

Motivating Students to Write Descriptive Text Using Google Site Media at SMAN 1 Palopo

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Abstract

This study aims to describe how is the students' motivation toward the use of Google Site in learning descriptive text. This study is a qualitative descriptive that is focused on two research questions namely How is the students' motivation to use Google Site in writing? And which type of motivation is more dominant, intrinsic or extrinsic one.

There are 10 participants of this study that is chosen by purposive sampling technique. The data is collected by using questionnaire and interview. The collected data is described qualitatively. The result of this study found that the use of Google Site can motivate students to write descriptive text and the dominant motivation in this study is extrinsic one, where this motivation that comes out from outside that influence our mind to accept or choose by a number of external factors such as attitude of society, peers, family and teacher.

Keywords: *motivation, descriptive text, Google Site*

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Introduction

Writing skills require a lot of ability so that our writing becomes better. In comparison to other language skills, it is also regarded as the most difficult to learn. There are four fundamental abilities that must be learned, according to Siahaan. In addition to speaking and writing, they are also listening. Thinking and creative skills are always used during the writing process. One of the most challenging tasks is teaching writing skills, which is made even more challenging if the model or learning tool only writes on student paper. Because to the COVID-19 pandemic learning is still being done online at the moment. Therefore, the lecturers or teachers need to consider the best media to get around this. (Septiani, 2018)

Based on the initial observations, several problems were found behind this research. There are some difficulties faced by students in writing class, there are: first is they do not have idea to write. Second, they still confused in organizing the writing. Third, they often do some mistakes with the lack of knowledge in vocabularies, the used of conventional teaching media, teaching method, etc. All these problems make the students felt boring in the process of teaching and learning writing. This is as expressed by Byrne (1988) categorizes three problems that make writing skills difficult to master linguistic, cognitive, and content problems. First, Linguistics problem, this relates to our shrewdness in writing structures correct and therefore the sentences formed will be able to blend with each other. The result is that the text that is made can be interpreted well by the reader. Second, Cognitive problem, this related to mastery us on language forms, structures, grammar that are useful for effective communication effective in writing. Harmer (2004) termed it the organizational problem that certainly more thorny than organizational problems in speaking. And third Content problem is the issue of ideas. This relates to anything that can be we are in writing. Sometimes we lose ideas in the middle of the writing process. (Ismayanti & Kholiq, 2020)

For many students, having the opportunity to deliberate and speak more slowly is quite important. The act of writing is challenging. It is focused on linguistic proficiency, cultural awareness, and manner of thinking. According to Brown's theories, there are two aspects of the affective domain of second language acquisition: the first of these is the intrinsic side of affectivity, which refers to personality traits that a person possesses that may or may not help them succeed in learning a language. The student of a second language puts not just two languages but also two cultures into contact, and in a sense must also learn a second culture along with, so the second side includes extrinsic factors—social and cultural elements that develop second language. (Sarwat, t.t.)

Furthermore, based on Brown's ideas above there are some factors affecting students' English writing skill, as follow: personality factors and social cultural factors. Personality factors is the factor comes from the students themselves that consist physiological aspect, while Socio-cultural factors are important factors the effect of which on language

proficiency is worth studying since the findings of such study would have important implications for language instruction.(Maryana, t.t.)

Personality factors consist of: first affective domain is the emotional side of human behavior such as self-esteem, anxiety, empathy, and extroversion. Second motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task such as instrumental and integrative orientation, and intrinsic and extrinsic motivation. Third The neurobiology of affect includes neuroanatomy, neurochemistry, and neurophysiology. It informs several areas of interest for language acquisition studies, for example, plasticity, affect, memory, and learning. And the fourth The measurement of affective factors has for many decades posed a perplexing problem.(Herdi, 2015)

