

**“THE EFFECTIVENESS OF USING GOOGLE SITES IN TEACHING
WRITING FOR SENIOR HIGH SCHOOL AT SMAN 21 GOWA”**

*(A True-Experimental Study at Tenth Grade Students of SMAN 21 Gowa
Academic Year 2023/2024)*



A THESIS

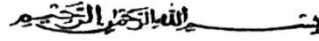
*(Submitted to the Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar in Partial Fulfilment for Degree of
Education in English Education Department)*

SUHARTI

105351112718

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

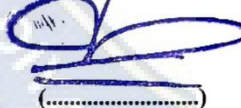


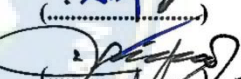
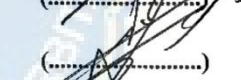
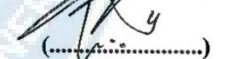

2024




LEMBAR PENGESAHAN

Skripsi atas nama **Suharti NIM 105351112718**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 024 Tahun 1445 H/2024 M, tanggal 18 Rajab 1445 H/30 Januari 2024 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Jum'at 2 Februari 2024**.

Makassar, 22 Rajab 1445 H
3 Februari 2024 M

- Panitia Ujian
1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Pd. 
 2. Ketua : Erwin Akib, S.Pd., M.Pd., Ph.D. 
 3. Sekretaris : Dr. H. Baharudin, M.Pd. 
 4. Dosen Penguji :
 1. Erwin Akib, S.Pd., M.Pd., Ph.D. 
 2. Asmail Sangkala, S.Pd., M.Pd. 
 3. Awalia Aziz, S.Pd., M.Pd. 
 4. Junaid, S.Pd., M.Pd. 

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934



APPROVAL SHEET

Title : The Effectiveness of Using Google Sites in Teaching Writing for
Senior High School at SMAN 21 Gowa

Name : Subarti

Reg. Number : 105351112718

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, 3 Februari 2024

Consultant

Approved By:

Email Sangkala, S.Pd., M.Pd.
NIDN. 09211018703

Ilham, S.Pd., M.Pd.
NIDN. 0916010004

Dean of FKIP
Universitas Muhammadiyah Makassar

Head of
English Education Department

Erwin Abub, S.Pd., M.Pd., Ph.D.
NBM. 860 934

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



MAJELIS DIKELITIBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/081213155247
Email : prodibg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Suharti
NIM : 105351112718
Department : English Education Department
Title : The Effectiveness of Using Google Sites in Teaching
Writing for Senior High School at SMAN 21 Gowa
Consultant I : Ismail Sangkala, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
Monday, 13/4/23	II	• Add Webode theory/concept in Chapter II • Make technical Instructions for using Google Sites and Webode.	<i>[Signature]</i>
Saturday 18 Nov 2023		Revise your Google Sites' Content and webode	<i>[Signature]</i>
Tuesday 20 Dec 2023		lunch your disklusion parts.	<i>[Signature]</i>
Friday 18 Dec 2023		provide journal article prepare yourself for thesis exam	<i>[Signature]</i>

Makassar,2023

Approved by:
Head of English Education Department



[Signature]
Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM: 977 807





MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/08121315247
Email : prodibg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Suharti
NIM : 105351112718
Department : English Education Department
Title : The Effectiveness of Using Google Sites in Teaching
Writing for Senior High School at SMAN 21 Gowa
Consultant II : Hijrah, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
Wednesday 15/Nov/2023	II	<ul style="list-style-type: none"> Revise your Subjudul Correct your typing 	<i>Jh</i>
Monday 20/November/23	III	<ul style="list-style-type: none"> Describe the population completely Correct your spacing 	<i>Jh</i>
Thursday 23/11/2023	I - III	<ul style="list-style-type: none"> Check your grammar Always put punctuation 	<i>Jh</i>
Monday 27/11/2023		<ul style="list-style-type: none"> Where is your abstract ? Where is your cv ? 	<i>Jh</i>
Wednesday 29/Nov/2023		<ul style="list-style-type: none"> Revise your abstract Revise your table Prepare your PPT 	<i>Jh</i>
Monday 4/Dec/2023		→ Study hard & Ace	<i>Jh</i>

Makassar, *Dec*2023

Approved by:
Head of English Education Department



Dr. Umni Khaerati Syam
Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807





UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Suharti

NIM : 105351112718

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : The Effectiveness of Using Google Sites in Teaching Writing for
Senior High School at SMAN 21 Gowa

Dengan ini menyatakan bahwa skripsi yang saya ajukan didepan tim penguji adalah hasil karya saya sendiri dan bukan hasil ciptaan orang lain atau dibuat oleh siapapun.

Demikian pernyataan ini saya buat dan bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, 05 Februari 2024

Yang membuat pernyataan

Suharti



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

SURAT PERJANJIAN

Saya yang bertanda tangan dibawah ini:

Nama : Suharti
NIM : 105351112718
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesai penyusunan skripsi ini, saya menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun).
2. Dalam menyusun skripsi, saya melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.
3. Saya tidak melakukan penjiplakan (plagiat) dalam penyusunan skripsi.
4. Apabila saya melanggar perjanjian butir 1, 2, dan 3 saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 05 Februari 2024

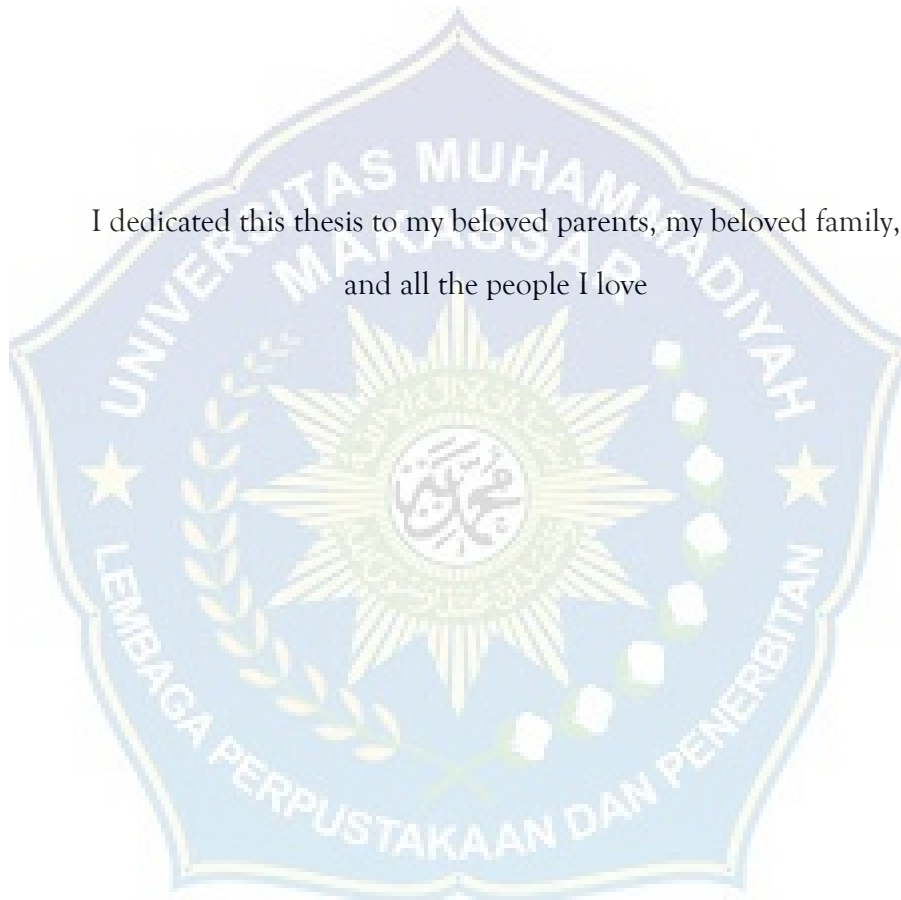
Yang membuat perjanjian

Suharti

MOTTO AND DEDICATION

“You are in peace when you know Allah’s plan is better.”

I dedicated this thesis to my beloved parents, my beloved family,
and all the people I love



ABSTRACT

SUHARTI, 2023. *The Effectiveness of Using Google Sites in Teaching Writing for Senior High School at SMAN 21 Gowa.* English Education Department Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Guided by Ismail Sangkala and Hijrah.

This research aims to determine the effectiveness of using Google Sites in teaching writing for senior high school at SMAN 21 Gowa. This research applied a true-experimental method using a quantitative approach with a pre-test and post-test control group design. It consisted of three steps, they were pre-test, treatment, and post-test. There were 40 students of SMAN 21 Gowa involved in this research. The test was a writing test which consisted pre-test and a post-test.

The findings show that the use of Google Sites is effective in teaching writing. This is evidenced by the mean pre-test and post-test scores between the experimental group before and after treatment (68.00 became 91.20) and in the control group before and after treatment (67.60 became 85.80) with an increase in the percentage of the experimental group (34%) and control group (26%). This means that there is a significant difference before and after using Google Sites in teaching writing. Based on the findings and discussion above, the researcher concludes that the use of Google Sites is effective in teaching writing for senior high school at SMAN 21 Gowa.

Keywords: *Google Sites, Writing, Effectiveness, Descriptive Text.*

ABSTRAK

SUHARTI, 2023. *Efektivitas Penggunaan Google Sites dalam Pengajaran Menulis SMA di SMAN 21 Gowa.* Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Ismail Sangkala dan Hijrah.

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan Google Sites dalam pengajaran menulis untuk SMA di SMAN 21 Gowa. Penelitian ini menggunakan metode true-experimental dengan pendekatan kuantitatif dengan desain pre-test post-test control group design. Terdiri dari tiga langkah, yaitu pre-test, treatment, dan post-test. Siswa SMAN 21 Gowa yang terlibat dalam penelitian ini berjumlah 40 orang. Tes yang digunakan adalah tes menulis yang terdiri dari pre-test dan post-test.

Temuan menunjukkan bahwa penggunaan Google Sites efektif dalam pengajaran menulis. Hal ini dibuktikan dengan rata-rata skor pre-test dan post-test antara kelompok eksperimen sebelum dan sesudah perlakuan (68,00 menjadi 91,20) dan pada kelompok kontrol sebelum dan sesudah perlakuan (67,60 menjadi 85,80) dengan peningkatan persentase kelompok eksperimen. kelompok (34%) dan kelompok kontrol (26%). Artinya terdapat perbedaan yang signifikan sebelum dan sesudah menggunakan Google Sites dalam pengajaran menulis. Berdasarkan temuan dan pembahasan di atas, peneliti menyimpulkan bahwa penggunaan Google Sites efektif dalam pengajaran menulis pada siswa SMAN 21 Gowa.

Kata Kunci: *Google Sites, Penulisan, Efektivitas, Teks Deskriptif.*

ACKNOWLEDGEMENTS

الحمد لله رب العالمين, اللهم صل وسلم على محمد وعلى آله وأصحابه أجمعين.

Praise and grateful for Allah SWT, the almighty for the mercy and blessing so that the researcher can finish this research. Shalawat and Salam always be sent to our prophet Muhammad SAW, the best of mankind that Allah SWT has sent to be a good role model and mercy to the universe. There are several obstacles that the researcher encountered from the beginning to the end of this thesis, thanks to the invaluable help and advice from various parties, the researcher was able to complete this thesis. Therefore, the researcher would like to express her gratitude and special appreciation to her parents, Alimuddin and Hasnawati has become an encouragement, has become a motivation to get up after experiencing despair. Therefore, the researcher would like to express her highest appreciation to:

1. Prof. Dr. H. Ambo Asse, M. Ag. as the Rector of Universitas Muhammadiyah Makassar.
2. Erwin Akib, S. Pd., M. Pd., Ph.D. as the Dean of Faculty of Teacher Training and Education.
3. Dr. Ummi Khaerati Syam, S. Pd., M. Pd. as the Head of English Education Department.
4. Mr. Ismail Sangkala, S. Pd., M.Pd. as the first consultant and Mrs. Hijrah, S. Pd., M. Pd. as the second consultant that have given the researcher guidance, advise, suggestion, and motivation to complete this thesis. They were also patient in supervising the writer during the process of writing.

5. Thanks to the English Education Department lectures for all the knowledge that have been given.
6. All the staff that involved in helping and providing guidance to the researcher.
7. The Headmaster of SMAN 21 Gowa, Syarifuddin, S.Ag., M.Ag., English Teacher Indar, S.Pd., all the teachers, and students of tenth grade at SMAN 21 Gowa for helping to accomplish this thesis.
8. My beloved family, thank you for always support me and always convince me that I can finish this thesis.
9. Thank you so much to my classmates, especially for Nur Aulia, Nurwahidah, Uswani Ahdyarti, Nurhayati, Israwati Nurhidayah J, St. Syahrani Syam that always support me, help me, and motivate me to finish this thesis.
10. Thanks to my best friends, Selfi Ade Ningsih and Ayu Andira who has encouraged and motivated me to finish this thesis well.
11. Thank you for everyone that could not be mentioned one by one, may Allah SWT the almighty God be with us now and forever. Aamiin Ya Rabb.

Makassar, 04 December 2023

Researcher



Suharti

LIST OF CONTENTS

COVER	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELING SHEET I.....	iv
COUNSELING SHEET II	v
SURAT PERNYATAAN	vi
SURAT PERJANJIAN	vii
MOTTO AND DEDICATION.....	viii
ABSTRACT	ix
ABSTRAK	x
ACKNOWLEDGEMENTS.....	xi
LIST OF CONTENTS	xiii
LIST OF TABLES	xvi
LIST OF GRAPHICS.....	xvii
LIST OF PICTURES.....	xviii
LIST OF APPENDICES	xix
CHAPTER I.....	1
A. Background	1
B. Problem Statement.....	3
C. Objective of the Research.....	3
D. Significance of the Research	3
E. Scope of the Research	3
CHAPTER II.....	4
A. Previous Research Findings	4
B. Some Pertinent Ideas	6

1. Concept of Learning Media	6
2. Concept of Google Sites	8
3. Concept of Webnode.....	14
4. Concept of Writing	17
5. Concept of Descriptive Text.....	19
C. Conceptual Framework.....	21
D. Hypothesis.....	22
CHAPTER III	23
A. Research Design	23
B. Research Variables and Indicators	24
C. Population and Sample.....	25
D. Research Instrument	26
E. Data Collection	27
F. Teaching Procedure Using Google Sites	27
G. Data Analysis.....	28
CHAPTER IV.....	30
A. Research Findings.....	30
1. The Result of the Pre-test and Post-test for Experimental Group ...	30
2. The Result of the Pre-test and Post-test for Control Group	35
3. The Result Percentage of Students Improvement in Writing for Experimental and Control Group	39
4. Testing Hypothesis	40
B. Discussion.....	42
1. The Result of the Pre-test and Post-test for Experimental Group ...	42
2. The Result of the Pre-test and Post-test for Control Group	43
CHAPTER V	46
A. Conclusion	46
B. Suggestions.....	46

BIBLIOGRAPHY	48
APPENDICES	51
CURRICULUM VITAE.....	95



LIST OF TABLES

Table 2.1 Conceptual Framework	21
Table 3. 1 Research Design: Pretest and Posttest Control Group Design.....	23
Table 3.2 Population of the Research	25
Table 3.3 Criteria of the Assessment in Descriptive Text	28
Table 3.4 Hypothesis.....	29
Table 4.1 The Number of Students Based on Pre-test Scores in the Experimental Group.....	30
Table 4.2 The Number of Students Based on Post-test Scores in the	32
Table 4.3 Mean Score of the Students' Writing Descriptive Text in Experimental Group.....	34
Table 4.4 The Number of Students Based on Pre-test Scores in the	35
Table 4.5 The Number of Students Based on Post-test Scores in the.....	36
Table 4.6 Mean Score of the Students' Writing Descriptive Text in.....	38
Table 4.7 The Result of Students Improvement in Writing for Experimental Group and Control Group.....	39
Table 4.8 Group Statistics of Pre-Test and Post-Test in Experimental and Control Group.....	40
Table 4.9 Independent Sample Test of Pre-test and Post-test in Experimental and Control Group.....	41

