators who do not have innovation and creativity in designing and developing teaching media, especially digital teaching media so that it is not representative. This can cause the material taught to be poorly conveyed so that learning objectives are difficult to realize (Rahmawati & Zidni, 2019) .

This research enriches the treasure of knowledge that has been developed previously. Relevant research related to the development of short story text learning media assisted by google sites pages as follows:

First, a study entitled Development of Web-assisted Learning Media (Google Sites) to Improve Students' Thinking Skills (Setianingsih, et al., 2024) . This research aims to develop web-assisted learning media using Google Sites that contains material in the form of text and video to facilitate the diversity of student learning styles. This media also makes it easier for teachers to organize teaching materials that are quite numerous and diverse. The results of this study indicate that web-assisted learning media (Google Sites) can improve student learning outcomes.

Second, a study entitled Development of Google Sites Web-Based Learning Media for Hikayat Text Material. This research focuses on the development of digital learning media using google sites. This shows the same interest in utilizing technology to improve the quality of learning. Therefore, google sites can be considered as a potential platform and easy to use to create interactive learning media. This web created as a teacher's teaching material or learning media. However, the difference is in the focus of the material developed. This research develops teaching media for hikayat text material (Fanani, et al., 2023) , while the research to be carried out focuses on developing teaching media for short story text material. The results showed that the development of learning media products assisted by web google sites in learning Indonesian language grade X Elementary School was successfully developed with the product results of a learning media in the form of a google sites page.

Third, a study entitled Development of Teaching Materials for Writing Short Stories with Storyboard Media for Grade X High School Students, by Umi Khulsum, et al. This research was conducted with the aim of developing teaching materials, making lesson plans, implementing learning, and knowing the effectiveness of teaching materials for writing short stories with storyboard media for grade X high school students. This study uses a development research method adapted from the Borg & Gall development model. The results of this study state that the teaching materials for writing short stories with storyboard media developed are declared feasible and effective for use as teaching materials for Indonesian language in grade X SMA (Khulsum, et al., 2018) . The similarity between this research and the research to be carried out is the research method and the material studied, namely R&D and short story texts. However, there are differences in the media to be developed. This research uses storyboard media while the research to be conducted uses a google sites page which is part of google to be developed into a learning media.

Fourth, a study entitled "Utilization of Wattpad as a Learning Medium for Writing Short Stories." The problem discussed in this study is the utilization of Wattpad as a learning medium for writing short stories with the aim of knowing how to apply Wattpad in writing short stories. This research is library research. The benefits of wattpad learning media in the learning process of students obtained are that learning is more interesting for students so that it can foster learning motivation (Simanjuntak, et al., 2021) . The similarity between this research and the research to be conducted is the use of a digital application to assist the learning process of short story material. The difference is in the application used. The research to be conducted uses google sites which will be developed into a learning media for short story material.

Based on research relevant to this research, it can be said that this research is a follow-up to research written by previous researchers. This research focuses on developing a digital learning media that can be used on short story text material (short story) in Indonesian language subjects digitally through a google page called google sites. Relevant research related to the use of goole sites shows that the use of google sites in literature learning can improve learning outcomes, reading and writing skills, critical thinking, and student creativity by 12.68% (Maulidyah, Nur et al., 2024) , even up to 86% (Islanda & Darmawan, 2023).

Based on bibliometric analysis taken from scopus and google scholar data for the last five years (2020-2024), it was found that the connecting line between google sites and short stories is still vague. This indicates that there are not many studies that discuss this research that are directly related. Research that discusses google sites and short stories according to scopus data taken with the Harzing POP application is 13.1% of the 1000 data entered. This provides a gap that research on the development of digital short story learning media by utilizing google site pages is relatively new.

Based on this explanation, digital short story learning media was chosen to overcome the problem of media variations that can be used by educators, increase students' reading interest, and the learning process becomes fun and directed. And this digital learning media is expected to make it easier for students to understand the material in the learning process so that the learning process becomes more enjoyable and effective. Therefore, a study entitled "Utilization of Google Sites Application in Improving Short Story Writing Ability of Class IX Students of SMP Swasta Amalia Medan" was formulated as the title of the research to be conducted.

Method

This research uses a qualitative descriptive method. This research method is used to examine an object, a condition, a group of people, or other phenomena with natural or real conditions (without experimental situations) to create a systematic overview or detailed description that is factual and accurate. This type of research is a case study. The research location is at SMP Swasta Amalia Medan with the research subjects are students of class IX A as many as 36 students. The data analysis technique used is descriptive analysis technique which is carried out to assess the characteristics of a data using a questionnaire to see the response of students and the results of written tests conducted both pre-test and post-test. Thus, descriptive analysis is presented in the form of written text, namely by collecting student work in writing short story text examples.