Social cultural factors consist of: the first is attitudes like all aspects of the development of cognition and affect in human beings. These attitudes form a part of one's perception of self, of others, and of culture in which one is living. The second is Second culture acquisition means that culture is a deeply ingrained part of the very fiber of our being, but language is the means for communication among members of a culture. Culture is the most visible available expression of that culture. Third is social distance means the concept of social distance emerged as an affective construct to give explanatory power to the place of culture learning in second language learning. And the fourth is culture in the classroom means who used classroom different conceptual categories to study the cultural norms of fifty different countries such as individualism, power distance, uncertainty avoidance, and masculinity or femininity. (Bhatt, 2019)

Based on several problems encountered, it can be concluded that students' writing ability can be influenced by cognitive problems and affective problems. According to Pascarella and Terenzini, cognitive refers to one's ability to think, including decision-making and problem-solving. They agree that these cognitive talents have numerous names, including "critical thinking, reflective judgment, epistemological growth, and so on. "In teaching writing, cognitive problems can be linguistically competent and problems in generating ideas. Meanwhile, according to Bloom, affective problems are everything related to emotions such as appreciation, values, feelings, enthusiasm, interests, and attitudes towards something. In teaching writing, affective problems consist of students' attitudes and learning motivation.(Nehiley & Sutherland, 1992)

. Based on several factors above, it can be concluded that students' writing ability is influenced by several factors. Teaching writing must pay attention to several factors so that students' writing skills can increase. In this case, teachers or lecturers are expected to think of media or learning models that can motivate and improve students' writing skills, taking into account the several factors above. Talking about learning models and media, one example of a case that has occurred at UNCP is that during online learning there is a course that teaches creative writing skills. The online learning of these courses is only through the WhatsApp and Instagram applications, where students are given the task of posting one photo on their respective Instagram and then instructed to write a description of the photo. This makes many students less interested in improving their writing creativity, so the results are still not optimal. Based on this case, the researcher suggests one application that can improve students' writing skills, namely the Google Site application.

Based on previous observation, the students were boring when they wrote in individual, and it will be affected to their motivation and achievement. The students are more interesting writing in using difference media. These facts are strikingly constructed if we compare it when the students write their ideas on social network. They find themselves at ease to write anything on any social media platform (Sakkir, 2019). These applications are comfort, interest, and motivating when they were in classroom.

Google site is one of the media websites that can be used in the learning process. Google site is a product of Google as a tool for creating sites. Users can take advantage of Google sites because they are easy to create and manage by ordinary users. The benefit of using the Google site is that students can create their own website easily and simply, then on the website students can write down their ideas or ideas. The advantages of the Google site are that it is simple, easy and fast, and can create various works to be displayed on Google sites such as blogs or websites easily and quickly. The disadvantage of the Google site is that it looks different from blogger or word press which has a lot of various templates, both default and paid templates. (Harsanto, 2012). The problem of the research is formulated as follow: How is the students' motivation to use Google Site in writing? Which type of motivation is more dominant, intrinsic or extrinsic one?

Literature Review

The General Concept of Writing

Writing is one of humanity's most significant cultural achievements. It helps us to save and share information and stories that aren't relevant right now. Writing helps us to communicate over long distances, whether in a different location or at a different time.

Experts have given many definitions; Raymond gave one of them, stating that writing is more than a means of communication. It indicates that writing serves as a vehicle for not only communication but also for the expression of ideas and emotions.

According to Tarigan (1986:15) explaining that writing is an activity of expressing ideas or ideas by using written language as a medium of delivery. The definition of writing as an attempt to create graphic symbols, which are widely known by the general public in written form.

Besides that, writing skill is one of the skills that should be mastered by the students in almost all levels of school. Lasa HS in his book Writing explains that writing is as simple as when a person speaks everyday without having to struggle to put it into words. Based on the definition above, the researcher concludes that Writing is one way of communicating in the form of activities to express ideas or ideas in the form of written language that aims to provide information.

Motivation

Based on Mudjiono in (Hamsina, 2020), motivation is a force that propels people to engage in activities and pursue their goals. In addition Dimyati & Mudjiono claimed that motivation is a mental impulse that activates, moves, channels, and directs human behavior so that they act and act so that they learn. One of the elements that determines a student's ability to learn is motivation. On this subject, numerous studies and investigations have been conducted.