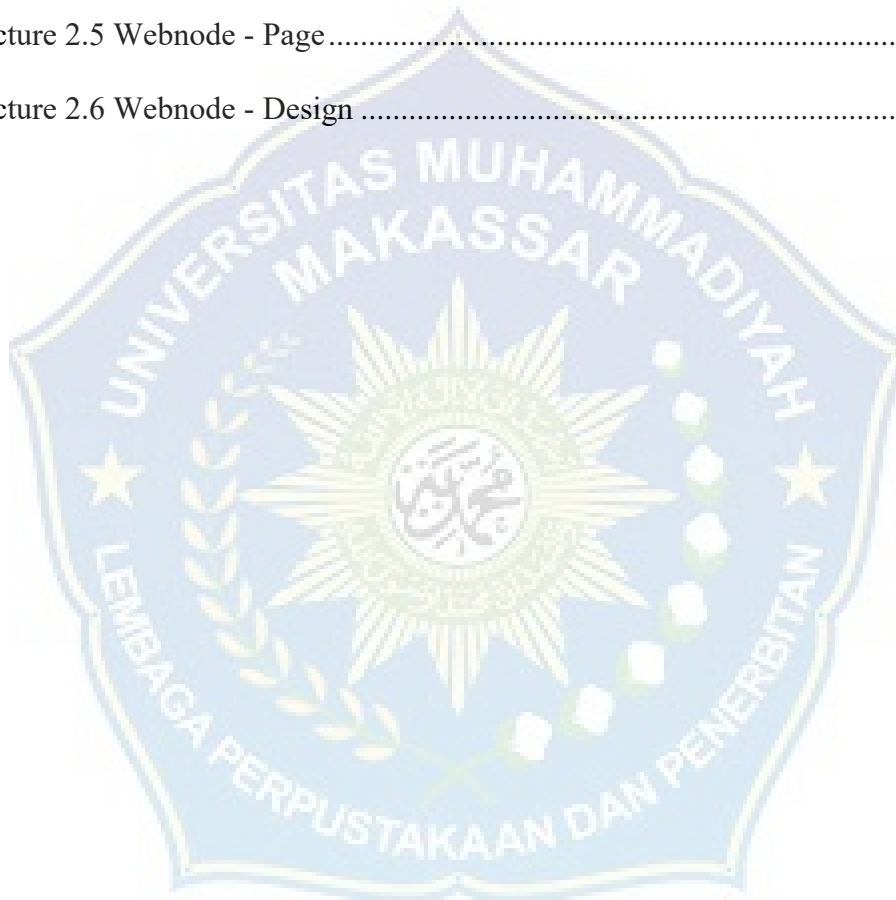
LIST OF GRAPHICS

Graphic 4.1 Improvement in Students' Writing Descriptive Text on Pre-test and Post-test in Experimental Group.....	33
Graphic 4.2 Improvement Students' Writing Descriptive Text on Pre-test and Post-test (Control Class)	37



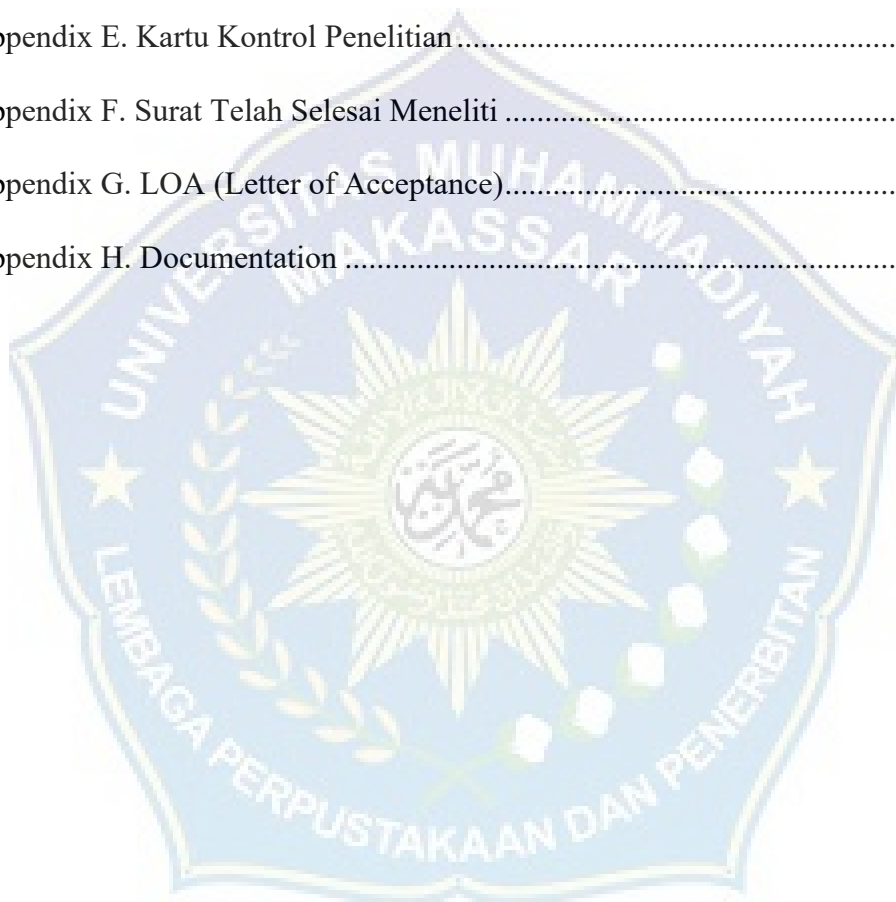
LIST OF PICTURES

Picture 2.1 Google Sites - Insert	10
Picture 2.2 Google Sites - Page.....	11
Picture 2.3 Google Sites - Themes.....	11
Picture 2.4 Google Sites - Preview and Add Collaborator	12
Picture 2.5 Webnode - Page.....	14
Picture 2.6 Webnode - Design	15



LIST OF APPENDICES

Appendix A. Data Penelitian.....	52
Appendix B. Surat Keterangan Bebas Plagiat.....	78
Appendix C. Surat Pengantar LP3M Dari Fakultas	89
Appendix D. Surat Penelitian Dari LP3M	90
Appendix E. Kartu Kontrol Penelitian.....	91
Appendix F. Surat Telah Selesai Meneliti	92
Appendix G. LOA (Letter of Acceptance).....	93
Appendix H. Documentation	94



CHAPTER I

INTRODUCTION

A. Background

Understanding how to be effective and focused in learning is one of the driving components of student learning outcomes. However, both educators and students frequently face ineffective learning processes. Many educational institutions pay low priority to their teachers when it comes to lesson preparation, both in terms of learning tools and the knowledge of the teachers. Furthermore, the limited information obtained on knowledge enhancement, facilities, and, infrastructure that are less supportive in conducting out learning also affects student achievement. As said by (Anugraheni, 2017) schools are still challenged to provide relevant instructional facilities.

Furthermore, learning success certainly requires support from a variety of sources. Not simply in terms of the appropriate learning strategy or the comprehensive knowledge of the teacher, but also in terms of the accuracy of the media presented. Nonetheless, some educators continue to lack preparedness and proficiency in selecting teaching media. According to (Anugraheni, 2017) most of them use learning media but they have difficulty choosing appropriate learning media.

Moreover, writing difficulties might have an impact on the effectiveness of learning. This is because writing is challenging for some less experienced students. Effective writing includes proper organization, concentration, structure, and even idea expression. Students who struggle with writing may struggle to communicate

their thoughts and ideas clearly. As stated, (Prihatmi, 2017), There are many grammatical errors, inappropriate use of words, an inability to express ideas in writing form, and unorganized content.

The appropriate use of learning resources allows students to achieve the best possible learning results. However, the use of technology in the learning process involves students and teachers who must adapt to the new learning environment. They are required to be able to make the best use of technology for both online and offline learning. For this learning to take place, many teachers use Google Classroom, Zoom, WhatsApp, or Google Sites as learning tools to facilitate their learning process.

Google Sites is a basic website that is used as media by some individuals or communities to manage their information, agendas, or online portfolios, etc. As a free website service, Google Sites can be utilized by everyone without any required programming skills. Google Sites may be enough for consumers of website services, whether it is persons, communities, or businesses but Google Sites is not appropriate for professional websites. Also, the customization is limited and the functions and features are not as complete as those of other website builders.

Based on the background above, the researcher examined the effectiveness of Google sites as interactive learning media in the learning process, especially in learning writing subjects of class X senior high school students using descriptive text. This research was conducted at SMA NEGERI 21 GOWA. Therefore, the researcher determined a topic entitled "The Effectiveness of Using Google Sites in Teaching Writing for Senior High School at SMA Negeri 21 Gowa ".

B. Problem Statement

The formulation of the problem in this study namely:

Is the use of Google Sites effective in teaching writing at class X of SMA Negeri 21 Gowa?

C. Objective of the Research

Related to the problem statements above, the objective of the research was to find out the effectiveness of using Google Sites in teaching writing at class X of SMA Negeri 21 Gowa.

D. Significance of the Research

The result of this research was expected to be a useful contribution for the teacher about the effect of Google Sites in teaching writing and to give useful information or contribution to other researchers who want to conduct research with deal google sites and writing.

E. Scope of the Research

The scope of this research was limited to the use of Google Sites in teaching writing. In this case, the researcher focused on the descriptive text in writing.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

There was some research investigated the same area concerning the use of Google Sites in teaching English, as stated below:

A study by (Data, 2022) performed research on how to maximize the use of Google sites in learning English for academic and professional objectives. This study was carried out at the National Senior High School CAA Campus in Las Pinas City, Philippines. This study uses mixed method and according to the findings of this study, a Paired-Sample T-test was also carried out, and it was discovered that there was a significant gain with a big impact size on participants' knowledge after the intervention was applied. The researcher also conducted interview questionnaires to students, and the study found that using Google Sites as a learning platform during this distance learning is effective.

Second, this research conducted at the Muhammadiyah University of Palopo by (Jusriati et al., 2021) investigates whether the implementation of Google Sites is effective or not for Teaching EFL and finds out students' perceptions of the implementation of the Google Sites in teaching EFL. The results of this study indicated that through the implementation of media, it can be said to be effective and attract students' attention in learning EFL.

Furthermore, a study by (Tessa & Lornklang, 2021) this research was conducted at the Nongsungritani School, Thailand. This study aims to examine the

effect of teaching English using the flipped classroom learning approach with Google Sites on students' listening abilities and studying students' opinions about learning English using the flipped classroom learning approach with Google Sites. The findings of this study indicate that the post-test average score of the English listening ability of participants who learn English using the flipped classroom learning approach with Google Sites is significantly higher than the pre-test. Additionally, the participants had highly positive opinions about learning English using the flipped classroom learning approach with Google Sites.

Lastly, research by (Osman et al., 2022) was put to use at the Institut Pendidikan Guru Kampus Darulaman (IPGKDA), Malaysia. The purpose of this study was to investigate a sample's perspectives on learning strategies for the Google Sites program and to elaborate on the following student progress. 22 students from the Teacher Training Institute (IPGKDA) and two participating lecturers contributed to the case study, and the data analysis was done manually using open and thematic coding methods. Teachers participated in semi-structured interviews to collect data, while students were asked to share perspectives on their educational experiences. The findings indicate that, with the pandemic issue, effectively using digital technology would become the option to reduce the gap.

Based on the findings from several studies conducted, it was concluded that implementing the Google Sites platform in learning had a significant impact on increasing participant knowledge. The use of this media is also effective in distance learning. In addition, the study also found that the flipped classroom learning approach with Google Sites significantly improved the participants' English

listening skills, and the participants gave positive responses to the approach. In the context of a pandemic, the effective use of digital technology is also an option to reduce gaps in learning.

The previous related research above and this present study have the same aspect of the study. At its main point, the primary focus is on the usage of the Google site. This study differs from others because it focuses on how effective the use of Google sites is as a teaching media, particularly in English with the writing subjects.

B. Some Pertinent Ideas

There are various pertinent concepts in this research that can support the research topic.

1. Concept of Learning Media

a. Definition of Learning Media

According to (Puspitarini & Hanif, 2019) learning media is a learning tool used by teachers to convey or provide material in the learning process, this tool can be in the form of hardware or software. In accordance by the learning objectives of the media are expected to be used effectively and efficiently. (Salam et al., 2020) to produce desires, new interests and provide motivation to students, learning media is needed in the learning process. Also, as stated by (Marpanaji et al., 2018) basically, the teaching and learning process can be interpreted as a communication process between students and teachers. (Hikmah, 2019) learning media refers to a form of communication utilized during the process of communication.

Learning Media is a means or tool used in the learning process to assist students in obtaining and understanding information. Learning media can be physical objects, images, audio, or video that are used as a substitute for or as a complement to more conventional learning media like reading textbooks or written assignments. Textbooks, slide shows, training films, educational games, and simulation tools are a few examples of educational media.

In short, learning media is a tool that supports the process of delivering learning material and is used correctly and efficiently. Learning media are also designed to be able to provide new desires and motivation to students to achieve the learning objectives that have been set. Learning media can also be in the form of software and hardware.

b. Function of Learning Media

The main purpose of learning media is to help students achieve their learning objectives. The more appropriate the learning media used, the better the learning process. As a result, selecting the appropriate media will have a significant impact on the success of the learning process (Marpanaji et al., 2018).

Additionally, increasing understanding, motivating students, improving memory, increasing participation, creativity, and facilitating problem-solving are all important functions in the learning process. Learning media can help students understand concepts better, motivate them to learn more, increase participation in learning, and develop skills like

creativity and problem-solving. Students can gain significant benefits in their learning process by using relevant and interactive learning media.

Learning media can also improve learning efficiency by simplifying the time it takes to understand concepts or learn material. Using short clips or animations, for example, can help students understand certain materials faster. Furthermore, learning media can assist in resolving a variety of learning barriers such as reading disabilities, hearing disabilities, and a lack of interest in the subject matter. As a result, the use of appropriate learning media can help students have a more effective, efficient, and enjoyable learning experience.

2. Concept of Google Sites

a. Definition of Google Sites

During the COVID-19 pandemic, Indonesia conducted an online learning process. This makes the use of technology in the field of education is growing. With the use of this technology, it has an influence on the world of education by developing various learning technologies such as web-based interactive multimedia such as the Google site. Moreover, when offline learning can be reused, the use of this Google site media can still be applied.

Google Sites can be utilized in the learning process during the pandemic as a tool for disseminating learning materials, tasks, and as a place for interaction between students and teachers. You can access details about homework, course materials, and tests for students on Google Sites. Additionally, Google Sites can be utilized as a tool to increase and enhance

student understanding. To give students a more interesting and interactive learning experience, teachers might use a variety of components such as videos, audio, or articles. As said by (Songkhro et al., 2022) Google Sites is a learning platform that can be used for learning activities because it is efficient in connecting content from multiple sources, such as images, audio, and video, thus making it easier for students to access it from anywhere at any time.

According to Sandy in Culajara (2022) Google Sites, which was released in February 2008, is a platform for creating webpages and sections. It is a web-based tool that is incorporated into the Google Workspace (formerly G Suite) productivity suite. Similarly, Google Sites is one of the platforms provided by Google that can make it easier for you to easily create a website. In addition (Jusriati et al, 2021) explained that the Google site is one of the products from Google that can be used as a tool to create a website where ordinary users take advantage of the Google site because it is easy to create and manage.

Thomas et al., (2022) state that in this age of more advanced technology, it is believed that the Google site is extremely useful for educational purposes. Students can expand their knowledge through websites on Google, which helps them escape the monotony of what they learn in school. Even though Google Sites and other technologies are used to support studying during a pandemic, this can help students study

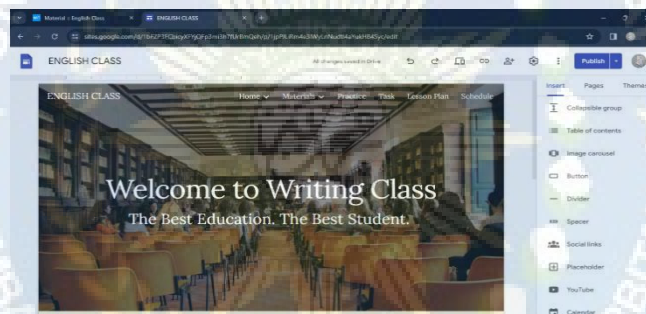
independently and improve their technological skills. Students can gain from technology for learning and development with tools like Google Sites.

