

CHAPTER I

INTRODUCTION

1.1 Background of the Research

English is a universal language that is crucial to worldwide education and communication. From elementary school through university, English is taught in Indonesia to foster the development comprises four language abilities: writing, speaking, listening, and reading. Writing is regarded as the most challenging of these abilities since it calls for both logical and creative thinking in addition to a command of language and vocabulary. Writing is a repeating process that includes planning, drafting, revising, and editing (Graham & Sandmel, 2011). This demonstrates that writing necessitates the simultaneous integration of language and thought processes. Writing is therefore a crucial talent that students must acquire in order to communicate clearly in both academic and social settings.

Writing is an essential ability for students to express themselves ideas and thoughts effectively in written form. In contrast, many junior high school students continue to experience difficulties in writing English texts due to poor idea organization, inappropriate language use, and limited vocabulary, which often result in unclear and illogical writing (Amalia, 2021). In addition, students' low motivation and engagement in writing activities are influenced by limited instructional support, monotonous teaching strategies, and insufficient use of learning media, including technology, in the classroom (Ramasundrum & Renuka V Sathasivam, 2022)

Previous studies have suggested that integrating interactive multimedia into English writing instruction can effectively address junior high school students' difficulties in organizing ideas, developing vocabulary, and maintaining learning motivation. The use of interactive multimedia applications provides contextualized vocabulary input, guided sentence construction, and varied writing exercises, which help students develop coherence and cohesion in their written texts while increasing engagement in the writing process (Syahputra et al., 2022).

This phenomenon was also observed at Tanjungpinang's SMP Negeri 10. The majority of students expressed little enthusiasm in creating English texts, according to an informal conversation conducted during the 'PLP' (School-Based Teaching Practicum) internship with one of the school's English teachers. Furthermore, a large number of students continued to receive scores below the 'KMM' (Minimum Mastery Criterion), especially when it came to thought structure and language usage. Students' writing abilities are further limited by low learning motivation, a small vocabulary, and little usage of interactive digital media. As a result, using digital tools like Google Sites is one possible way to help kids get better at writing.

Google Sites is a web-based learning media platform that enables educators to develop interactive instructional websites without requiring complex programming skills, while allowing the integration of multimedia resources and structured learning materials to support active student engagement and autonomous learning (Mustafidatul et al., 2025). In the context of English writing instruction, Google Sites provides relevant educational solutions to enhance students' writing

skills by offering a digital environment where learners can compose, revise, and publish their written work. The platform supports the integration of images, videos, hyperlinks, and interactive resources that facilitate idea development, text organization, and creative expression. In addition, the website creation feature of Google Sites enables teachers to present well-organized writing materials, models, and assignments in a single digital space, functioning as a digital writing portfolio that supports process-oriented writing instruction.

Moreover, Google Sites has been proven effective for collaborative writing activities, as it provides a shared publication platform where students can exchange feedback, engage in peer review, and conduct joint revisions. (Tavares, 2016) demonstrated that the application of Google Sites in collaborative writing resulted in a significant enhancement of students' writing quality and learning engagement, highlighting its potential as an interactive and effective digital platform for the continuous development of writing skills.

Several findings of earlier research suggest that demonstrated the contribution of Google Sites to the improvement of students' writing ability through technology-integrated instruction. (Wati & Trisusana, 2024) reported that the use of Google Sites in narrative writing instruction significantly enhanced students' writing scores, as its features allow the integration of text, images, and visually attractive layouts that support idea development and organization. Supporting this finding, research conducted at the junior high school level indicates that digital learning platforms media such as Google Sites can improve students' writing performance by increasing motivation, providing structured writing models, and

facilitating interactive learning activities in English classrooms (Syahputra et al., 2022). In addition, junior high school students commonly experience difficulties in EFL writing related to limited vocabulary mastery, grammatical problems, and poor text organization, which hinder their ability to construct meaningful and coherent written texts (Syifa et al., 2022). However, despite these positive findings, empirical studies specifically investigating the use of Google Sites to address writing difficulties among junior high school students in Indonesian public schools remain limited, particularly in the context of SMP Negeri 10 Tanjungpinang.

The majority of prior research, however, has concentrated on Google Sites use in high school or college. Research specifically examining the use of Google Sites in junior high school writing education is still scarce, especially in public schools like SMP Negeri 10 Tanjungpinang. Furthermore, this study focuses on how using Google Sites affects students' writing abilities, whereas other earlier research simply looked at elements of student motivation or attitudes toward the use of digital media.

The researcher was motivated to carry out a study titled **"The Effect of using Google Sites as Learning Media on Students' Writing Ability at SMPN 10 Tanjungpinang"** after reading this description. The purpose of this study is to investigate whether the usage of Google Sites as a learning media to assist students' English writing skills has substantial results. It is hoped that the findings of this study can support innovation in digital-based learning media in educational institutions and serve as a guide for English teachers in developing more interesting, effective, and relevant learning opportunities for the current digital generation.

1.2 Identification of Problem

The following issues can be noted in light of the study background mentioned above:

1. Students are not interested in or motivated to learn how to write in English.
2. Students are insecure when it comes to penning down their thoughts.
3. Students struggle to get started and progress in their English writing.
4. Teachers still teach writing using traditional techniques, and they haven't used internet resources like Google Sites.

1.3 Limitation of the Research

This study only examines how seventh grade students at SMP Negeri 10 Tanjungpinang's use of Google Sites affected their skills to write descriptively throughout the 2026 school year.

1.4 Research Question

The research question in this study is “Is there a significant effect of using Google Sites as a learning medium on the writing ability of seventh-grade students at SMP Negeri 10 Tanjungpinang?” This is based on the problem limits mentioned above.

1.5 Research Objective

The purpose of this study is to find out how the effect of using Google Sites as a web-based learning media to support the teaching of descriptive writing for seventh grade students at SMP Negeri 10 Tanjungpinang.

1.6 Significance of the Study

The following are expected to be theoretical and practical benefits of this study:

1. Theoretical Significance

It is anticipated that the findings of this study would enhance theoretical research in the area of English language acquisition, especially with regard to the utilization of digital tools like Google Sites to help students become better writers. Furthermore, in the digital age, this study can serve as a guide for the creation of breakthroughs in technology-based learning.

2. Practical Significance

a. For Teachers

It is anticipated that English teachers would use this study as a guide when choosing and utilizing engaging and productive teaching resources that suit the needs of junior high school students.

b. For Students

Students are supposed to be more driven, engaged, and imaginative in their English writing abilities, especially when it comes to producing descriptive texts, by using Google Sites.

c. Other Researchers

The study's findings can serve as a foundation and point of reference for future investigations into the application of digital media to writing proficiency or English language acquisition at different educational levels.

1.7 Definition of Key Terms

1. Google Sites

A web-based tool called Google Sites enables users to build interactive websites for online collaboration, publishing, and content sharing

2. Learning Media

Learning media refers to any physical or digital tools used to deliver educational content, engage students, and simplify complex concepts

3. Writing

Writing is a productive process of transforming ideas into clear, organized, and meaningful written language