According to Mendari, A. S., & Kewal, S. S. (2015), there are three components to learning motivation: (a) control belief component (b) self-efficacy component, which refers

to the intrinsic value components. To be motivated to do something, an individual must possess an intrinsic motivation that comes from within. This support came in the form of contentment with the lecture topic, a welcoming classroom environment, and demanding tasks provided by the lecturer so that they could develop their skills; the individual's anxiety level is the anxiety component. This element, which includes student reactions and emotions in the form of worry over tests and assignments, is quite powerful (Darmawati: 2009).

a. Types of Motivation

There are two types of motivation such as intrinsic (internal) and extrinsic (external) motivation.

1) Intrinsic Motivation

Intrinsic motivation is the result of an interest in the subject. In other words, it is the joy and satisfaction gained from doing something. Moreover, according to (Ryan and Deci, 2000) as cited in (Oudeyer, Kaplan, & Libration, 2008) intrinsic motivation is defined as doing an activity for their inherent satisfaction rather than for some separable value.

An intrinsically motivated activity is not only for external rewards except the activity itself. It means that intrinsic motivation involves the internal motivation to do something for its own sake to get the reward because of their desire.

Meanwhile, (Oletić, 2014) Intrinsic motivation was illustrated by the concept of flow. Flow represents the sensation of preoccupation in the joyful actions. For an artist, flow is the place while creating some memorable with acting; for mathematician, while solving the math problem. At any rate, whenever it occurs, students will misplace their time. They will focus on the task without letting any disruptions keep them away from what they are doing (Brophy, 2004) 9

2) Extrinsic Motivation

According to (Saari, 2012) extrinsic motivation refers to a desire to get a reward and avoid a punishment. Meanwhile, a motivation that comes out from outside that influence our mind to accept or choose by a number of external factors such as attitude of society, peers, family and teacher.

Extrinsic Motivation is the one motivation that is not chosen by their interest. It means, that people choose their goal to learning language influenced by reward, tangible (e.g, money grades, privileges, etc.) or intangible (e.g., praise).

This motivation give negative impact to the students because students do not study to get knowledge but they are struggling by interest in their rewards or the punishment. They will highly motivated to come to class to get reward. However, if the rewards are taken away from their own hand they will get low motivated to attend to class.

Definition of Google Site

Google Sites is a platform on Google that allows you to easily create websites. In addition Jainrong Wang 2013 in (Badi'atul Azmina, 2018) states that Google Sites is one of the apps designed for creating basic or simple websites, It provides six categories of templates namely business collaboration, activities and events, schools and education, clubs and organizations, personal and family, and government and non-profits. For each categories has many templates to choose from. Besides that, there are many things to do

in it such as modifying templates, embedded gadgets such as Google Calendar, Google News Show, and Twitter Widget which enhance a site's functionalities are readily available, and so on.

Descriptive Text

Descriptive text is a kind of writing that consists of description, characteristics, definition of something, object or something. Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.

As Barbara Fine Clouse said in her book, *The Student Writer*, "Description adds an important dimension to our lives because it moves our emotion and expands our experience". Description expands our experience by taking us to place we might not otherwise know much about, which explains the popularity of descriptive travel essay in magazines and newspapers. Traditionally, descriptions are divided into two categories: **objectives** and **subjective**. In objective description you records details without making any personal evaluation or reaction. In subjective description, you are free to interpret the details for your reader; your reaction and description can be emotional and value-loaded.

Furthermore, Pardiyo (2007:34) state that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly. From the definition above, it can be concluded that description paragraph is a paragraph in great deal. Description writing vividly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the writer's experience. It is a way to enrich others forms of writing or as a dominant strategy for developing a picture of what something looks like. Based on definition of descriptive text above, it can be concluded that descriptive text is a text which describe people, thing or place that write physical appearance and characteristic of the object.