In short, Google Sites is a free website creation service offered by Google. Users can easily and quickly create websites with Google Sites without even having programming skills. To build more presentable and effective websites, users of Google Sites can customize sites that suit their needs and preferences by using a variety of features and templates.

b. Google Sites Features

Google Sites includes the following features:

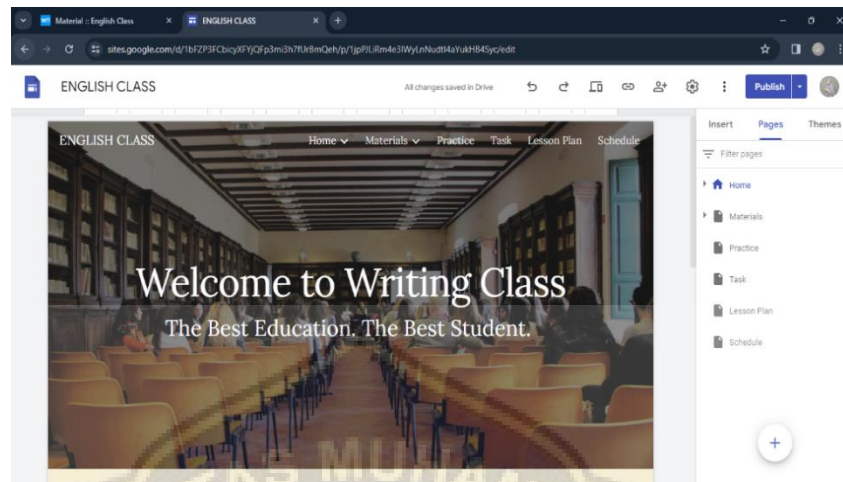
1. Insert



Picture 2.1 Google Sites - Insert

To customize your website, Google Sites has provided several options that can be used directly without coding first. In this section, there is a text box, inserting images, calendars, carousel images, etc.

2. Pages



Picture 2.2 Google Sites - Page

The creator has the ease to edit the homepage as needed and can add several pages and sub-pages as their need to organize the content.

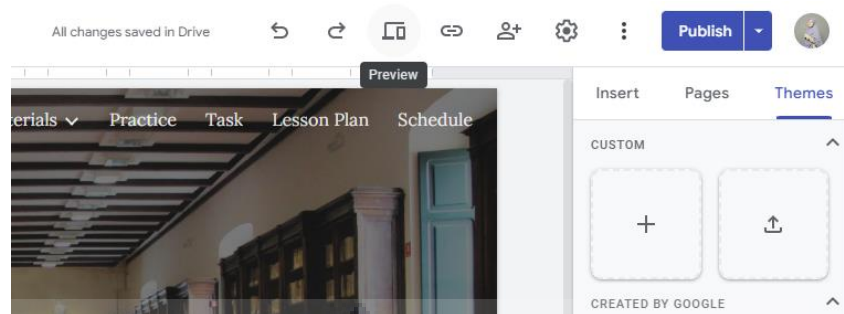
3. Themes



Picture 2.3 Google Sites- Themes

To select a theme, the creator can choose to customize it himself or choose a theme provided by Google Sites. The creator can choose the color and font needed.

4. Preview and Add Collaborator.



Picture 2.4 Google Sites - Preview and Add Collaborator

Before publishing the website that has been created, the creator can see a preview of the website he created. Apart from that, creators can also add other users to collaborate in creating this website.

c. Advantages of Using Google Sites

Some of the advantages offered by the Google site, include the following:

1. Create a site, no programming or design skills are needed:

Sites make it easy to showcase your team's work by providing quick access to all your information from Google Workspace whether it is a Drive folder, Doc, or even a shared Calendar.

2. Move, drag, and drop, edit, done:

It is simple to create and edit: simply click, drag, or drop. With a grid pattern, the design will automatically rearrange. Everything is in its proper location and is simple to move, resize, or reorganize.

3. Designed for collaboration:

Google Sites makes it simple to collaborate by providing real-time co-editing and the same strong sharing options as Drive and Docs. You are able to collaborate and view each other's edits as you type, much in the same way in Docs.

4. Secure your site:

Users could simply control sharing permissions and ownership in Sites with a few clicks, just like they would in Docs. Embedded content retains its original permissions for dependable, fine-grained control.

d. Disadvantages of Using Google Sites

Google Sites has advantages as well as disadvantages, which include the following:

1. Limited customization: Google Sites has limitations when it comes to design and layout customization. While there are several template options available, the user does not have complete control over the visual aspects of your website.
2. Limited features: available as a free website builder of course Google Sites may not provide all the features normally available on more advanced website building platforms. If you have complex or specific needs, Google Sites may not cover them.

3. Concept of Webnode

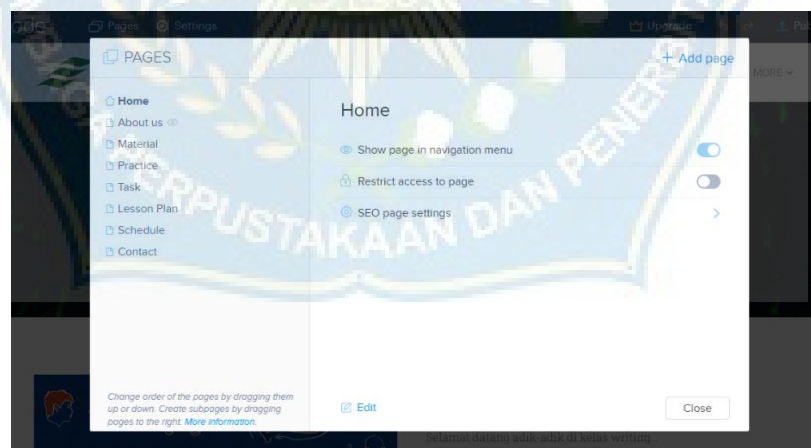
a. Definition of Webnode

Webnode is a simple website builder, launched in 2008. Webnode is a website builder that allows you to create your website in a few simple steps. The creator is also able to use artificial intelligence (AI) to create a website that is specifically suited to the needs by selecting from hundreds of templates and adding your content to them. The creator also able to open an online store, register a domain name, create a mailbox, and collect emails for your newsletters. Webnode is quick, easy to use, and compatible with mobile devices.

b. Webnode Features

Webnode includes the following features:

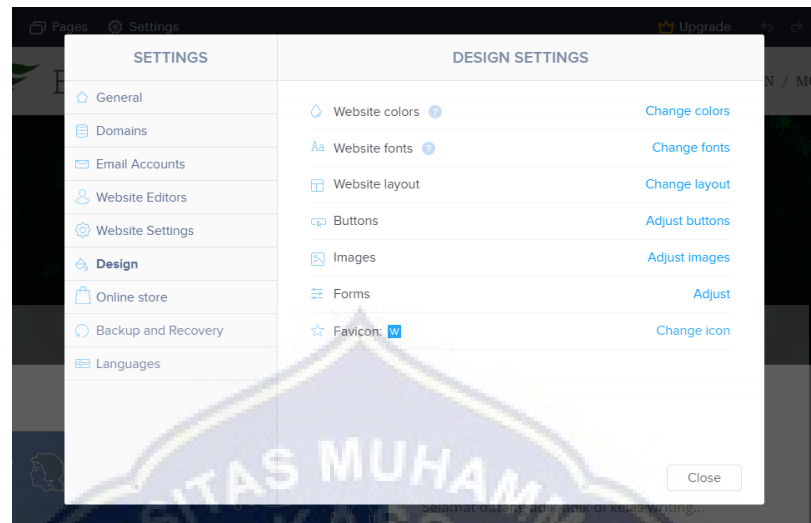
1. Page



Picture 2.5 Webnode – Page

Webnode also support to add subpage in our websites to make the websites more organized and better design.

2. Design



Picture 2.6 Webnode - Design

With Webnode, you can create your website in minutes. Webnode offers you a variety of choices to customize your site according to your preferences. You can choose the color scheme, font style, layout design, button shape, image placement, and form fields that suit your needs. Webnode makes it easy and fun to create a website that reflects your personality and vision.

c. Advantages of Using Webnode

Some of the advantages offered by the Webnode, including the following:

1. Artificial intelligence: Webnode creates a website that is customized according to your needs using artificial intelligence (AI). The creator just needs to answer a few questions about the preferences, such as the type of website, the color scheme, and the layout. Following that,

Webnode will create a website for you in minutes, which you can further customize with your content.

2. Design: Webnode gives consumers the option to select from a variety of templates designed for different kinds of requirements. The target market's needs are fulfilled by the content, layout, and design. Every template also includes ready-to-use material to assist users in creating their websites. Additionally, users are allowed to make any changes they need.
3. SEO tools: this website provides SEO tools to make it easier for visitors to see your website in search results. Users can create their own website navigation using custom URLs which can be changed at any time.

d. Disadvantages of Using Webnode

Webnode has advantages as well as disadvantages, which include the following:

1. Limited Sub-Page: Webnode is a great platform for creating your own website, but it has some limitations. One of them is that you cannot organize your pages into subpages, even though you can add as many pages as you want. This means that your site might look cluttered or confusing if you have a lot of content.
2. Cannot see the preview: The author is not able to see the preview before the website is published. Webnode does not support this feature so, the author is able to see their web after the publish is done.

3. Website Language: When the user wants to choose another language, they must join with the membership because the free website in Webnode does not support choosing another language instead of English.

4. Concept of Writing

a. Definition of Writing

Writing is one of the English language skills. According to Nunan (1991), writing is a thinking process to accommodate ideas. To make it into good writing it is necessary to find ideas and how to express them and organize these ideas into clear statements and paragraphs. This represents that students are expected to be able to write paragraphs by exploring their ideas.

Nisa (2016) said that writing is a form of communication that is conveyed to others in written form by expressing ideas, thoughts and feelings and still paying attention to the appropriate grammatical sentence. Furthermore, writing is a way for someone to communicate their feelings and thoughts with a visible sign, which everyone can understand, not only for themselves. Meaning that they can convey their opinions and thoughts by writing words into sentences, sentences into paragraphs that have meaning (Indrilla & Ciptaningrum, 2018).

In our daily lives, we need a way that allows us to share and express our feelings, thoughts, and opinions. One of the tools which can assist us with that is writing. This is supported by a statement from (Coulmas, 2003)

writing is a single minor form of communication. (Susanti, 2007) also state that writing is also a way to have conversational messages between people. Writing is profitable for communication even though it is only a secondary representation of the language by speaking the primary language form.

b. Components of Writing

Students need a lot of vocabulary, correct synchronic linguistics, and correct understanding to make smart writing (Haris, 2022) There are some components of writing:

1) Content

Content is an idea that will be expanded and explains the main idea and supporting sentences that fully describe the title.

2) Organization

Organization entails organizing ideas in accordance by their context. What must be considered is the organization of text with clear, concise, and coherent.

3) Vocabulary

The selection of appropriate words is an important consideration in writing.

4) Grammar

To create substantive writing, a synchronous grammatical form is needed so that it is easily understood by the reader.

5) Mechanics

Each sequence in a paragraph must always be connected, and to understand the writing well paragraphs require smart punctuation and proper spelling. If the utilization of punctuation is not applicable, the paragraph will not be clear.

5. Concept of Descriptive Text

a. Definition of Descriptive Text

According to (Basri & Syamsiah, 2020) Descriptive text is a text that uses certain principles to describe something to the reader based on the experiences, observations, and feelings of its author as if the reader is there in front of the object. In addition, a descriptive text identifies a specific location, object, event, person, or location. It attempts to engage all five of the reader's senses to represent the subject's sights, sounds, smells, tastes, and feel (Bahnar, 2021).

Furthermore, (Rusmawan, 2018) said that descriptive text can assist students with clearly describing something that is in their minds at the time, and Descriptive text requires the writer to describe a person, item, appearance, or phenome in such a way that the reader can imagine and experience it. Descriptive text is typically used to support a writer in developing an aspect of their work, creating a specific mood, atmosphere, or describing a location so that the reader can create vivid pictures of characters, places, objects, and so on. When teaching descriptive writing, students struggle to create and stimulate ideas.

Based on the explanation above, it can be concluded that descriptive text is a text that describes how the writer identifies something specifically whether the object is a person, character, or place they saw at that time.

b. Generic Structure of Descriptive Text

Knapp and Watkins (2005) state that descriptive text employs the following language features:

- 1) Specific participant: has a specific object that is not common and unique (only one). As an example: My House.
- 2) Using an adjective to clarify a noun. For example: a gorgeous mountain, a lovely man, the famous café in Jakarta, and so on.
- 3) The usage of simple present tense: The sentence pattern utilized is simple present because it describes the item.
- 4) Action verbs are verbs that indicate an activity (for example, read, run, walk, sleep, etc.).
- 5) Make frequent use of linking verbs or related processes (is, are, has, have, belongs to) to classify, and characterize the participant's appearance, attributes, and components or functions.
- 6) When discussing feelings, use mental verbs or mental processes.
- 7) Use adverbial phrases: adverbial words are occasionally realized in an embedded sentence that serves as a scenario to offer further information about manner, location, or time.

C. Conceptual Framework

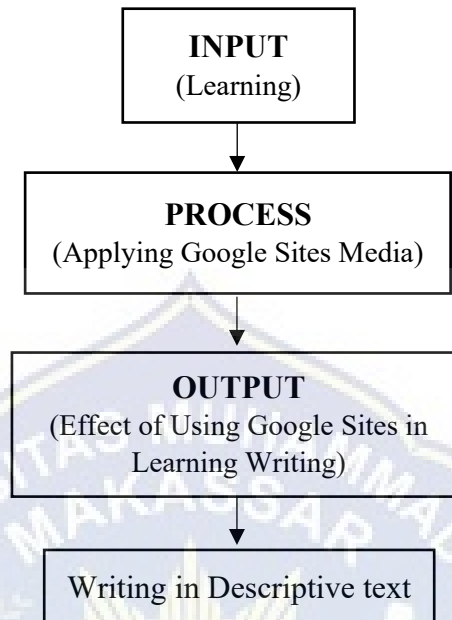


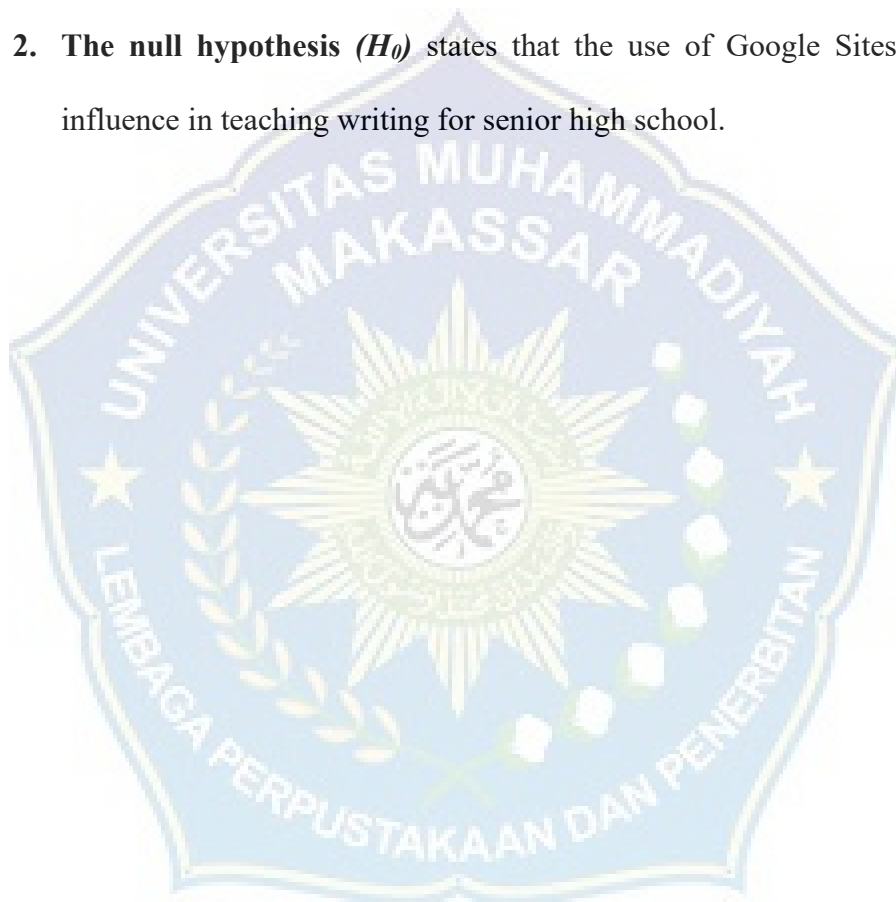
Table 2.1 Conceptual Framework

Based on the conceptual framework above, the input refers to the learning process, the researcher provides an overview of Google Sites used in teaching writing to support students in learning. Furthermore, the process involving Google Sites as a tool or platform that makes it easier for students to learn to write, especially descriptive text. Even though the media topics presented in learning materials are not always appropriate, students can still use them. and in the output section, the researcher demonstrated how to improve the quality of students' writing.

D. Hypothesis

Based on the research problem, the researcher formulated the following hypothesis:

1. **The alternative hypothesis (H_1)** states that the use of Google Sites is effective in teaching writing for senior high school.
2. **The null hypothesis (H_0)** states that the use of Google Sites does not influence in teaching writing for senior high school.