Results

The initial step in developing teaching materials is defining which includes (1) front end anTo support the development of learners, learning media that is relevant to the current curriculum is needed. An important component in the learning process is learning media. Learning media acts as an intermediary between educators and students to convey learning materials effectively (Hadi & Ansari, 2022) . In choosing and designing teaching media, an educator is expected to be able to develop teaching media that is in accordance with the teaching material (Surip, et al., 2021) . This research uses the Google Sites platform in learning short stories as learning media. This learning media plays an important role in improving students' skills in writing short stories.

The use of Google Sites media is very influential on the development of students during the learning process. Teachers make effective learning plans to achieve the expected goals in the short story learning process, namely that students are able to write short stories well. This learning media can also increase students' interest and motivation. This can be seen from the questionnaire distributed to students, getting a positive response. So that the use of this media can improve the ability of students in writing short stories. This can be seen from the results of the pre-test and post-test scores of students who have increased and meet the criteria for the completeness of knowledge and skills competencies as in table 1 below.

Table 1: Knowledge and Skills Competency Completion Values

Knowledge and Skills Completion Value	
Number Range	Letters
86-100	A
71-85	B
56-70	C
≤ 55	D

Source: Permendikbud No. 53 of 2015

Description:
Assessment
Categories:

a. 86-100   : A (Very Good)
b. 17-85   : B (Good)
c. 56-70   : C (Fair)
d. ≤ 55   : D (Poor)

       Based on the research objectives that have been set, this section will present the results of research related to the use of Google Sites as a learning media on short story material. This media is used as an effort to improve students' skills in writing short stories.

       The teacher conducted pre-test and post-test activities attended by 36 students, in learning short stories. The learning results of students can be seen in table 2 below.

Table 2: Pre-test and Post-test Scores of Writing Short Stories of Learners Class IX SMP Amalia Medan

Learner No. Order	Score Pre-test	Post-test
1	70	92
2	65	85
3	67	87
4	77	90
5	65	84
6	70	90
7	72	90
8	65	82
9	65	83
10	76	93
11	75	92
12	75	90
13	77	91
14	78	95
15	77	94
16	65	80
17	70	87
18	80	95
19	77	90
20	70	88
21	70	85
22	77	84
23	70	81
24	75	86
25	75	89
26	60	82

27	78	88
28	75	89
29	75	90
30	67	83
31	77	92
32	80	93
33	70	89
34	77	92
35	72	93
36	70	90
Total	2,604	3,184
Average	72.33	88.44

Based on the data above, it is obtained that the learning outcomes of students before using digital learning media (Google Sites) obtained a total score of 2,604, with an average score of 72.33 and a value category of "Good". While the learning outcomes of students after using digital media have increased, namely with a total score of 3,184, and an average score of 88.44, with a value category of "Very Good".

Analysis of the acquisition of pre-test results before using Google Sites media amounted to 72.33 with the category "Good", but had not reached the Minimum Completion Criteria (KKM) value of 75. This shows that the learning outcomes of students must be improved again. The frequency distribution of students' short story writing pretest scores can be seen in the following table.

Table 3. Frequency Distribution of Students' Pre-Test Score

Interval	Frequency	Percentage
60-65	6	16,67%
66-70	10	27,78%
71-75	8	22,22%
76-80	12	33,33%
Σ	36	100%

Based on the data above, students who scored 60-65 were 6 students or 16.67%, those who scored 66-70 were 10 students or 27.78%, those who scored 71-75 were 8 students or 22.22%, and those who scored 76-80 were 12 students or 33.33%. So that the number of students who did the pre-test was 36 students.

After learning short stories using Google Sites, post-test activities were carried out with an average score of 88.44. The frequency distribution of students' short story writing post-test scores can be seen in the following table.

Table 3. Frequency Distribution of Students' Post-Test Score

Interval	Frequency	Percentage
80-83	6	16,67%
84-87	7	19,44%
88-91	12	33,33%
92-95	11	30,56%
Σ	36	100%

Based on the data above that students who got a score of 80-83 were 6 students or 16.67%, who got a score of 84-87 were 7 students or 19.44%, who got a score of 88-91 were 12 students or 33.33%, and who got a score of 92-95 were 11 students or 30.56%. This shows that there is an increase in the value of students before and after using Google Sites learning media in learning short stories. The increase in learning outcomes before and after using learning media is very significant. This can be seen from the difference or comparison of the pre-test average score of 72.33 to 88.44.

Conclusion

From some of the explanations above, it can be concluded that media is anything that can be used as a channel for messages and can stimulate the mind, creativity, mindset, and willingness of students so as to create a more persistent learning process than before. In addition, the utilization of Google Sites learning media can be accepted and used well by students. The learning media has a positive impact on its users. This is indicated by an increase in students' ability to write short stories for the better.

With the presence of google site learning media, it is hoped that students will be more interested in participating in the learning process and in favor of students so as to create independent learning and keep up with the times. Therefore, to increase the growth of reading culture among students, teachers are required to always be creative in using learning resources in the classroom. The use of Google Sites integrated with the material can be utilized as a medium to improve students' reading literacy and students' ability to write short stories.

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