Method

In this research, the researcher applied qualitative and quantitative study in which the data analyzed by using descriptive qualitative and quantitative. The participants of this research were the students in SMAN 1 Palopo namely the students of eleventh grade. This research focused on the students' motivation toward the use of *Google Site* in teaching writing. In collecting the data, the researcher used questionnaires and interview. In this part, the researchers used Likert-scale which consist of 16 closed-ended statements to collect the questionnaire data about students' motivation toward the use of *Google Site* in writing. The Likert-scale's answers will contain Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD). For questionnaire data has several scores for each answer. Beside questionnaire, the researchers used interview. Interview data used to strengthen the questionnaire data and findings. An open-ended interview was conducted to explore the students experience and motivation in learning English through online learning using *Google Site*. The interview data was transcribed into word to find out the result.

The population in this research were the students of SMAN 1 Palopo. The focus of this research is the eleven grade at SMAN 1 Palopo, consisting of **ten classes** and the researcher chose one class where the Google Site used to teach writing in that class. The researcher chose ten students as sample. The sampling technique that used in this study is purposive sampling technique. Purposive sampling is a sampling technique with consideration of certain in Sugiyono, (2016: 85). In this study, researchers considered the following:

1. The sample to be selected is a class that has never used Google Site in the learning process.
2. The sample to be selected is students with low writing ability.

In this research, the researcher used observation, questionnaires and interview to collect the data.

To specify the level of students' motivation in the questionnaire based on the following criteria, Wimolmas, 2013 in (Ambarwati. R and Mandasari. B, 2021):

Table3.1 Mean Range of Level of Motivation

Mean Range	Level of Motivation
3.68-5.00	High degree of motivation
2.34-3.67	Moderate degree of motivation
1.00-2.33	Low degree of motivation

Results

1. Description of Questionnaire Result

After the researchers conducted research by giving questionnaires, interviews and documentation related to the title of the research, namely "Motivating Students to Write Descriptive Text Using Google Site Media at SMAN 1 Palopo" The researcher briefly described the research findings that had been carried out by the researcher. Based on the results of the research, it shows that in the following table.

In this section, the findings and discussion are presented. At the first, the data consist of questionnaire result. After implementing the research, the researchers found the questionnaire data as follows:

Table 1. Intrinsic Motivation

No.	Statements	N	Mean	Level of Motivation
1	I am interested in learning English	10	4,2	High degree of motivation
2	I love to take English classes	10	4	High degree of motivation
3	I mastered all the material presented by the teacher.	10	3,7	High degree of motivation
4	I can use English in class	10	2,9	Moderate degree of motivation
5	I can do the assignments given by the teacher.	10	3,7	High degree of motivation
6	I want to master the English material taught by the teacher.	10	4,3	High degree of motivation
7	To master English, I have to study hard and practice it in my daily life.	10	3,7	High degree of motivation

Total	10	2,9	Moderate of degree motivation
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From the table above, it is shown clearly in the table that the mean scores of intrinsic motivations are 2,9. Statement number 6 (I want to master the English material taught by the teacher) has the highest mean score (4,3). Statement number 3, 5 and 7 has an average mean score of 3,7. Statement number 1 (I am interested in learning English) has an average mean score of 4,2. While for the lowest mean score of 2,9 is statement number 4 (I can use English in class). However, overall data shows that the mean score of intrinsic motivation demonstrates a high level of motivation.