CHAPTER III

RESEARCH METHOD

A. Research Design

In conducting this research, the researcher applied a true-experimental method using a quantitative approach with a pre-test and post-test control group design. A true experiment is a pure research design in which the researcher has complete control over all external variables that influence the outcome of the experiment. A true experimental design implies that participants are randomly assigned to either an experimental or a control group, and the experimental group is subjected to a specific treatment while the control group is not. The study's purpose is to determine if the treatment has any effect on the outcome variable while controlling for other variables. As stated by Sugiyono (2019) true experiments have samples drawn at random from specific populations for experiments and control groups. As a result, a control group was formed, and the sample was drawn at random. The design is represented as follows:

Table 3. 1 Research Design: Pretest and Posttest Control Group Design

R_1	O_1	X	O_2
R_2	O_3	—	O_4

Explanation:

R_1 : A randomly selected experimental group.

R_2 : A randomly selected control group.

O_1 : Pretest in the experimental group

O₂ : Posttest in the experimental group

O₃ : Pretest in the control group

O₄ : Posttest in the control group

X : Treatment in the experimental group using Google Sites.

— : Treatment in the control group using Webnode.

As shown in the table above, a pretest and posttest (O₁:O₂) - (O₃-O₄) were carried out in the true-experimental group to observe the pre-test to assess students' knowledge before receiving treatment and post-test after treatment. Then the treatment (X) was carried out in the experimental class and (-) in the control class. The results were compared or tested for differences after the two groups completed the test after receiving the treatment. Treatment has a significant effect if the difference between the two values in the experimental and control groups is significant.

B. Research Variables and Indicators

There were two variables in this study, namely the dependent variable and the independent variable, those were:

1. Dependent variable is Writing
2. Independent variable is Google Sites.

In this research, the researcher used descriptive text in writing as an indicator.

C. Population and Sample

1. Population

This research was conducted at SMAN 21 GOWA which is located on Jl. Poros Pattallassang, Pattallassang District, Gowa. The participant population in this research consist of class X students of SMAN 21 GOWA, which divided into of 2 majors: Mathematics and Natural Sciences (MIPA) and Social Sciences (IPS). Total population of 194 students.

Table 3.2 Population of the Research

No	Class	Female	Male	Total
1	X IPA 1	21	15	36
2	X IPA 2	21	15	36
3	X IPA 3	21	15	36
4	X IPS 1	22	14	36
5	X IPS 2	21	13	34
6	X IPS 3	14	18	32
Amount		120	90	210

(Source: The Data from SMA Negeri 21 Gowa)

2. Sample

One important factor that must be considered is the determination of the sample. In this study, the research used a true experimental method with a pre-test and post-test control group design and the technique sampling using stratified random sampling. The sampling used was stratified random

sampling, this is done to ensure that the sample represents the population accurately and proportionally. This technique was chosen because it has several advantages, including minimizing bias in sample selection and sampling errors. As a result, research findings can be used as a valid representation of the population studied.

This research selected two classes at random from the existing population, then samples were taken from the two classes based on certain criteria. Samples were randomly selected and divided into two groups, the experimental group, and the control group. Before the treatment started, both groups carried out a pre-test to find out their level of English proficiency, especially descriptive text using Google Docs. After that, the experimental group received the treatment, while the control group did not. After the treatment was finished, the two groups were given a post-test to find out the differences in each treatment and see how effective Google Sites were in teaching English. In accordance with the sample criteria, this research was conducted in class X IPA 1 and X IPA 2, with a total sample of 40 students.

D. Research Instrument

Researchers used an online writing test related to descriptive text as a research instrument. The researcher conducted a pretest for both groups with the same questions about learning topics via the Google Docs link given to students before treatment and post-test after treatment. Students take a pre-test to assess their knowledge of descriptive texts. After the pretest, different treatments were carried

out in the two groups for approximately three weeks. The experimental group received treatment through Google Sites, while the control group received treatment through Webnode. Google Sites includes lessons from a variety of sources, including textbooks and other materials. They can access this electronic platform anytime and anywhere as long as they are connected to the internet. A post-test was performed to assess the treatment outcome.

E. Data Collection

The data collection procedures applied in this study were:

1. PRE-TEST

For the research instrument, the researcher used a written test which was conducted online. The researcher conducted a pretest to both groups with the same questions about learning topics via the Google Docs link given to students before treatment began.

2. POST-TEST

Following treatment from the experimental group as well as the control group, a similar post-test was carried out to see if there was a meaningful difference. After that the post-test was given via the Google Docs.

F. Teaching Procedure Using Google Sites

The teaching procedure is divided into several steps:

1. The teacher opens the lesson.
2. The teacher provides apperception activities that can activate students' background knowledge about the topic.
3. The teacher informs students of the learning objectives.

4. The teacher explains descriptive text in the form of a website (Google Sites).
5. The teacher invites students to ask several questions about "how to create a descriptive text" that they do not yet understand.
6. The teacher checks students' understanding of "how to create descriptive text" by asking several questions about it.
7. The teacher provides learning exercises to students.
8. Learning material is concluded by the teacher.
9. The teacher ends and closes the lesson.

G. Data Analysis

The researcher adopted the following matrix for assessing students' descriptive text, which was based on an analytical scale based on (Omaggio, 1986) in (Fauzia, 2017), as follow:

Table 3.3 Criteria of the Assessment in Descriptive Text

Score	Level	Description
89-100	Excellent	Describing all the parts, qualities, and characteristics completely.
79-88	Good	Describing parts, qualities, and characteristics. Somewhat choppy loosely.
66-78	Fair	Fair describing parts, qualities, and characteristics. Some are missing.
46-65	Poor	Poorly describing many parts, qualities and characteristics are missing.
0-45	Very poor	Does not describe the parts, qualities, and characteristics anymore.

Adapted from (Omaggio, 1986) in (Fauzia, 2017)

- Computing the standard deviation and the mean score

The researcher calculated the mean score and standard deviation of the students' writing score by using SPSS Program Version 26 (IBM SPSS Statistic 26).

Table 3.4 Hypothesis

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

Subana (2005) in Aulia (2023)

Table 3.4 indicates that: (1) the null hypothesis is accepted when the t-test value is less than t-table value, while the alternative hypothesis is rejected, and (2) the null hypothesis is rejected when the t-test value is equal to greater than t-table value, while the alternative is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

In the findings section, the researcher presents findings based on data acquired for this research. Finding the significant differences between teaching writing using Google Sites and Webnode was the aim of this research. The explanation can be seen as follows:

1. The Result of the Pre-test and Post-test for Experimental Group

According to the research findings, both Webnode and Google Sites are effective at teaching writing, however the experimental group that used Google Sites outperformed the control group. The pre-test and post-test results from both groups provide credibility to this statement. Changes in student test scores will be shown both before and after treatment, as defined in the classification table and diagram below.

Table 4.1 The Number of Students Based on Pre-test Scores in the Experimental Group

No.	Classification	Score	Pre-test of Experimental Group	
			Student	Percentage
1	Excellent	89-100	0	0%
2	Good	79-88	1	5%
3	Fair	66-78	11	55%
4	Poor	46-65	8	40%
5	Very poor	0-45	0	0%
Total			20	100%

Table 4.1 provides an overview of the distribution of students' pretest scores in the experimental group. The data was collected from the pre-test writing scores of 20 students who participated in a writing test offered via the Google Sites. This table offers important information on the level of understanding these students showed with the subject material before receiving treatment in the experimental group. The results of these tests provide insight into a student's initial level of understanding, which forms the basis for further analysis of the effectiveness of using Google Sites.

The pretest results of the students are categorized in several groups as shown in this table. This classification assists to determine how effectively students understand the subject material before receiving the treatment. The five categories used to classify scores are Excellent, Good, Fair, Poor, and Very Poor. Excellent scores are between 89 and 100, showing a very high understanding level. A score in the range of 79–88 indicates an acceptable level of knowledge. The score of Fair, Poor, and Very Poor, on the other hand, represent various levels of understanding from fair to unsatisfactory and fall into the corresponding ranges of 66-78, 46-65, and 0-45. Further analysis of the distribution of students in these classifications will provide a deeper understanding of the students' pre-test scores before being given treatment in the experimental group.

As can be seen from the above table, 11 pupils received a score in the "Fair" category, this covers 55% of the total participants, which represents most of the students. Meanwhile, 1 student received a "Good" category, indicating a better score in the pre-test. It should be noted that 8 students were rated as "Poor,"

indicating that there were challenges with early understanding in this group. The distribution of pre-test results, with a total of 20 students participating, provides a crucial visual representation of the needs and understanding of the students before they receive treatment in the experimental group.

Table 4.2 The Number of Students Based on Post-test Scores in the Experimental Group

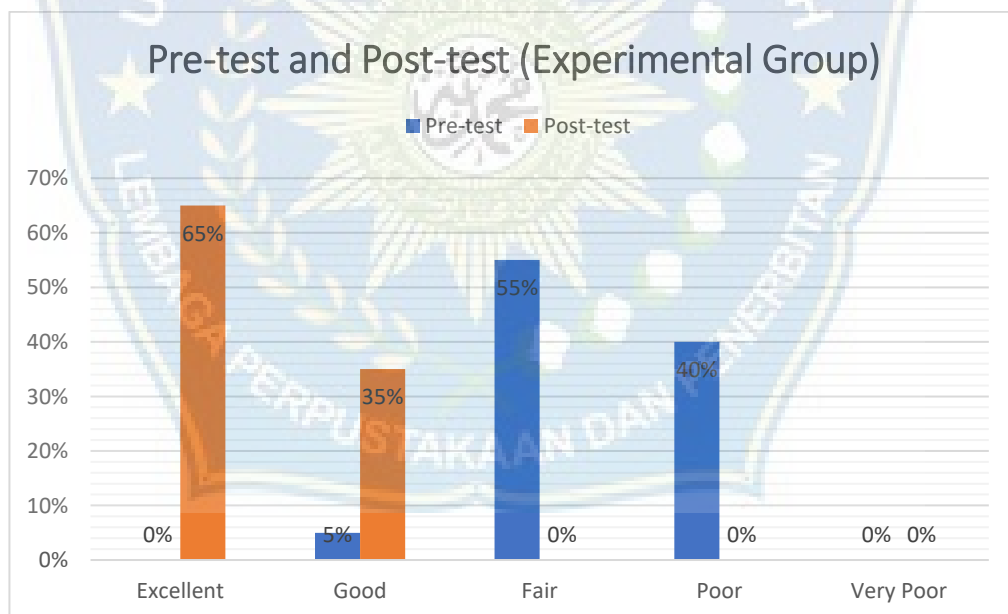
No.	Classification	Score	Post-test of Experimental Group	
			Students	Percentage
1	Excellent	89-100	13	65%
2	Good	79-88	7	35%
3	Fair	66-78	0	0%
4	Poor	46-65	0	0%
5	Very poor	0-45	0	0%
Total			20	100%

Table 4.2, this table provides an overview of the distribution of students' post-test scores in the experimental class. There are five classification categories, namely Excellent, Good, Fair, Poor, and Very Poor. On the pre-test, 11 of the 20 students were classified as "Fair," suggesting that the group's pre-test results were all at the same level. Meanwhile, for other students, there were differences in pre-test results as indicated by the classification of "Good" for 1 student and "Poor" for 8 students.

After the treatment was carried out, there was an increase in scores for number of students. After receiving the treatment, 13 students received the category of "Excellent," indicating a notable improvement. Furthermore, 7 students achieved a category of "Good". It means 65% of participants got maximum results compared to 35% of other students. This indicates a positive increase in understanding after treatment.

Based on the data, it can be concluded that there were no students who were classified for receiving "Very poor" score on both the pre-test and post-test. This demonstrates that, the treatment provided can improve students' overall understanding, although there are still variations in the level of progress between students. In this case, the findings offer an encouraging picture of the treatment efficacy, notably the use of Google Sites in teaching writing for the experimental group. Read graphic 4.1 to ensure your understanding about the percentage of student score improvement on the pre-test and post-test of the experimental group.

Graphic 4.1 Improvement in Students' Writing Descriptive Text on Pre-test and Post-test in Experimental Group



Graphic 4.1, this graphic compares the number of students, especially in the experimental group that used Google Sites, who had an improvement in score categorization between the pre-test and post-tests. It is evident that, compared to the pre-test, the post-test achieved significantly higher categorization scores. 65%

of all students received the "Excellent" classification on the post-test, an improvement from the 0% of students who received the same classification on the pre-test.

In addition, the "Good" category showed improvement following treatment; 35% of students were classified in this category on the post-test, compared to 5% on the pre-test. This improvement shows the positive effects of using Google Sites. Furthermore, the percentage of students who scored in the range of 55% and 40% on the pretest for the "Fair" and "Poor" categories was provided as well. It is important to remember that no student scored "Fair," "Poor," or "Very Poor" on the post-test. This shows that the treatment applied can help students achieve a better understanding and reduce the number of students who are initially at a low level of classification.

Table 4.3 Mean Score of the Students' Writing Descriptive Text in Experimental Group

Mean Score of Pre-test and Post-test in Experimental Group		
Writing	Pre-test	Post-test
	68	91.2

Table 4.3, this table shows the mean score of students' pre-test and post-test results in the experimental group, with a focus on teaching wiring for descriptive text by using Google Sites. The mean student score on the pre-test was 68, but there was significant improvement in the post-test, with a mean score of 91.2. The difference highlights the positive effects of using Google Sites in teaching writing, especially in descriptive text.

The improvement in students' descriptive text writing from 68 on the pre-test to 91.2 on the post-test indicates that the intervention was effective. These findings indicate that the platform helps students learn more effectively, encourages better understanding and helps students enhance their writing.

2. The Result of the Pre-test and Post-test for Control Group

Regarding the writing scores of students in the control group, the results of the students' pre-test showed that the students were still lacking when compared to the pre-test results of the experimental group. Changes in student test scores will be displayed before and after treatment, as defined in the classification table and diagram below.

Table 4.4 The Number of Students Based on Pre-test Scores in the Control Group

No.	Classification	Score	Pre-test of Control Group	
			Students	Percentage
1	Excellent	89-100	0	0%
2	Good	79-88	1	5%
3	Fair	66-78	10	50%
4	Poor	46-65	9	45%
5	Very poor	0-45	0	0%
Total			20	100%

Table 4.4, this table provides an overview of the classification of student scores based on pre-test results in the control group. These values were obtained through a writing test assessment carried out using Google Docs. The control group consisted of 20 students.

From the pre-test results, there are several classifications of student scores in the control group. There was 1 student who achieved the "Good" classification, 10

students obtained the "Fair" classification, while 9 other students obtained the "Poor" classification. These findings offer a preliminary representation of the distribution of understanding among students in the control group before the treatment.

By observing these results, we can see the initial level of understanding of students in the control group. This information provides an important basis for understanding the impact of interventions that may be implemented in the experimental group, and for comparing experimental group to determine the effectiveness of different learning media.

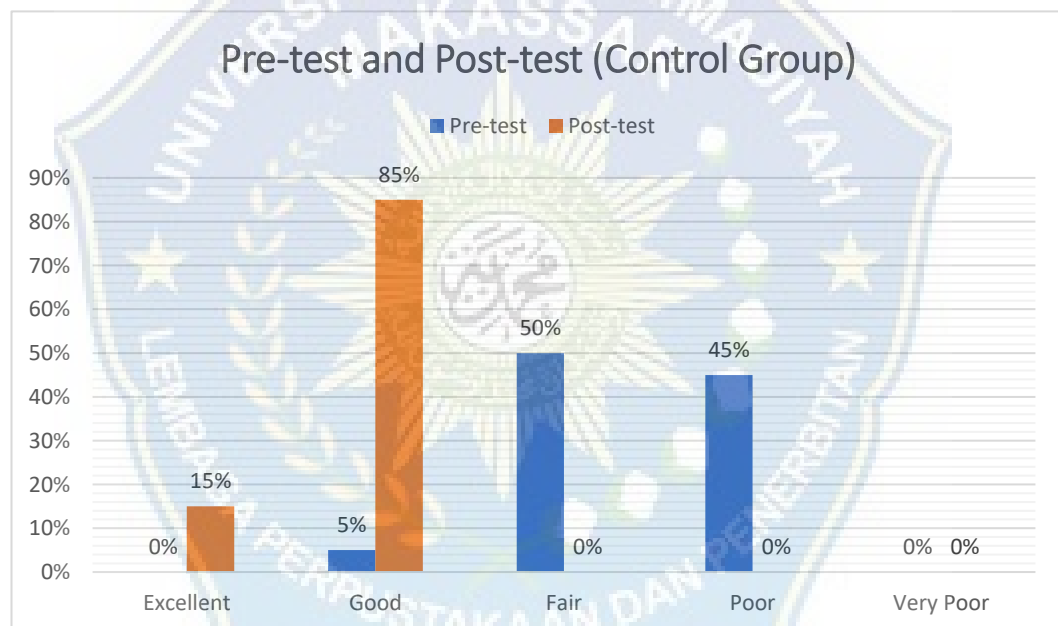
Table 4.5 The Number of Students Based on Post-test Scores in the Control Group

No.	Classification	Score	Post-test of Control Group	
			Students	Percentage
1	Excellent	89-100	3	15%
2	Good	79-88	17	85%
3	Fair	66-78	0	0%
4	Poor	46-65	0	0%
5	Very poor	0-45	0	0%
Total			20	100%

Table 4.5, this table presents the classification of student scores based on post-test results in the control group after being given treatment using Webnode. A total of 3 students obtained the classification "Excellent," which means they get 15% of the total number of students, indicating significant improvement from pre-test to post-test. In addition, 13 students obtained a "Good" classification on the post-test after learning intervention using Webnode. These results demonstrate the effectiveness of the teaching and use of the platform.

