



Tourism Website through Google Sites Development in Improving Students' Writing Skill

Sumarsih¹, I Wayan Dirgeyasa², Rosdiana Siregar³ & Asrita Sari⁴

^{1,2,3}Universitas Negeri Medan, Indonesia & ⁴Sekolah Menengah Kejuruan Negeri 1 Medan, Indonesia

ARTICLE INFO

Article history:

Received May 25, 2023

Revised Jun 28, 2023

Accepted Jul 16, 2023

Keywords:

Website,
Tourism,
Google Sites,
Writing,
ADDIE model

Conflict of Interest:

None

Funding:

None

ABSTRACT

Teachers in the 21st century should assist all students in learning how to learn. Teachers are expected to inspire creativity, encourage cooperation, and teach students how to communicate. The teachers are expected to create independent learning situations by utilizing digital media like Google Sites as one of the free Google products, as students majoring in tourism are expected to promote tourism places globally by having English proficiency. Writing can be an alternative to communicating everything via digital platforms in this digital era. Therefore, the study aimed to develop a website on tourism through Google Sites to improve students' writing skills. The study was conducted at SMK Negeri 1 Medan. ADDIE (Analysis, Design, development, implementation and evaluation) model was used in conducting the study. XI grade students of tourism major were involved in this study. Depth interviews and distributing questionnaires were administered to gain data for the study. The data analysis was conducted to determine the validity and effectiveness of the product. The study's findings showed that 90% of students needed writing skills and wanted to develop them on digital platforms like websites. Then, 10% of students had yet to decide whether it was needed for the future after graduation. However, those students needed to learn and have the skills. After validating, the website on tourism through Google Sites had been valid (93%) to be applied. It was also influential in improving students' writing skills after analyzing the results of the English tests and the responses of the teacher and students.

Corresponding Author: Sumarsih, Professor at the Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia. Tel. +62 – 812 – 6047 – 395. Email: prof.sumarsih@gmail.com



© Sumarsih, I Wayan Dirgeyasa, Rosdiana Siregar, Asrita Sari.

This is an open-access article under the CC BY-SA 4.0 international license

1. Introduction

Tourism is a flourishing industry that plays a significant role in economic development. The tourism industry frequently significantly impacts both the local and national economies. It generates revenue, creates employment, and supports related industries such as transportation and entertainment. By working in this sector, vocational school graduates can contribute to the economic development of their communities and countries. With the advancement of technology, tourism-related businesses must now have an online presence, including websites that promote tourist destinations and services. The tourism industry offers vocational school students various career opportunities, job market stability, practical training, international prospects, entrepreneurial potential, economic contributions, customer service abilities, and adaptability. Tourism is an extensive industry with numerous job opportunities. Students in vocational schools can pursue professions in a variety of fields, including hospitality management, travel and tourism, event planning, and culinary arts, to name a few. These career options offer a variety of opportunities to students with diverse interests and talents.

Further, tourism is renowned for its consistent employment market demand. People continue to travel for leisure and business, creating a need for industry professionals. It ensures that vocational school graduates enter a relatively stable employment market upon completion of their education. Typically, vocational schools provide hands-on, practical instruction that is well-suited for careers in the tourism industry. Essential skills for success in this industry, such as hotel management, restaurant operations, and travel guiding, can be acquired by students through real-world experience. As a global industry, students trained in tourism-related disciplines at vocational schools have the opportunity to work and travel internationally. Students interested in experiencing various cultures and working in diverse environments may find this opportunity appealing.

This study focuses on using Google Sites to create a tourism website to improve students' writing skills. Google Sites is a learning media that can be utilized in the 21st century. Google Sites is one of Google's products that allows consumers to create free websites (Kurniawan & Sanjaya, 2010). Due to Google Sites' strengths, they are appropriate for use in education, particularly English learning. When using Google Sites for learning, pupils are not only able to learn independently but also without the teacher's presence. Students can practice whenever, wherever, and as often as they desire. A teacher can ensure a high-quality learning process for writing poetry by selecting media and learning concepts that maximize students' abilities. Azis (2019) explained that learning through Google Site has many benefits for both students and teachers, including learning becomes more engaging; students receive teaching materials more easily and quickly; teachers have no trouble storing learning materials, making them less likely to be lost; and teachers can give assignments through the Google Site so that students can immediately complete them. Google Sites allows users to combine multiple types of content (including videos, presentations, files, and text) in a single location and then share it as required. (Taufik et al., 2018) All users with a Google account can access Google Sites at no additional cost. Therefore, Google sites can be utilized as English-learning resources to enhance English skills such as writing.