Table 2. Extrinsic Motivation

No.	Statements	N	Mean	Level of Motivation
8	Learning English using Google Site is very fun and interesting	10	4,3	High degree of motivation
9	There is some thing that motivates me to learn English	10	3,7	High degree of motivation
10	The way teachers teach through Google Site can affect my desire to learn English	10	3,7	High degree of motivation
11	Using Google Site makes me more excited about the lessons the teacher will deliver	10	3,9	High degree of motivation
12	The environment affects me in writing using Google Site	10	3,9	High degree of motivation
13	I did the assignment because I wanted to get the maximum score.	10	4,2	High degree of motivation
14	Use of google sites as learning media is very easy	10	3,4	Moderate degree of motivation
15	Information on learning media based google sites is easy to understand	10	3,6	Moderate degree of motivation
16	Color display on learning media google sites is right making it easier to read	10	4	High degree of motivation
17	Learning media on google sites have interesting layouts for read	10	3,9	High degree of motivation
18	I want teachers to use Google Site every time they deliver the material.	10	3,6	Moderate degree of motivation
19	Google Site can be used as an effective online learning medium.	10	4,1	High degree of motivation
20	Taking online classes through Google Site can improve my writing ability	10	4,2	High degree of motivation
Total		10	3.8	High degree of motivation

Table 4 above shows the overall extrinsic motivation finding with a mean score of 3,8 and gets a high degree of motivation at the rating of the motivational level. Statement number 8 (Learning English using Google Site is very fun and interesting) has the highest mean score of 4,3, and the statement number 20 (Taking online classes through Google Site can improve my writing ability) has the highest mean score also of 4,2 then the statements number 15 (Google Classroom can be used as an effective online learning medium) also has the highest mean score of 4,1. Three of them have high mean scores and a high degree of motivational level. In fact, basically, for statements related to extrinsic motivation, they get a high mean score, from a rating of 3.6 to 4. Next statement number 14 (Use of google sites as learning media is very easy) has the lowest mean score with the score of 3,4. However, it is

considered as a moderate degree or motivational level, but overall for this extrinsic motivation statement it is at a high level motivation

2. Description of Interview Result

To strengthen the findings of the research, the students were interviewed for several questions related to their experiences and motivation toward the use of Google Site in learning Descriptive Text. From the interview, it was found out that most of the students have a good experiences and most of them are motivated. It can be seen toward the students' responses in the interview.

1. Students' response on the question "What do you think of the use Google Site in the class?"

Student 1 :

Mudah untuk belajar. (Easy to learn)

Student 2 :

Menurut saya itu cukup bagus untuk semacam pelajaran presentasi, tapi kurangnya itu kalau kita pake di hp itu ada masalah dengan ketikannya. (I think it's good enough for a kind of presentation lesson, but the lack of it if we use it on a cellphone there is a problem with typing)

Student 3 :

Kalau menurutku google site itu bagus karena menggunakan teknologi, tapi beda lagi pandangannya dengan orang lain. (In my opinion, the google site is good because it uses technology, but the views are different from other people).

Student 4 :

Menurut ku toh kak lumayan asik ji cuman kalau misalnya dibikin mi agak lumayan susah kak kalau di bikin lewat hp. (In my opinion, it's pretty cool, but if it's going to be made, for example, it's quite difficult if you make it on your cellphone).

Student 5:

Menurut saya itu sangat bagus dan menarik, tapi kenapa pada saat mengedit google site di hp itu kadang-kadang tulisannya kayak hancur begitu. (I think it's very good and interesting, but why when editing the google site on the cellphone sometimes the writing looks like it's ruined).

From the 10 students who were interviewed almost completely answered that they were interested and motivated by using the Google Site. not only that, there are those who say that it is easier like student 1, but there are also those who say that it is quite difficult to make it using a cellphone. This is of course in line with the results of the questionnaire described above that the students are indeed motivated.

2. Students' response on the question "Why do you more interested in using the Google Site to improve your writing"?

Student 1:

Tidak ribet dan tampilannya menarik. (Not complicated and looks attractive).

Student 3:

Mungkin karena bisa di akses pakai hp, kan sekarang kebanyakan pake hp jadi kayak lebih menarik dilihat. (Maybe because it can be accessed using cellphones, right now most use cellphones so it looks more attractive to look at).

Student 4:

iye tampilannya lebih menarik toh kak, terus kan di hp terus itu hp juga dipegang terus toh kak jadi begitu. (Yes, it looks more interesting, sis, and on the cellphone, the cellphone is also held and held, so that's how it is.)