It should be noted that no student received a score of "Very Poor" on both the pre-test and post-test. This demonstrates how Webnode could potentially be used to teach writing, as no student is classified as having the lowest score in pre-test and post-test. However, compared to the control group, the experimental group scores were slightly higher. See graphic 4.2 for a more detailed description of the percentage.

Graphic 4.2 Improvement Students' Writing Descriptive Text on Pre-test and Post-test (Control Class)



Graphic 4.2, this graph shows the percentage of students in the control group that used Webnode and had an improvement in their classification scores from the pre-test to the post-test. Compared to the pre-test, when no students received the "Excellent" classification, there was a significant increase in the post-test, with 15% of students receiving it. Comparably, a significant improvement appeared in the

"Good" classification, where 85% of students scored highly on the post-test compared to just 5% on the pre-test.

The analysis shows that the control group use of Webnode improved post-test results, particularly by raising the number of students who received a higher score classification. The fact that no student on the post-test was classified as "Fair," "Poor," or "Very Poor" indicates that the Webnode treatment was effective in teaching writing. Thus, the results of this graph show the effectiveness of Webnode in improving the writing results of students in the control group.

Table 4.6 Mean Score of the Students' Writing Descriptive Text in Control Group

Mean Score of Pre-test and Post-test in Control Group		
Writing	Pre-test	Post-test
	67.6	85.8

According to Table 4.4, this table provides an overview of the mean score of the pre-test and post-test results in the control group. The pre-test results showed a mean score of 67.6, while in the post-test there was a significant increase with the mean score reaching 85.8. Even though the experimental group that used Google Sites still showed higher scores, the comparison between the pre-test and post-test of the control group showed a positive increase after the treatment.

This increase shows that the intervention implemented in the control group using Webnode had a positive impact on students' post-test results. Although not as high as the experimental group, these results provide an indication that the learning

media applied to the control group was able to increase the scores obtained. Thus, although Google Sites in the experimental group is higher, the control group also experienced improvements which can be considered a positive result.

3. The Result Percentage of Students Improvement in Writing for Experimental and Control Group

The results of the research indicate that, as compared to Webnode, Google Sites is a more effective way to teach writing to a larger number of students. This can be seen in the following table.

Table 4.7 The Result of Students Improvement in Writing for Experimental Group and Control Group

Percentage of the student improvement		
	Experimental Group	Control Group
Writing	34%	26%

Table 4.6 indicates that the experimental group showed a higher percentage increase than the control group. This table showed that the experimental group received a 34% increase in percentage, whereas the control group received a 26% increase. This table demonstrates how the use of Google Sites has enhanced the students' writing abilities as compared to the control group.

4. Testing Hypothesis

The main objective of this test is to compare the outcomes of the experimental and control groups to determine the effectiveness of using Google Sites. Additionally, SPSS used for analysing all the data collected for this test.

Table 4.8 Group Statistics of Pre-Test and Post-Test in Experimental and Control Group

	class	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experimental	20	68.00	6.358	1.422
	Control	20	67.60	6.210	1.389
Posttest	Experimental	20	91.20	3.806	.851
	Control	20	85.80	4.396	.983

The pre-test and post-test statistical results for the experimental group and the control group are shown in Table 4.8. N is the total number of samples from every class. In this research, there were 20 students in each of the experimental and control groups. According to Table 4.8, students in the experimental group had an average pretest score of 68.00, compared to 67.60 in the control group. Similarly, students in the experimental group had an average post-test score of 91.20, compared to 85.80 in the control group.

Table 4.9 Independent Sample Test of Pre-test and Post-test in Experimental and Control Group

		t-test for Equality of Means			
		t	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pretest	Equal variances assumed	.201	.842	.400	1.987
	Equal variances not assumed	.201	.842	.400	1.987
Posttest	Equal variances assumed	4.153	.000	5.400	1.300
	Equal variances not assumed	4.153	.000	5.400	1.300

Table 4.9 shows that the p-value achieved in the pre-test or (2-tailed) = 0.842 from the independent sample test. This represents that the score is higher than the defined significance value (0.05). These results show that the null hypothesis was accepted and the alternative hypothesis was rejected during the pre-test. Before treatment, both groups had the same pre-test scores. Meanwhile, in the post-test, the p-value (2-tailed) = less than 0.001 or equal to 0.000. This signifies that the score is less than the required significance level (0.05). These findings show that the null hypothesis was rejected in the post-test and the alternative hypothesis was accepted.

As a result of providing different treatments, there will be significant differences between the two groups. Based on table 4.9, data shows that the experimental group's average graphic value is higher than the control group, it may be concluded that the experimental group performed significantly better than the control group. In other words, **the use of Google Sites is effective in teaching writing to students at SMAN 21 Gowa.**

B. Discussion

1. The Result of the Pre-test and Post-test for Experimental Group

In the context of teaching writing descriptive text, the discussion explains the comparison of pre- and post-test results in the experimental group. In the pre-test, 11 students scored in the "Fair" category, covering 55% of the total participants who were most of the students. One student obtained the "Good" category. However, there are challenges, where 8 students received the "Poor" category, indicating that there are students who are at a low level of classification score. The distribution of pre-test scores offers a preliminary representation of the students' understanding before the treatment. Out of the 20 students who participated, the distribution of scores showed that most of them required support and improvement to understand the descriptive text.

The post-test results demonstrated significant gains following treatment. 13 students in all achieved the "Excellent" standard, showing significant progress. 7 students were scored in the "Good" category, resulting in a more proportionate set of scores. As demonstrated by the result that 65% of participants reached their maximum potential, the use of Google Sites is efficient.

The discussion also highlighted that the lack of results on the pre-test was possibly caused by students' difficulties in developing content ideas in writing descriptive texts. However, after receiving treatment in the experimental group, it was seen that they were able to produce ideas/content that were more proportional to the criteria contained in the descriptive texts, and assistance from Google Sites played a significant role in this achievement. This shows that treatment using

appropriate media can improve students' understanding and improve their writing skills in the specified context.

2. The Result of the Pre-test and Post-test for Control Group

Discussion of the pre-test and post-test results in the control group indicates the challenges and improvements experienced by students in learning to write descriptive texts. In the pre-test, only one student achieved a "Good" classification, while 10 students received a "Fair" classification, and 9 other students received a "Poor" classification. The distribution of pre-test results shows that most of the students in the control group faced difficulties in understanding the descriptive text

After treatment using Webnode, the post-test results showed a significant improvement. 3 students achieved the classification of "Excellent," which means they get 15% of the total number of students. This indicates a marked improvement from pre-test to post-test. Furthermore, 13 students obtained a classification of "Good," indicating a better improvement after the treatment using Webnode.

This discussion highlights the similarities in problems between the experimental group and the control group in the pre-test, specifically the challenges faced by students while developing topic ideas for descriptive writing. Nevertheless, it was seen that following treatment in the control group, they were able to create more ideas/content that matched the requirements in the descriptive text, and the help of Webnode was needed for this achievement.

Analysis of the findings showed that at the pre-test stage, the experimental group (mean score: 68) and the control group (mean score: 67.6) had similar initial levels. After treatment, the experimental group using Google Sites achieved an

average post-test score of 91.2, while the control group using Webnode achieved 85.8. While both have improvements, Google Sites came out higher with a 34% increase, while Webnode achieved a 26% increase. In conclusion, **Google Sites is more effective in teaching writing descriptive text for senior high school at SMAN 21 Gowa** compared to Webnode.

The results of the discussion above are in line with the research by Data (2022), which investigated the use of Google Sites in English language learning for academic and professional purposes. The findings from the study showed that there was a significant improvement with a major impact on participants' knowledge after the intervention was implemented. This is in line with the findings in the experimental group in the previous discussion, where Google Sites was also proven to be effective in increasing students' understanding of writing descriptive text material. Research Data (2022) also notes that the use of Google Sites as a learning platform during distance learning has proven to be effective, providing further support for the results of the discussion above which shows that Google Sites can have a positive impact on learning, especially in terms of effectiveness in teaching writing.

Same as the findings of the research by Tessa & Lornklang (2021), show that the use of Google Sites in the flipped classroom approach significantly increases students' listening skills in English from pre-test to post-test. This was seen in the experimental group in the study, which achieved a high increase in post-test scores. The suitability of these findings with the results of the discussion indicates that Google Sites, in the context of teaching writing descriptive texts, consistently

contributes to increasing student understanding compared to other platforms, such as Webnode in the control group.

Two primary aspects are highlighted in this research. First, this study innovates using true experimental research methods to compare how Google Sites and Webnode are used. It is possible that a specific experimental comparison of the two media for learning to write descriptive texts has not been done in previous studies. By combining a true experimental method to assess the effectiveness of these two systems, this research significantly improves our understanding of both their advantages and disadvantages.

The focus of the research is on using Google Sites in teaching writing, particularly descriptive text. While Google Sites has been used in multiple online learning environments, this research focuses on using it in teaching writing. This offers a new perspective on how well Google Sites may be used as a teaching tool to help students improve their writing abilities, particularly regarding the skill of producing high-quality descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In consideration of the findings and discussion in the previous chapter, the researcher concluded that using Google Sites as a learning media can enhance the writing skills of students at SMAN 21 Gowa, particularly in descriptive text. This is demonstrated by the analysis findings for both groups, which show that the experimental group used Google Sites more efficiently than the control group. Therefore, this study supports the idea that teaching writing with Google Sites is more effective. Because they encourage students to be more creative and participate in the learning process, as well as because they can readily access resources and turn in assignments all on the same platform, Google Sites is a great learning media for writing classes.

B. Suggestions

Several kinds of educational tools will be employed to enhance the learning process. A particular way to teach writing, especially in descriptive text is using Google Sites as a learning media. The following are some suggestions to consider:

1. Teachers may apply Google Sites as a learning media for teaching English, particularly writing to inspire students to be more active, imaginative, and enthusiastic in learning English, particularly throughout the teaching and learning process.

2. To improve their writing abilities, particularly in descriptive text, students need to practice their writing frequently. Writing is one of the most crucial parts of learning English.



BIBLIOGRAPHY

- Aulia, N. (2023). *The Effectiveness of Blended Learning in Teaching Writing of EFL Students*.
- Anugraheni, I. (2017). Analisa Faktor-Faktor yang Mempengaruhi Proses Belajar Guru-Guru Sekolah Dasar. *Magister Manajemen Pendidikan FKIP*, 2, 205–212.
- Bahnar, S. H. (2021). Developing Students' Writing Ability through Google Application. *ELT Worldwide: Journal of English Language Teaching*, 8(1), 90. <https://doi.org/10.26858/eltww.v8i1.19309>
- Basri, N., & Syamsiah. (2020). The Effect of Applying Mind Mapping Method in Writing Descriptive Text. *Langua: Journal of Linguistics, Literature, and Language Education*, 3(2), 36–56.
<http://jurnal.stkipkieraha.ac.id/index.php/langua/article/view/82>
- Coulmas, F. (2003). *Writing systems : an introduction to their linguistic analysis*. Cambridge University Press.
- Culajara, C. J. (2022). Maximizing the Use of Google Sites in Delivering Instruction in Physical Education Classes. *Physical Education and Sports: Studies and Research*, 1(2), 79–90. <https://doi.org/10.56003/pessr.v1i2.115>
- Data, N. (2022). Maximum Utilization of Google Sites (MUGS) in Teaching English for Academic and Professional Purposes. *AJARCDE (Asian Journal of Applied Research for Community Development and Empowerment)*, 6(3), 68–72. <https://doi.org/10.29165/ajarcde.v6i3.109>
- Fauzia, S. (2017). *The Effectiveness of Fresh Technique in Students Descriptive Text Writing*.
- Haris, S. M. M. (2022). *The Effectiveness of Clustering Technique on The Students' Writing Skill In Narrative Text at Sma Negeri 21 Makassar (A Pre-Experimental Research)*.
- Hikmah, D. (2019). Media For Language Teaching and Learning in Digital Era. *International Journal of English Education and Linguistics (IJoEEL)*, 1(2), 36–41. <https://doi.org/10.33650/ijoeel.v1i2.963>

- Indrilla, N., & Ciptaningrum, D. S. (2018). An Approach in Teaching Writing Skills: Does it Offer a New Insight in Enhancing Students' Writing Ability. *Journal: A Journal on Language and Language Teaching*, 21(2). <https://doi.org/10.24071/llt.2018.210201>
- Jusriati, J., Nasriandi, N., Kurniadi, W., & Ratna, R. (2021). the Implementation of Google Site As E-Learning Platform for Teaching Efl During Covid-19 Pandemic. *English Review: Journal of English Education*, 10(1), 129–138. <https://journal.uniku.ac.id/index.php/ERJEE/article/view/5363>
- Knapp, Peter., & Megan Watkins. (2005). *Genre, Text, and Grammar*. Sidney: University of New South Wales.
- Marpanaji, E., Mahali, M. I., & Putra, R. A. S. (2018). Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants. *Journal of Physics: Conference Series*, 1140(1). <https://doi.org/10.1088/1742-6596/1140/1/012014>
- Nisa, F. A. (2016). *Improving Students' Writing Skill by Using Inquiry Technique at The Eighth Grade Students of Mts Negeri 2 Palembang*.
- Nunan, D. (1991). *Language Teaching Methodology*. New York: Prentice Hall.
- Osman, R., Awang, M. I., & Aziz, M. N. (2022). Optimizing Google sites in learning: Emerging digital transformation post Covid-19 in Malaysia. *Practitioner Research*, 4(July), 97–112.
- Prihatmi, T. N. (2017). “English Academic Writing Bagi Mahasiswa Di Institut Teknologi Nasional Malang: Hambatan Dan Solusi.” *Prosiding SENIATI*, 3(2), C54.2. <https://ejournal.itn.ac.id/index.php/seniati/article/view/1866>
- Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, 4(2), 53–60. <https://doi.org/10.29333/aje.2019.426a>
- Rusmawan, P. N. (2018). *Teaching Writing Descriptive Text Activities in Islamic Boarding School*. 3(1), 65–78.
- Salam, R., Akib, H., & Daraba, D. (2020). *Utilization of Learning Media In Motivating Student Learning*. 226(Icss), 1100–1103. <https://doi.org/10.2991/icss-18.2018.232>

- Sandy, S. (2021). What is Google Sites, and When Should You Use it? <https://www.howtogeek.com/749191/what-is-google-sites-and-when-should-you-use-it/>
- Songkhro, J., Dequiña, Jr., L. S., Dominguez, R. R., & Phanlapa Khathayut, P. (2022). Effectiveness of Using Animated Videos via Google Sites in Enhancing Socio-culture of Native English-Speaking Countries. *Education Quarterly Reviews*, 5(2). <https://doi.org/10.31014/aior.1993.05.02.497>
- Sugiyono. (2019). *Metode Penelitian Kuantitatif Kualitatif dan R & D (Bandung: CV Alfabeta, 2014)*, 8. 2 Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, 11. 29–47.
- Susanti, A. (2007). *Students' Constraint in Participating in Writing II Class. XXII.*
- Syakiroh, A. (2021). Efektivitas Penggunaan Google Sites sebagai Media Pembelajaran Jarak Jauh dalam Upaya Peningkatan Prestasi Peserta Didik pada Pelajaran PAI Kelas VIII Di SMP Ali Maksum Krapyak Yogyakarta Tahun Pelajaran 2021. Universitas Islam Indonesia.
- Taghiyareh, F., & Orooji, F. (2015). Supporting Participants in Web-Based Collaborative Learning Activities from a Holistic Point of View: A Tale of Seven Online and Blended Courses. *Journal of Computers in Education*, 1(1)
- Tessa, C., & Lornklang, T. (2021). *Effects of Teaching English Using A Flipped Classroom Learning Approach with Google Sites on the Listening Ability Of Eleventh-Grade Students*. 2, 233–247.
- Thomas, O., Simpun, & Yulinda. (2022). The Effect of Using Google Sites as Learning Sources on Learning Outcomes of Students at SMK Negeri 4 Palangka Raya Academic Year 2021/2022. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 5, 91–102. <https://doi.org/10.33258/birle.v5i1.4231>



Appendix A. Data Penelitian

Instrument of Pre-test

INSTRUMENT OF PRE-TEST

Name :

No. Absent :

Class :

Rules:

1. Make a descriptive text paragraph using the title below!
2. Make a descriptive text that consists of identification and description!
3. Use language features (simple present tense, adjective, etc.)!