Writing skill is essential for students as it allows them effectively to communicate their ideas and thoughts. However, many students need help with writing coherently and creatively. Using technology such as Google Sites, we intend to provide a platform where students can practice and improve their writing skills while concurrently learning about various tourist attractions. According to Morse (2016), writing is the only linguistic skill that can be conveyed in writing and is crucial for the academic sector. Text is a very challenging activity that requires generating ideas and coherently presenting them.

According to Oshima and Hogue (1998), both native English speakers and English language beginners must study and practice in order to become proficient writers. Writing requires multiple processes, including determining ideas, using grammar and vocabulary, incorporating punctuation into written form, and organizing words and sentences into paragraphs. In addition, it is necessary to consider how to express the writing creatively when writing. Higher Order Thinking Skill (HOTS) is a requirement for learning in the 21st century, and this skill pertains to that need. Based on Bloom (1956), Bloom's Taxonomy attempts to categorize learning stages from remembering facts to developing new ideas based on previously acquired knowledge. Lower Order Thinking Skills (LOTS) are memory, comprehension, and application. Consequently, Higher Order Thinking Skills (HOTS) involve analysis, evaluation, and creation. Then, writing ability is classified as creating, which promotes HOTS among students.

Based on the explanation above, it is known that the essential skill must be developed in 21st-century learning, particularly for tourism students in vocational schools. However, the student's writing ability at SMK Negeri 1 Medan was still lacking. Based on the observation, some reasons were causing the problem: students' ability, confidence, and motivation in expressing the idea in written text. It was proven based on students' writing results relating to the tourism sectors categorized low based on the standard score determined by the school.

Therefore, this study was conducted to develop tourism websites through Google Sites to improve students' writing skills at SMK Negeri 1 Medan. There were some research objectives, including (1) To develop a user-friendly tourism website using Google Sites; (2) To assess the impact of the website on improving students' writing skills; (3) To explore how incorporating tourism content can engage students in enhancing their language proficiency; and (4) To gather feedback from users regarding the usability and effectiveness of the developed website.

There were some significant aspects of the study, including for students as a stimulating platform for developing writing abilities while exploring various travel destinations; for teachers as Insights into incorporating technology into language teaching practices through the use of Google Sites to enhance student writing skills; for the tourism industry as the platform to highlight distinctive characteristics of various travel destinations. Overall, this research aimed to close the gap between education and technology while promoting linguistic competence and cultural understanding among students.

2. Method

2.1 Method

The ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model was utilized in this research. The ADDIE paradigm assists instructional designers and training developers in planning and developing practical learning experiences. The ADDIE model is sufficiently general to be applied to creating any learning experience for students. (Branch, 2009) ADDIE stands for various phases in developing a successful learning.

2.2 Data and Data Source

The study's data comprised questionnaires and interview results administered to 30 SMK Negeri 1 Medan tourism students and an English teacher. Thus, tourism students and an English teacher at SMK N 1 Medan served as the data source for this investigation.

2.3 Instruments

The instruments of the study included (1) an observation sheet, (2) a documentary sheet, (3) a questionnaire, and (4) in-depth interview guidelines. There are two questionnaires for evaluating students' needs and responses toward tourism websites through Google Sites on students' writing skills.

2.4 Technique of Data Analysis

The study administered qualitative and quantitative descriptions to gain a description of students' needs in tourism websites through Google Sites and students' improvement in their writing skills.

3. Results and Discussion

Google Sites necessitates students to navigate and utilize online tools effectively. It helps them develop digital literacy skills, which are crucial in today's technology-based society. Google Sites encourages pupils to organize their content logically. They must consider presenting information in a plain and organized manner, an important writing skill. Google Sites can make collaborative writing endeavours easier. Students can collaborate on creating and editing content, acquiring a skill frequently required in the workplace: effective collaboration. Based on the explanation above, the research results aligned with the benefits of Google Sites in improving students' writing skills through a tourism website. Further, based on the results, a tourism website was developed, including material, North Sumatra information, and learning activities. The expert validated the result of development and showed that it was valid to use categorizing good media for improving students' writing skills.