Student 9 :

Dari cara pemakaian dan fitur-fitur yang diberikan. (From how to use and the features provided.)

Furthermore, related to the question of what attracted them, almost all of them answered that there was an attractive display and the features offered were also interesting. In addition, it is easy to access because you can use a cellphone.

Discussion

This section will describe the answers to the research questions in the previous chapter. where the research consists of two research questions namely How is the students' motivation to use Google Site in writing and Which type of motivation is more dominant, intrinsic or extrinsic one?. The following is a description of the answers to each of these questions.

1. How is the students' motivation to use Google Site in writing?

Based on the questions above, an answer can be drawn that based on the results of research that has been done about Motivating students to write descriptive text using Google Site media at SMA Negeri 1 Palopo, it shows that the media can motivate students and the students' motivation is high. This is evidenced by the fact that the average value for each statement given is at the high level motivation level. Where both the average value on intrinsic motivation and extrinsic motivation both show a high value. Through the results of this questionnaire, it can be said that technology-based learning such as the Google Site can indeed increase student interest in learning. This is in line with what was stated by (Puspita et al., 2021) that the existence of Google-based English learning has the potential to improve student academic performance.

In statement 8 which reads Learning English using Google Site is very fun and interesting and the statement number 20 which reads Taking online classes through Google Site can improve my writing ability has the highest namely 4.3 and 4.2. Based on these results, it can be concluded that the use of Google Site is indeed fun and can improve students' writing skills. These results are in accordance with the results of research from (Putri, 2021) that by implementing Google Site learning is more interesting, students can receive learning information quickly.

Furthermore, in statement 19 which states that Google Site can be used as an effective online learning medium, of course, it gets an average score that is categorized as high degree motivation, which is 4.1. The results found are in accordance with what has been expressed by (Jusriati, Nasriandi, Wisnu Kurniadi, 2021) that the application of Google Sites in learning is an effective medium and can attract students' attention in the learning process.

The results of the questionnaire above were then strengthened by the results of the interviews conducted. where the results of the interviews conducted also revealed that indeed the students were interested and motivated by the use of the Google Site as a medium because it was easier to use, could be accessed using cellphones, had an attractive appearance and also had various features. This is of course in line with what was stated by

(Sulasmianti, 2021) that using the Google Site has several advantages such as easy access, free, easy to make, attractive display and so on.

2. Which type of motivation is more dominant, intrinsic or extrinsic one?

Next, discussing about intrinsic motivation and extrinsic motivation, in this study, extrinsic motivation is more dominant, as evidenced by the mean score for extrinsic motivation, which is 3.8, which is higher than the mean score for intrinsic motivation, which is 2.9. But even so, these two types of motivation still have an important role in the learning process as stated by (Rahmawati & Fatimah, 2022) that the presence or absence of motivation within a person is influenced by both intrinsic and external motivation. Pupils who are highly motivated to learn will be enthusiastic about what they are learning, in contrast to students who are less motivated.

Furthermore, discussing the progress of writing student assignments on the Google Site, it can be said that students are able to do it well. This means that they are able to create a page on the website according to what has been explained at the first meeting in this research activity. However, even so, the appearance of the pages made by each student certainly varies, some are pretty neat, some are still not. This may be because almost all of the students made the page using mobile phones so that they were less free to do the editing process. In this research activity, the researcher focuses on teaching descriptive writing material, where in the research process there are 3 types of descriptive text that are explained, namely describing person, describing animal, and describing place. Here is an example of a page view from one of the students.

Conclusion

Based on the findings and discussion in the previous chapter, the writer concludes that the use of Google Site motivates the students in learning Descriptive Text. Students showing a high degree of motivation when learning Descriptive Text through Google Site. Students are interested in learning English and agree in order that Google Site can be used as an effective online learning medium. It is important for a teacher to use a variety of media so that they can motivate students as the results in this study that the application of the Google Site makes students motivated to learn English, it is shown by the dominant extrinsic motivation of students.

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