“My Best Friend”



A large, faint watermark of the Universitas Muhammadiyah Makassar logo is centered on the page. The logo is a shield-shaped emblem with a sunburst in the center, surrounded by Arabic calligraphy and the university's name in Indonesian: 'UNIVERSITAS MUHAMMADIYAH MAKASSAR' and 'LEMBAGA PENELITIAN DAN PENERBITAN'. Below the title, there are approximately 20 horizontal dotted lines for writing.

GOOD LUCK

Instrument of Post-test

INSTRUMENT OF POST-TEST

Name :

No. Absent :

Class :

Rules:

1. Make a descriptive text paragraph using the title below!
2. Make a descriptive text that consist of identification and description!
3. Use language features (simple present tense, adjective, etc.)!
4. Use grammar and mechanic exactly!

“My Motivator”



A large watermark of the Universitas Muhammadiyah Makassar logo is centered on the page. The logo is a shield-shaped emblem with a sunburst in the center, surrounded by Arabic calligraphy and the text 'UNIVERSITAS MUHAMMADIYAH MAKASSAR' and 'LEMBAGA PERPUSTAKAAN DAN PENELITIAN'. Below the watermark, there are approximately 25 horizontal dotted lines for writing.

GOOD LUCK!

Lesson Plan

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMA NEGERI 21 GOWA
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X / Ganjil
 Materi Pokok : Descriptive Text
 Alokasi Waktu : 6 x 45 Menit

A. KOMPETENSI INTI

KI 3. Menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Menentukan fungsi sosial teks deskriptif terkait tempat wisata. • Menganalisis struktur teks deskriptif terkait tempat wisata. • Menemukan unsur kebahasaan dalam bentuk teks deskriptif terkait tempat wisata. • Meresume teks deskriptif sederhana terkait tempat wisata.

<p>4.3 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> • Membuat teks deskriptif sederhana, terkait tempat wisata. • Menyajikan secara lisan teks deskriptif terkait tempat wisata.
---	---

C. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang tempat wisata dunia atau bangunan terkenal.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks *descriptive* tentang tempat wisata.
3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks *descriptive* sederhana tentang tempat wisata atau bangunan terkenal.
4. Menyusun teks *descriptive* lisan dan tulis sederhana tentang tempat wisata dunia atau bangunan terkenal.

D. MATERI PEMBELAJARAN

1. **Social Function:** Boast, introduce, identify, praise, criticize, promote, etc.
2. **The definition of Descriptive text:** A descriptive text describes a particular object like a place, a thing or person.
3. **Generic Structure:**
 - Identification: an introduction in the form of a general description of a topic.
 - Description: contains the special characteristics of the thing, place, or person being described.
4. **Characteristics of Descriptive Text:**
 - Using simple present tense
 - Using attribute verbs, such as be (am, is, are)
 - Only focus on that one object.
5. **Language Feature:**
 - Nouns related to people, tourist attractions, and historical buildings.
 - Adjectives related to people, tourist attractions and historical buildings.
 - Use present tense
 - Spelling and handwriting and printing are clear and neat.
 - Speech, word stress, intonation, when presenting orally.
 - Grammar: Noun phrases such as beautiful place, unique building

E. METODE PEMBELAJARAN

- Discovery Learning
- Ceramah dan diskusi

F. MEDIA PEMBELAJARAN

1. *Media:*

- Google Site/Webnode (Situs Web)
 - Worksheet atau lembar kerja (siswa)
2. Beberapa teks deskriptif dan gambar seseorang sebagai ilustrasi.
 3. *Alat:* Handphone atau laptop, spidol.

4. *Sumber Pembelajaran:*

- Buku Siswa Bahasa Inggris kelas X Kurikulum 2013 edisi 2016
- Materi Descriptive text: pengertian, tujuan, struktur dan contohnya
<https://www.ruangguru.com/blog/bahasa-inggris-kelas-7-pengertian-tujuan-ciri-ciri-dan-struktur-descriptive-text>
- Pengalaman peserta didik dan guru.

G. LANGKAH - LANGKAH PEMBELAJARAN

1. Kegiatan Pendahuluan (10 menit)

- a. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Allah subhanawata'ala dan berdoa untuk memulai pembelajaran.
- b. Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- c. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- d. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
- e. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

2. Kegiatan Inti

Pertemuan ke-1

- a. Guru menjelaskan tentang descriptive teks secara garis besar.
- b. Siswa diberikan PRE-TEST (Menulis teks deskriptif dengan tema "Describing people").
- c. Guru menanyakan kesulitan yang dialami peserta didik dalam menulis teks deskriptif.
- d. Peserta didik dan guru berdiskusi.

Pertemuan ke-2

- a. Guru memberikan dan menjelaskan materi tentang descriptive text serta contohnya yang telah dimasukkan kedalam google sites/Webnode.
- b. Guru meminta peserta didik menanyakan materi yang belum dipahami.
- c. Guru dan peserta didik berdiskusi.
- d. Selanjutnya, guru memberi latihan menulis, siswa mengidentifikasi struktur teks dan unsur kebahasaan pada contoh descriptive text (treatment 1).

Pertemuan ke-3

- a. Guru memberikan dan menjelaskan materi descriptive text mengenai language feature yang digunakan dalam decriptive text (present tense, adjective and adverb).
- b. Guru meminta peserta didik menanyakan materi yang belum dipahami.
- c. Guru dan peserta didik berdiskusi.
- d. Selanjutnya, guru memberi soal latihan kepada siswa (treatment 2).

Pertemuan ke 4

- a. Guru memberikan dan menjelaskan materi tentang describing people yakni pengertian, serta contoh kalimatnya.
- b. Guru meminta peserta didik menanyakan materi yang belum dipahami.
- c. Guru dan peserta didik berdiskusi.
- d. Selanjutnya, guru memberikan latihan menulis kepada siswa (treatment 3).

Pertemuan ke 5

- a. Guru memberikan dan menjelaskan materi tentang mendeskripsikan seseorang yakni karakteristik seseorang serta contoh kalimatnya.
- b. Guru meminta peserta didik menanyakan materi yang belum dipahami.
- c. Guru dan peserta didik berdiskusi.
- d. Selanjutnya, guru memberikan latihan menulis kepada siswa (treatment 4).

Pertemuan ke 6

- a. Guru menanyakan beberapa materi terkait descriptive text yang sudah dipelajari sebelumnya kepada siswa.
- b. Siswa diberikan POST-TEST (Menulis descriptive text bertema "Describing People").
- c. Siswa menanyakan materi descriptive text yang belum dipahami.
- d. Siswa dan guru berdiskusi.

3. Penutup

- a. Guru dan siswa menyimpulkan materi pembelajaran.
- b. Guru dan siswa berdoa bersama dan mengucapkan salam sebelum menutup pembelajaran.

H. PENILAIAN

- Teknik: Tes tertulis
- Penilaian: Rubrik penilaian oleh Omaggio (1986) in Syifa Fauzia (2017)

Score	Level	Description
80-100	Excellent	Describing all the parts, qualities, and characteristics completely.
60-79	Good	Describing parts, qualities, and characteristics. Somewhat choppy loosely.
40-59	Fair	Fair describing parts, qualities, and characteristics. Some are missing.
20-39	Poor	Poorly describing many parts, qualities and characteristics are missing.
0-19	Very poor	Does not describe the parts, qualities, and characteristics anymore.

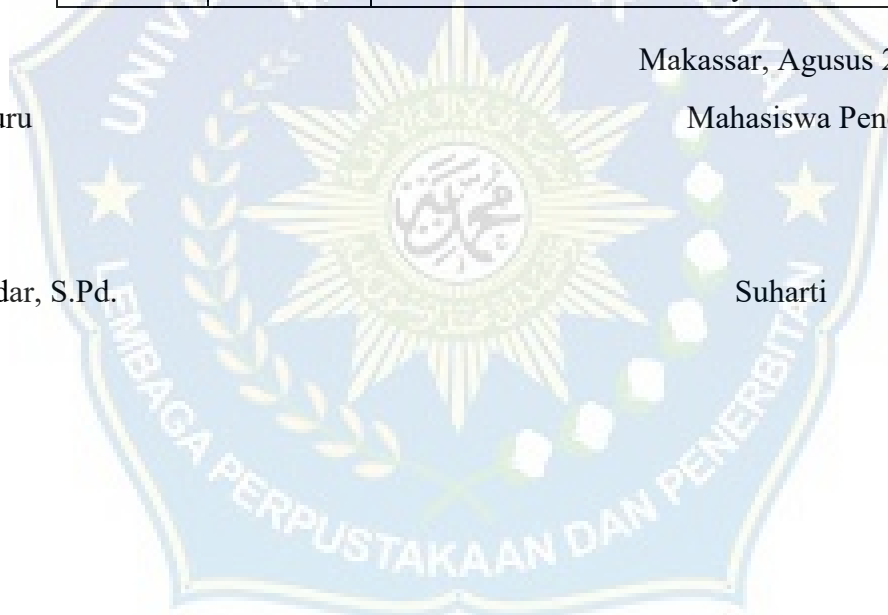
Makassar, Agustus 2023

Guru

Mahasiswa Peneliti

Indar, S.Pd.

Suharti



Worksheet Activity

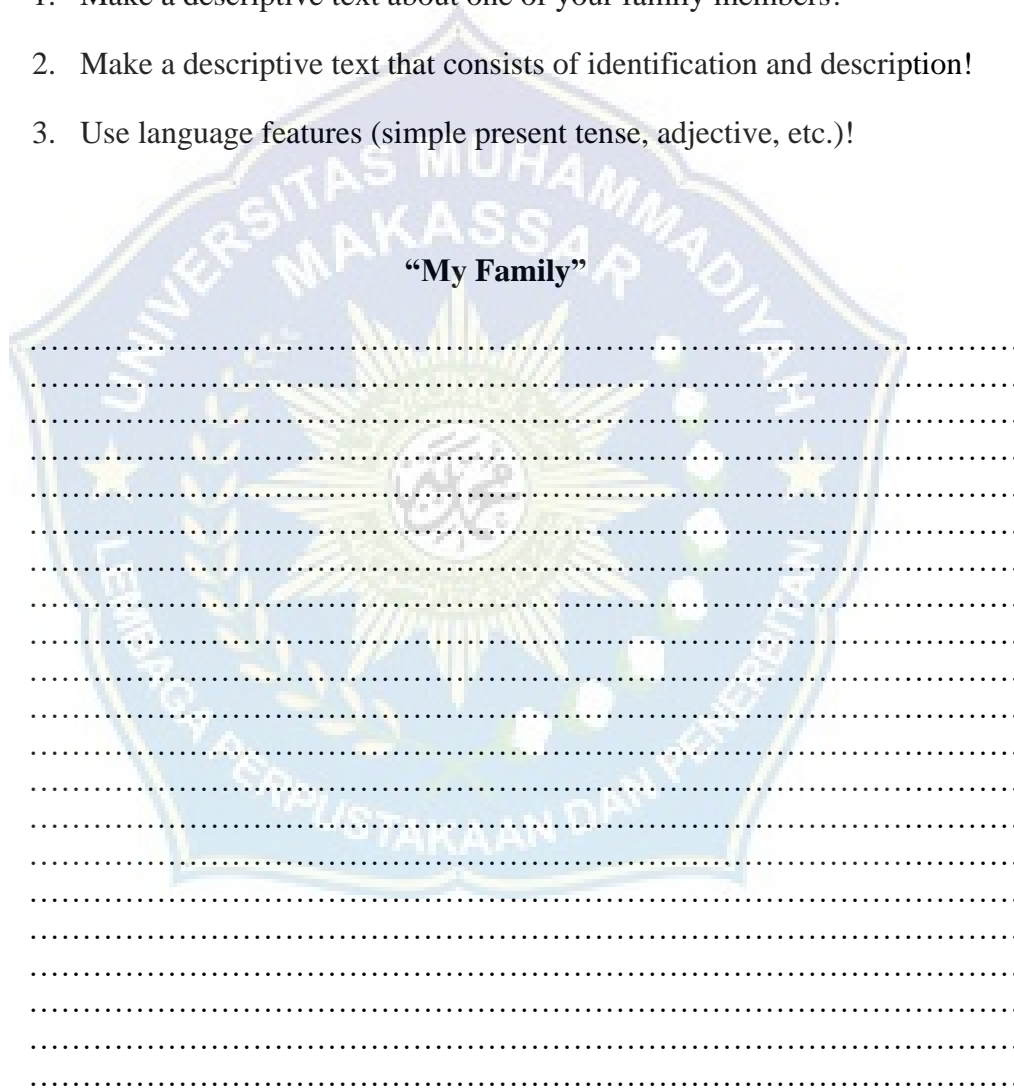
Treatment 1

Name :
No. Absent :
Class :

Rules:

1. Make a descriptive text about one of your family members!
2. Make a descriptive text that consists of identification and description!
3. Use language features (simple present tense, adjective, etc.)!

“My Family”



A large watermark of the Universitas Muhammadiyah Makassar logo is centered on the page. The logo is a shield-shaped emblem with a sunburst in the center, surrounded by Arabic calligraphy and the university's name in Indonesian. The watermark is semi-transparent and serves as a background for the writing area.

Good Luck

Treatment 2

Name :
No. Absent :
Class :

Describe the Pictures by writing at least two sentences.

1.		<ul style="list-style-type: none">••
2.		<ul style="list-style-type: none">••
3.		<ul style="list-style-type: none">••
4.		<ul style="list-style-type: none">••
5.		<ul style="list-style-type: none">••

Treatment 3

Name :
No. Absent :
Class :

Rules:

1. Make 10 sentences of descriptive text about describing people!
2. Make a descriptive text that consists of identification and description!

Answer Here:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



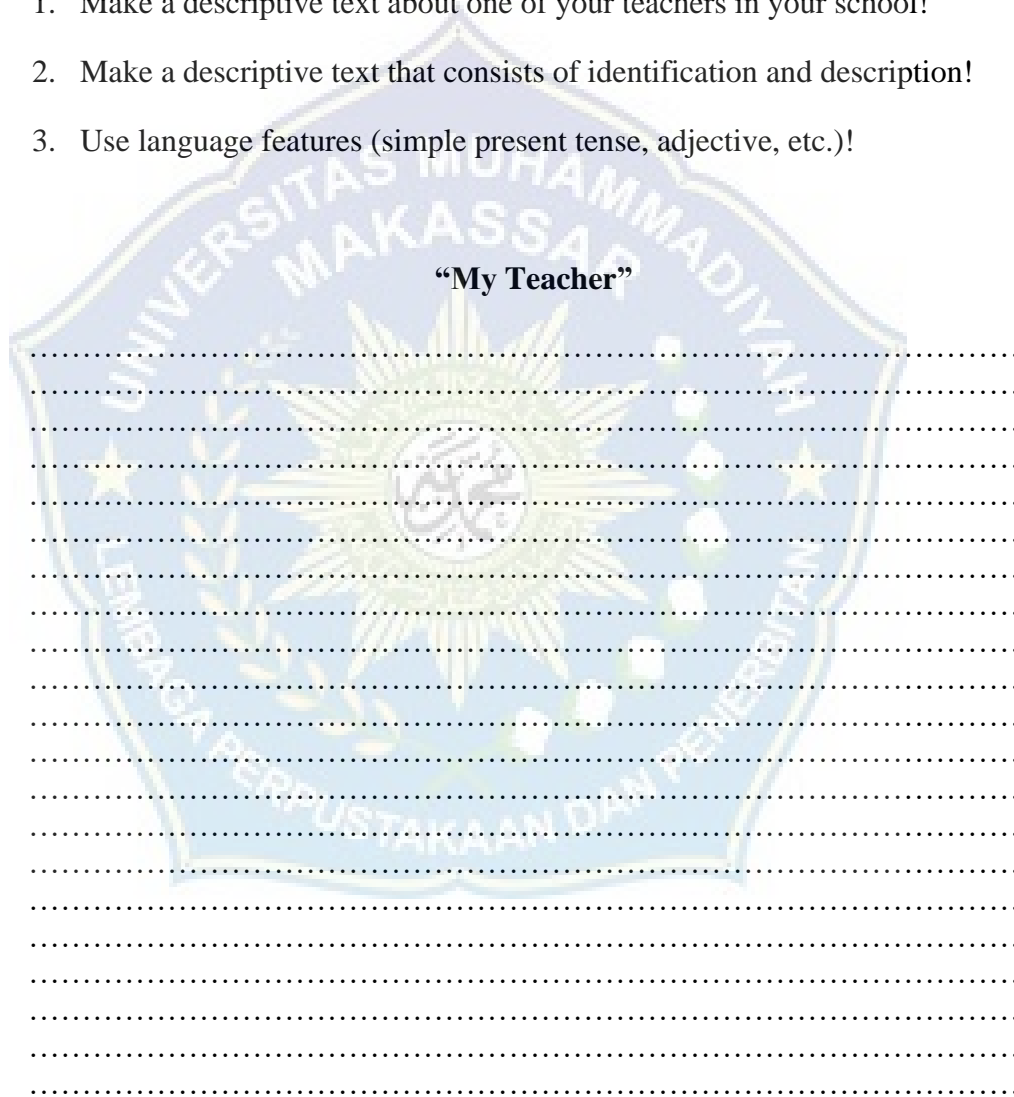
Treatment 4

Name :
No. Absent :
Class :

Rules:

1. Make a descriptive text about one of your teachers in your school!
2. Make a descriptive text that consists of identification and description!
3. Use language features (simple present tense, adjective, etc.)!