After implementing the tourism websites, there was an improvement in students' test results from an average score of 60 (pre-test) to 80 (post-test). The Table below shows the students' response to tourism websites through Google Sites.

Table 1. The Students' Response to Tourism Websites through Google Sites

Response	Percentage (%)
It created collaborative learning	70
It created student-centred learning	80
It improved students' motivation in writing skill	75
It improved students' confidence in writing	75

Based on Table 1, overall, the tourism website through Google Sites was beneficial for students in creating collaborative learning (70%) and student-centred learning (80%), improving students' motivation (75%) and confidence (75%) in writing skills. The research findings were relevant to the previous studies investigating the use of Google Sites on students' learning.

Therefore, using Google Sites to develop tourism-related websites is a dynamic and practical way for students to improve their writing skills. Students improve their writing, digital literacy, collaboration, and global awareness through this platform. Further, developing a tourism website using Google Sites proved to be an effective method for enhancing students' writing abilities. Through this project, students had the opportunity to partake in a writing experience that transcends traditional classroom assignments.

Firstly, this project encourages students to conduct investigations and collect information about tourist destinations, enhancing their research abilities. They were taught to evaluate sources, confirm facts, and present accurate and trustworthy information on the website. Second, writing for a public audience on a tourism website improved clarity and communication effectiveness. Students were required to write in a manner that was engaging and informative for potential visitors, thereby enhancing their communication skills. In addition, the collaborative nature of website development encouraged students' collaboration and communication skills. They had to collaborate to organize content, select images, and ensure the overall cohesion of the website. Further, designing and maintaining a tourism website exposes students to digital literacy and technology skills.

They gained proficiency with web development tools, multimedia content creation, and online platform management.

4. Conclusion

Developing a tourism website using Google Sites was an innovative and effective way to improve students' writing skills. It offers a multifaceted learning experience that includes research, communication, collaboration, and digital literacy, preparing students for the demands of the contemporary world. This endeavour improved their writing skills and equipped them with valuable skills that will serve them well throughout their academic and professional careers.

References

- Azis, T. N. (2019). *Strategi pembelajaran era digital. The Annual Conference on Islamic Education and Social Science*, 1 (2), 308–318.
- Bloom, B. S. (1956). *Taxonomies of educational objectives. Handbook 1. Cognitive Domain*. NY: McKay.
- Branch, R. M. (2009). *Instructional design: The ADDIE approach* (Vol. 722). New York: Springer.
- Kurniawan, N. & Sanjaya, R. (2010). *Websites Praktis Dengan Google Sites*. Jakarta: Elex Media Computindo.
- Morse, S. (2016). Beyond the 4 skills: Looking at 21st-century skills. <https://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1290&context=sandanona>
- Oshima, A. and Hogue, A. (1998). *Writing Academic English (3rd Ed)*. New York: Longman.
- Taufik, M., Sutrio, S., Ayub, S., Sahidu, H., & Hikmawati, H. (2018). Pelatihan media pembelajaran berbasis WEB kepada guru IPA SMP kota Mataram. *Jurnal Pendidikan dan Pengabdian Masyarakat*, 1(1), 77 – 81.

The Authors:

Sumarsih (<https://orcid.org/0000-0001-9958-8286>) is a Professor at the Faculty of Languages and Arts, Universitas Negeri Medan. Her research interest includes linguistics, language teaching and language testing. She can be contacted through email at prof.sumarsih@gmail.com.

I Wayan Dirgeyasa (<https://orcid.org/0000-0003-1097-1372>), is a Professor at the Faculty of Languages and Arts, Universitas Negeri Medan. Her research interest includes language teaching and language testing. She can be contacted through email at wayandirgayasa@yahoo.com.

Rosdiana Siregar is a lecturer at the Faculty of Languages and Arts, Universitas Negeri Medan. Her research interest includes language teaching and language testing. She can be contacted through email at rosdianasiregar25@gmail.com.

Asrita Sari (<https://orcid.org/0000-0002-2637-8795>) is an English teacher at Sekolah Menengah Kejuruan Negeri 1 Medan, Indonesia. Her research interest includes English language teaching and linguistics. She can be contacted through email at sariasrita1996@gmail.com.