“My Teacher”



A large watermark of the Universitas Muhammadiyah Makassar logo is centered on the page. The logo is a shield-shaped emblem with a sunburst in the center, surrounded by the text 'UNIVERSITAS MUHAMMADIYAH MAKASSAR' and 'LEMBAGA PENDIDIKAN DAN PENELITIAN'. Below the logo, there are approximately 25 horizontal dotted lines for writing.

Good Luck

List Name of Sample

- **Experimental Group**

No	Name	Code
1	AB	Student 1
2	AGR	Student 2
3	AR	Student 3
4	DCS	Student 4
5	DA	Student 5
6	FST	Student 6
7	FNM	Student 7
8	IN	Student 8
9	MA	Student 9
10	MAR	Student 10
11	MDS	Student 11
12	MU	Student 12
13	MM	Student 13
14	NW	Student 14
15	NU	Student 15
16	QL	Student 16
17	SA	Student 17
18	SK	Student 18
19	SPNS	Student 19
20	SY	Student 20

- **Control Group**

No	Name	Code
1	DA	Student 1
2	DE	Student 2
3	FR	Student 3
4	HA	Student 4
5	KR	Student 5
6	MW	Student 6
7	MF	Student 7
8	MH	Student 8
9	MRS	Student 9
10	MAM	Student 10
11	MAH	Student 11
12	NAYN	Student 12
13	NH	Student 13
14	PA	Student 14
15	PRA	Student 15
16	RAR	Student 16
17	RPB	Student 17
18	SE	Student 18
19	SND	Student 19
20	YU	Student 20

The Students' Score of Pre-test (X1) and Post-test (X2), Gain/Difference between the matched pairs (D), and square of the Gain (D2)

- **Experimental Group (Google Sites)**

Samples	Experimental Group			
	Pre-test	Post-test	D (X ₂ -X ₁)	D ²
St. 1	60	84	24	576
St. 2	64	96	32	1024
St. 3	76	96	20	400
St. 4	68	92	24	576
St. 5	64	92	28	784
St. 6	76	96	20	400
St. 7	64	92	28	784
St. 8	72	92	20	400
St. 9	60	84	24	576
St. 10	68	92	24	576
St. 11	72	88	16	256
St. 12	60	88	28	784
St. 13	72	88	16	256
St. 14	68	88	20	400
St. 15	60	92	32	1024
St. 16	80	96	16	256
St. 17	76	92	20	400
St. 18	72	96	24	576
St. 19	68	92	24	756
St. 20	60	88	28	785
Total	$\sum x = 1360$	$\sum x = 1824$	$\sum x = 468$	$\sum x = 11589$

- Control Group (WEBNODE)

Samples	Control Group			
	Pre-test	Post-test	D(X ₂ -X ₁)	D ²
St.1	72	88	16	256
St. 2	68	84	16	256
St. 3	68	80	12	144
St. 4	72	88	16	256
St. 5	60	84	24	576
St. 6	60	80	20	400
St. 7	76	88	12	144
St. 8	64	80	24	576
St. 9	72	92	20	400
St. 10	64	84	20	400
St. 11	72	84	12	144
St. 12	68	88	20	400
St. 13	72	92	20	400
St. 14	60	84	24	576
St. 15	80	96	16	256
St. 16	64	84	20	400
St. 17	64	88	24	576
St. 18	60	80	20	400
St. 19	60	84	24	576
St. 20	76	88	12	144
Total	$\sum x = 1352$	$\sum x = 1716$	$\sum x = 373$	$\sum x = 7280$

Classification of Students' Pre-test and Post-test

- **Experimental Group**

Code	Experimental Group			
	Pre-test	Classification	Post-test	Classification
St. 1	60	Poor	84	Good
St. 2	64	Poor	96	Excellent
St. 3	76	Fair	96	Excellent
St. 4	68	Fair	92	Excellent
St. 5	64	Poor	92	Excellent
St. 6	76	Fair	96	Excellent
St. 7	64	Poor	92	Excellent
St. 8	72	Fair	92	Excellent
St. 9	60	Poor	84	Good
St. 10	68	Fair	92	Excellent
St. 11	72	Fair	88	Good
St. 12	60	Poor	88	Good
St. 13	72	Fair	88	Good
St. 14	68	Fair	88	Good
St. 15	60	Poor	92	Excellent
St. 16	80	Good	96	Excellent
St. 17	76	Fair	92	Excellent
St. 18	72	Fair	96	Excellent
St. 19	68	Fair	92	Excellent
St. 20	60	Poor	88	Good

- **Control Group**

Code	Control Group			
	Pre-test	Classification	Post-test	Classification
St. 1	72	Fair	88	Good
St. 2	68	Fair	84	Good
St. 3	68	Fair	80	Good
St. 4	72	Fair	88	Good
St. 5	60	Poor	84	Good
St. 6	60	Poor	80	Good
St. 7	76	Fair	88	Good
St. 8	64	Poor	80	Good
St. 9	72	Fair	92	Excellent
St. 10	64	Poor	84	Good
St. 11	72	Fair	84	Good
St. 12	68	Fair	88	Good
St. 13	72	Fair	92	Excellent
St. 14	60	Poor	84	Good
St. 15	80	Good	96	Excellent
St. 16	64	Poor	84	Good
St. 17	64	Poor	88	Good
St. 18	60	Poor	80	Good
St. 19	60	Poor	84	Good
St. 20	76	Fair	88	Good

Data Analysis of the Students' Score Based on IBM STATISTICS SPSS 26

Data Analysis of Experimental Group

Statistic

Statistics

		Pretest	Posttest
N	Valid	20	20
	Missing	0	0
Mean		68.0000	91.2000
Std. Error of Mean		1.42164	.85101
Median		68.0000	92.0000
Mode		60.00	92.00
Std. Deviation		6.35776	3.80581
Variance		40.421	14.484
Skewness		.175	-.375
Std. Error of Skewness		.512	.512
Kurtosis		-1.094	-.593
Std. Error of Kurtosis		.992	.992
Range		20.00	12.00
Minimum		60.00	84.00
Maximum		80.00	96.00
Sum		1360.00	1824.00
Percentiles	25	61.0000	88.0000
	50	68.0000	92.0000
	75	72.0000	95.0000

Data Analysis of Control Group

Statistic

		Statistics	
		Pretest	Posttest
N	Valid	20	20
	Missing	0	0
Mean		67.6000	85.8000
Std. Error of Mean		1.38868	.98301
Median		68.0000	84.0000
Mode		60.00 ^a	84.00
Std. Deviation		6.21035	4.39617
Variance		38.568	19.326
Skewness		.278	.537
Std. Error of Skewness		.512	.512
Kurtosis		-.974	.043
Std. Error of Kurtosis		.992	.992
Range		20.00	16.00
Minimum		60.00	80.00
Maximum		80.00	96.00
Sum		1352.00	1716.00
Percentiles	25	61.0000	84.0000
	50	68.0000	84.0000
	75	72.0000	88.0000

a. Multiple modes exist. The smallest value is shown

Testing of Hypothesis (Independent Sample t-test)

Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experimental	20	68.00	6.358	1.422
	Control	20	67.60	6.210	1.389
Posttest	Experimental	20	91.20	3.806	.851
	Control	20	85.80	4.396	.983
Gain	Experimental	20	298.4306	73.41729	16.41661
	Control	20	277.4940	72.56768	16.22663

Independent Samples Test

		t-test for Equality of Means					95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pretest	Equal variances assumed	.201	38	.842	.400	1.987	-3.623	4.423
	Equal variances not assumed	.201	37.979	.842	.400	1.987	-3.623	4.423
Posttest	Equal variances assumed	4.153	38	.000	5.400	1.300	2.768	8.032
	Equal variances not assumed	4.153	37.236	.000	5.400	1.300	2.766	8.034
Gain	Equal variances assumed	.907	38	.370	20.93651	23.08264	-25.79186	67.66487
	Equal variances not assumed	.907	37.995	.370	20.93651	23.08264	-25.79207	67.66508

Distribution of t-table.

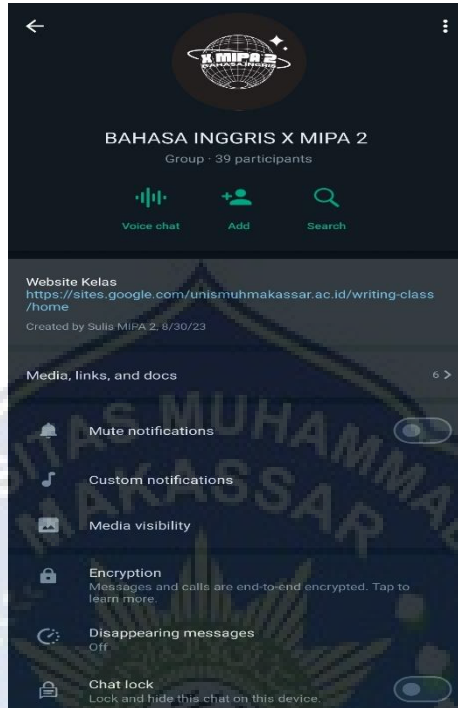
Degree of freedom (df) = $N-1 = 20-1 = 19$, t-table = 2.093

The level of significance 0.05

Df	P			
	1.0	0.5	0.1	0.01
1	6.314	12.706	63.357	636.619
2	2.920	4.303	9.326	31.598
3	2.535	4.182	5.841	12.941
4	2.123	2.776	4.604	8.610
5	2.015	2.571	5.032	6.859
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.405
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.226	3.169	4.587
11	1.769	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.120	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.045
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.933
19	1.729	2.093	2.861	3.833
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.832	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.807	2.807	3.767
24	1.711	2.640	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.656
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460

Technical instructions for using Google Sites

1. The researcher put the media link used in the group description box.



Experimental Group

2. The Google Sites homepage will be displayed to students whenever they click the link in the group description.

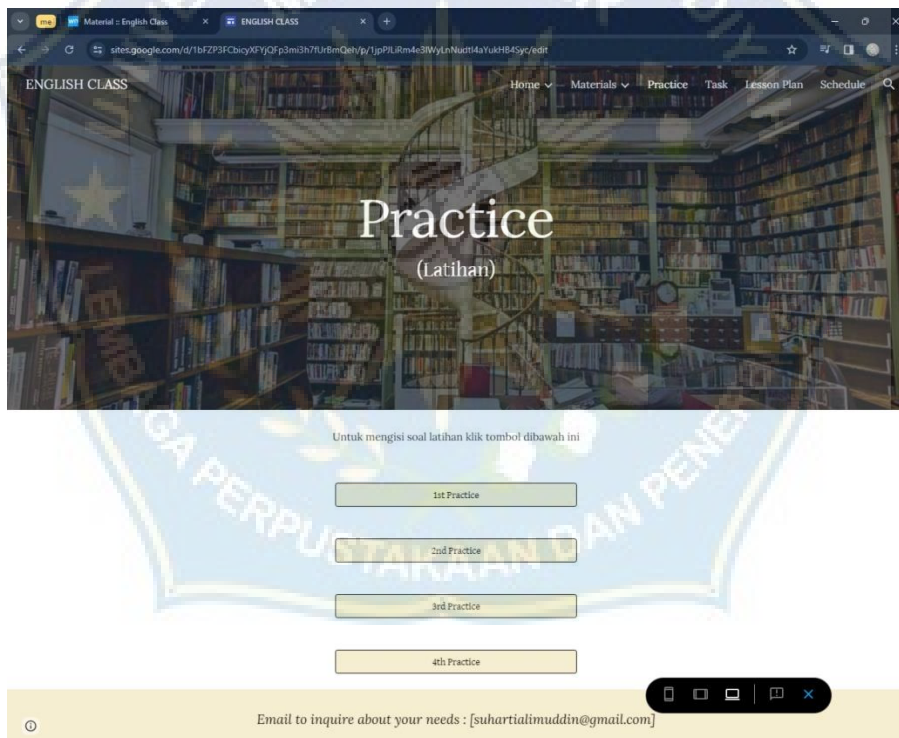


3. After that, the researcher will direct students to go to the another pages depends on their learning material (Describing People, place, animal, thing or object.

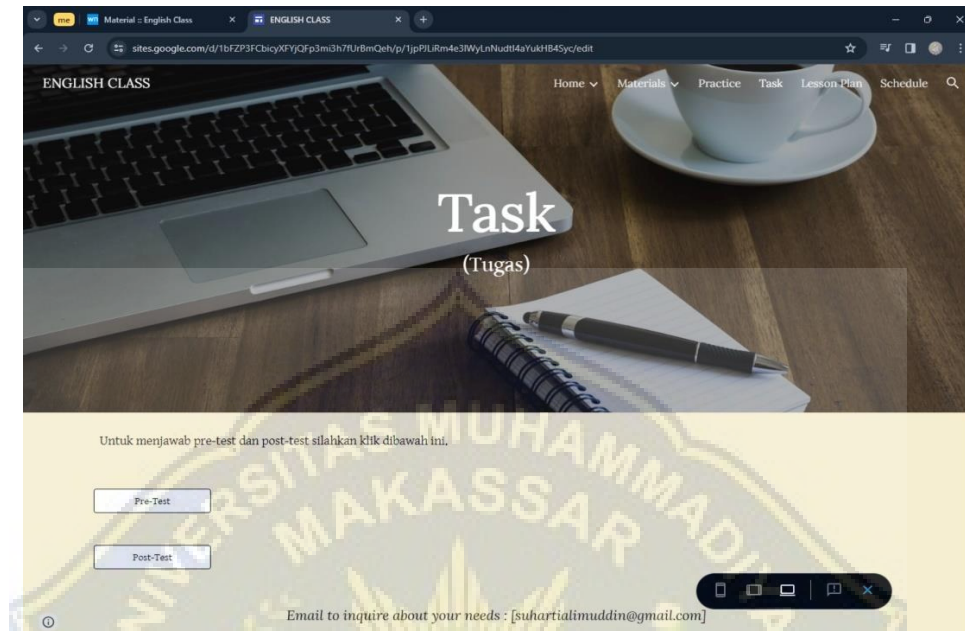
On this page the researcher will explain the material and they will learn according to the material provided at each meeting.



4. After the researcher explains the material provided, the researcher will give worksheets to students. On this page there are several links that connects directly to google docs provided by the researcher. Students will complete the worksheet according to the meeting schedule.



5. Students are instructed to complete the pre-test form included on the "tasks" page before receiving treatment, as well as the post-test.



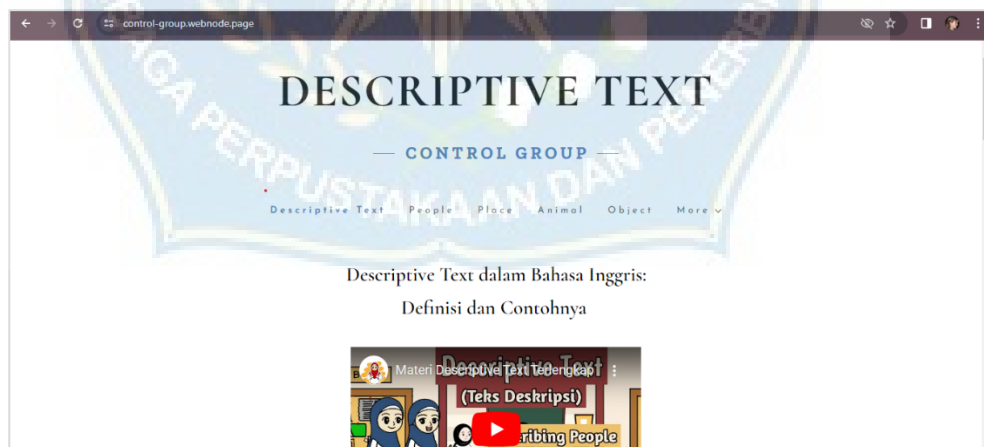
Technical instructions for using Webnode

1. The researcher put the media link used in the group description box.



Control Group

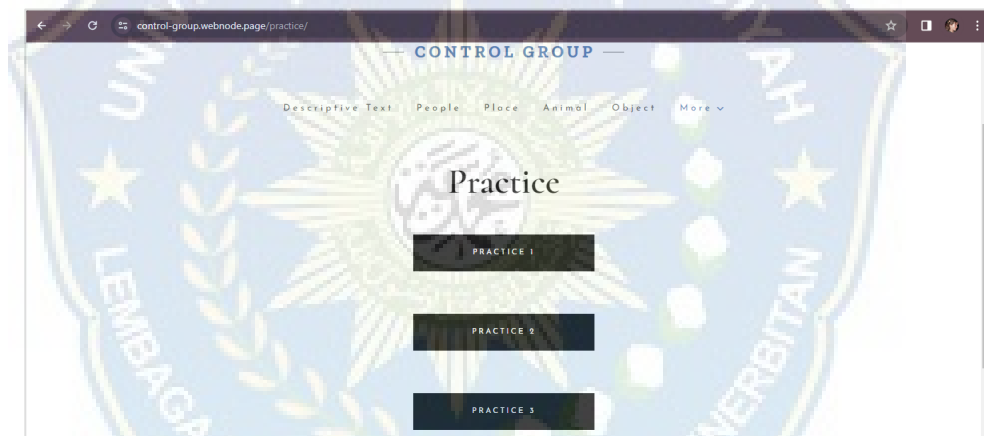
2. After students click the link in the group description, they will be directed to the Webnode home page.



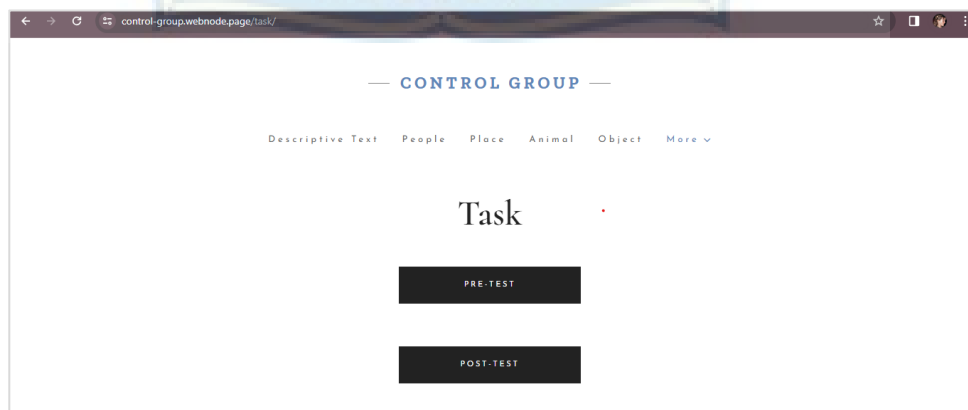
3. After that, the researcher will direct students to go to other pages where there are some learning resources in one page (Describing People, place, animal, object). On this page the researcher will explain the material and they will learn according to the material provided at each meeting.



4. The researcher will offer students with worksheets after explaining the given material. There are multiple links on this page that take users directly to the researcher's Google Docs. The worksheet will be finished by the students in accordance with the meeting schedule.



5. Before treatment, students are directed to answer the pre-test sheet on the "tasks" page, as well as during the post-test.



Appendix B. Surat Keterangan Bebas Plagiat



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat Kantor: Jl. Sultan Alauddin No.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Suharti
Nim : 105351112718
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	10 %	10 %
2	Bab 2	10 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	5 %	10 %
5	Bab 5	3 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 23 Desember 2023
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,


Hum, M.I.P.
NPM. 964 591

BAB I SUHARTI - 105351112718

by Tahap Tutup



Submission date: 22-Dec-2023 12:49PM (UTC+0700)

Submission ID: 2263979464

File name: CHAPTER_I_3.docx (26.11K)

Word count: 627

Character count: 3456

BAB I SUHARTI - 105351112718

ORIGINALITY REPORT

10% SIMILARITY INDEX	3% INTERNET SOURCES	0% PUBLICATIONS	10% STUDENT PAPERS
--------------------------------	-------------------------------	---------------------------	------------------------------

PRIMARY SOURCES

1	Submitted to Universitas Muhammadiyah Makassar Student Paper	10%
----------	---	------------

Exclude quotes On Exclude matches < 1%
Exclude bibliography On



BAB II SUHARTI - 105351112718

by Tahap Tutup

Submission date: 22-Dec-2023 12:51PM (UTC+0700)

Submission ID: 2263979988

File name: CHAPTER_II_3.docx (1.4M)

Word count: 3403

Character count: 18006


BAB II SUHARTI - 105351112718

ORIGINALITY REPORT

10%	5%	3%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Ebrahim Panah, Ng Loo Ee, Hafizan Matsom, Nur Atirah Mohd Jalil. "ESI Students' Use of Google Sites in Language Learning through Heutagogy Approach", Asian TESOL Journal, 2022 Publication	3%
2	repository.radenintan.ac.id Internet Source	2%
3	Submitted to Western Governors University Student Paper	1%
4	ejournal.ust.ac.id Internet Source	1%
5	Submitted to Bridgepoint Education Student Paper	1%
6	digilibadmin.unismuh.ac.id Internet Source	1%
7	ejournal.umm.ac.id Internet Source	1%
8	repository.iainpare.ac.id Internet Source	



**BAB III SUHARTI -
105351112718**

by Tahap Tutup

Submission date: 23-Dec-2023 09:35AM (UTC+0700)

Submission ID: 2264279238

File name: CHAPTER_III_4.docx (39.31K)

Word count: 1086

Character count: 5889

BAB III SUHARTI - 105351112718

ORIGINALITY REPORT

10%
SIMILARITY INDEX

10%
INTERNET SOURCES

7%
PUBLICATIONS

7%
STUDENT PAPERS

PRIMARY SOURCES

1	ecampus-fip.umj.ac.id Internet Source		3%
2	Submitted to UIN Sunan Gunungjati Bandung Student Paper		2%
3	files.eric.ed.gov Internet Source		2%
4	etd.iain-padangsidempuan.ac.id Internet Source		2%

Exclude quotes On

Exclude matches < 2%

Exclude bibliography On

BAB IV SUHARTI - 105351112718

by Tahap Tutup

Submission date: 22-Dec-2023 12:53PM (UTC+0700)

Submission ID: 2263980578

File name: CHAPTER_IV_3.docx (62.98K)

Word count: 3424

Character count: 18615

BAB IV SUHARTI - 105351112718

ORIGINALITY REPORT

5% SIMILARITY INDEX	7% INTERNET SOURCES	12% PUBLICATIONS	3% STUDENT PAPERS
-------------------------------	-------------------------------	----------------------------	-----------------------------

PRIMARY SOURCES

1 digilibadmin.unismuh.ac.id Internet Source	5%
--	-----------



Exclude quotes On Exclude matches < 2%
Exclude bibliography On



BAB V SUHARTI - 105351112718

by Tahap Tutup



Submission date: 23-Dec-2023 09:36AM (UTC+0700)

Submission ID: 2264279388

File name: CHAPTER_V_4.docx (16.22K)

Word count: 225

Character count: 1237

BAB V SUHARTI - 105351112718

ORIGINALITY REPORT

3%

SIMILARITY INDEX

0%

INTERNET SOURCES

3%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

1

Reskiyati, Tirtawaty Abdul, Supartin.
"Development of Google Sites Assisted
Learning Media on vibration, Waves and
Sound Material", E3S Web of Conferences,
2023
Publication

3%

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off



Appendix C. Surat Pengantar LP3M Dari Fakultas

	MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH	Jalan Sultan Alauddin No. 259 Makassar
	UNIVERSITAS MUHAMMADIYAH MAKASSAR FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN	Telp : 0411-860837 / 860132 (Fax) Email : fkip@unismuh.ac.id Web : https://fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 13799/FKIP/A.4-II/VI/1444/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	: SUHARTI
Stambuk	: 10535112718
Program Studi	: Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	: PA'BAENG-BAENG / 28-02-2001
Alamat	: Jl. Poros Pattallassang, Desa Timbuseng, Kec. Pattallassang, Kab. Gowa

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *The Effectiveness of Using Google Sites in Teaching Writing for Senior High School at SMAN 21 GOWA*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
15 Juni 2023 M

Dekan




Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Appendix D. Surat Penelitian Dari LP3M

	MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH UNIVERSITAS MUHAMMADIYAH MAKASSAR LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id
---	--

Nomor : 1766/05/C.4-VIII/VI/1444/2023 28 Dzulqa'dah 1444 H
 Lamp : 1 (satu) Rangkap Proposal 17 June 2023 M
 Hal : Permohonan Izin Penelitian

Kepada Yth,
 Bapak Gubernur Prov. Sul-Sel
 Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
 di -
 Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13799/FKIP/A.4-II/VI/1444/2023 tanggal 15 Juni 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **SUHARTI**
 No. Stambuk : **10535 1112718**
 Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
 Jurusan : **Pendidikan Bahasa Inggris**
 Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE EFFECTIVENESS OF USING GOOGLE SITES IN TEACHING WRITING FOR SENIOR HIGH SCHOOL AT SMAN 21 GOWA"

Yang akan dilaksanakan dari tanggal 21 Juni 2023 s/d 21 Agustus 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
 Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran


بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,


Abubakar Idhan, MP.
NBM 101 7716

06-23

Appendix E. Kartu Kontrol Penelitian



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 209 Makassar
Telp : 0411-860977/0411-312047
Email : gsd@uimuhmah.ac.id
Research Service
research@uimuhmah.ac.id
Website: bg.fkip.uimuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Subarti**
NIM : **105351112718**
Judul Penelitian : **The Effectiveness of Using Google Sites in Teaching Writing for Senior High School at SMAN 21 Gowa**
Tanggal Ujian Proposal : **8 Juni 2023**
Tempat/Lokasi Penelitian : **SMAN 21 Gowa**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Selasa, 8/8/2023	Pre -test (Control Group)	Indar, S. Pd	
2	Rabu, 9/8/2023	Pre -test (Experimental Group)	Indar, S. Pd	
3	Selasa, 22/8/2023	Treatment 1 - Control Group	Indar, S. Pd	
4	Rabu, 23/8/2023	Treatment 1 - Experimental Group	Indar, S. Pd	
5	Selasa, 29/8/2023	Treatment 2 - Control Group	Indar, S. Pd	



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 209 Makassar
Telp : 0411-860977/0411-312047
Email : gsd@uimuhmah.ac.id
Research Service
research@uimuhmah.ac.id
Website: bg.fkip.uimuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

6	Rabu, 30/8/2023	Treatment 2 - Experimental Group	Indar, S. Pd	
7	Selasa, 5/9/2023	Treatment 3 - Control Group	Indar, S. Pd	
8	Rabu, 6/9/2023	Treatment 3 - Experimental Group	Indar, S. Pd	
9	Selasa, 12/9/2023	Treatment 4 - Control Group	Indar, S. Pd	
10	Rabu, 13/9/2023	Treatment 4 - Experimental Group	Indar, S. Pd	
11	Selasa, 19/9/2023	Post -test (Control Group)	Indar, S. Pd	
12	Rabu, 27/9/2023	Post -test (Experimental Group)	Indar, S. Pd	

Gowa, 3 oktober2023

Mengetahui,

Ketua Program Studi,
FKIP-Universitas Makassar



Dr. Umimi Khaerati Syam, S.Pd., M.Pd.
NBM.977.807

Pimpinan/Kepala sekolah/Instansi



Syarifuddin, S.Ag., M.A.
NIP.19690916.200501.1.005







Appendix F. Surat Telah Selesai Meneliti



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 21 GOWA**

*Jln.Poros Pattallassang Desa Timbuseng Kec.Pattallassang, HP. 085396367668, Kode Pos.92171
Website: Sman21gowa.sch.id E-mail: sman21gowa@gmail.com. NSS: 301190315001/NPSN: 69762669*

SURAT KETERANGAN TELAH MENELITI

Nomor: 421/192.a-UPT.SMAN.21/GOWA/DISDIK

Yang bertanda tangan di bawah ini Kepala Sekolah UPT SMA Negeri 21 Gowa Kec. Pattallassang Kab. Gowa menerangkan bahwa :

Nama : **SUHARTI**
Nomor Pokok : 105351112718
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Dusun Tamalate, Desa Timbuseng Kec. Pattallassang

Benar telah melaksanakan penelitian di UPT SMA Negeri 21 Gowa selama kurang lebih 1 (satu) bulan, dengan Judul Penelitian **"THE EFFECTIVENESS OF USING GOOGLE SITES IN TEACHING WRITING FOR SENIOR HIGH SCHOOL AT SMAN 21 GOWA (True-Experimental Research)"**.

Demikian surat keterangan ini kami buat untuk dipergunakan oleh yang bersangkutan sebagaimana mestinya.

Gowa, 03 Oktober 2023

Kepala UPT SMA Negeri 21 Gowa,

Syarifuddin. S.Ag.,MA

NIP. 19690916 200501 1 005

Appendix G. LOA (Letter of Acceptance)



LEMBAGA JURNAL FKIP UNIVERSITAS BOSOWA

Klasikal: Journal of Education, Language Teaching and Science
Editorial Address: Urip Sumuharjo Street, FKIP 5th Floors



Dear Prof./Dr./Mr./Mrs.:
Suharti, Ismail Sangkala, Hijrah

It is my great pleasure to inform you that your paper entitled "*THE EFFECTIVENESS OF USING GOOGLE SITES IN TEACHING WRITING FOR SENIOR HIGH SCHOOL AT SMAN 21 GOWA*" has been ACCEPTED and will be published on Klasikal: Journal of Education, Language Teaching and Science. Your paper will be published for Volume 5 Issue 3 December 2023.

Authors are encouraged to carefully consider the reviewers comments and suggestions for improvement of their manuscript and for preparing their paper strictly follow the guide of authors.

To support the cost of wide-open access dissemination of research results, to manage the various costs associated with handling and editing of the submitted manuscripts, and the Journal management and publication in general, the authors or the author's institution is requested to pay a publication fee.

Overseas (International Authors):
* Publication fee: USD 40

INDONESIA (Local Authors):
* Publication Fee: IDR 600K
* Translation Fee : IDR 200 K

Payment is by T/T transfer:
Bank Account name (please be exact)/Beneficiary: Susalti Nur Arsyad
Bank Name: BRI Bank
City: Makassar
Country: Indonesia
Bank Account #: 3816-01-022430-530
Your cooperation is very appreciated

Best Regards,



A. Hamzah Fansury, S.Pd., M.Pd
Editor in Chief



Appendix H. Documentation

Pre-test in Experimental Group



Pre-test in Control Group



Treatment in Experimental Group



Treatment in Control Group



Post-test in Experimental Group



Post-test in Control Group



CURRICULUM VITAE



Suharti was born in Pa'baeng-baeng Gowa on February 28th, 2001 in. She is the fourth child of Mr. Alimuddin and Mrs. Hasnawati. She is the only daughter from four brothers in her family. In 2006 she started her elementary school at SD INPRES Timbuseng and graduated in 2012. Then she continued her study at SMPN 1 Bontomarannu, and graduated in 2015. After that, she continued her Senior High School at SMAN 21 Gowa and graduated in 2018. In the same time, she was accepted as English Education Department student of Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. At the end of her study, she could finish her thesis in 2023 entitled **“The Effectiveness of Using Google Sites in Teaching Writing for Senior High School at SMAN 21 Gowa”**.