Website on Tourism Using Google Sites to Improve Students' Writing Skills

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Abstract. Teachers in the twenty-first century should inspire innovation, encourage teamwork, and educate students on communication skills. Teachers can use digital media such as Google sites to create autonomous learning settings. Tourism majors should use their English skills to promote tourism around the world. A study at SMK Negeri 1 Medan aims to improve students' writing skills by developing a tourism website using Google Sites. The ADDIE paradigm was employed in the study, which included XI grade pupils. According to the data, 90% of pupils lacked writing skills and wished to improve them on digital platforms. 10% of students were undecided about whether it was necessary for their future after graduation. After examining English test results as well as instructor and student reactions, the website was found to be 93% valid and successful in developing students' writing skills.

Keywords: Website on Tourism- Google Sites- ADDIE model.

1 Introduction

The study's goal was to improve students' writing skills through the building of a tourism website using Google Sites. Google Sites is one of the educational tools available in the twenty-first century. Google Sites is a free website construction platform provided by

Google (Kurnawan & Sanjaya, 2010). Because of their intrinsic properties, Google Sites are beneficial for educational reasons, particularly English language learning. Students can learn not only independently, but also in the absence of an instructor, by using Google Sites for instructional reasons. Students have unrestricted practice time, location, and frequency. An instructor can provide a higher learning experience when it comes to producing poetry by picking instructional material and topics that maximize students' skills. Students receive instructional materials more quickly and easily; instructors have no trouble storing instructional materials, reducing the likelihood that they will be misplaced; and instructors can delegate assignments to students via the Google Site, allowing them to complete them immediately (Azizis, 2019). Users can use Google Sites to gather and distribute numerous sorts of material (including text, presentations, downloads, and videos) in a single site. According to Tafik et al. (2018), Google Sites is free to all users who have a Google account. As a result, Google sites can be used as English-learning resources to improve writing skills.

Students must have strong writing skills in order to successfully communicate their ideas and points of view. Nonetheless, many students struggle to produce original and comprehensible writing. Our goal is to create an educational platform that will allow students to improve their writing skills while also learning about a wide range of tourist places by leveraging technology breakthroughs such as Google Sites. Writing is the sole linguistic talent that can be represented in written form, and it is considered essential in the academic domain (Morse 2016). Text is an exceedingly difficult job that requires the ability to produce and communicate ideas coherently.

According to Oshima and Hogue (1998), both native English speakers and English language novices must study and practice in order to become proficient writers. The act of writing involves several cognitive processes, including concept formation, syntax and lexicon application, punctuation integration into textual structure, and sentence and word organization into paragraphs. Furthermore, when creating written material, it is critical to consider creative expression. This skill meets the Higher Order Thinking ability (HOTS) criteria for 21st-century learning. Bloom's Taxonomy attempts to classify the many stages of learning that make use of previously acquired knowledge to produce new ideas and recall facts. Memory, understanding, and application are examples of Lower Order Cognitive Skills (LOTS). Thus, invention, assessment, and analysis are components of Higher Order Thinking Skills (HOTS). The writing talent is therefore classified as creative, which promotes HOTS among students.

As previously said, it is critical that the aforementioned skill be fostered within the context of education in the twenty-first century, particularly among vocational school students. Students in SMK Negeri 1 Medan, on the other hand, shown a weakness in their writing ability. Several variables contributed to the problem, including the students' inability, confidence, and motivation to express themselves in writing. This was demonstrated by the classification of students' tourism-related essays as low quality, as judged by the school's benchmark score (KKM: 75).

The tourist industry is a dynamic sector that contributes significantly to economic growth. The tourism industry frequently has a considerable impact on both local and national economies. It stimulates economic activity, helps industries such as transportation and entertainment, and creates jobs. Graduates of vocational institutes can contribute to the economic development of their communities and nations by working in this field. Because of technological improvements, tourism-related businesses are now required to establish an online presence, which includes websites that promote tourist locations and services. The tourist business offers vocational school students a variety of employment choices, labor market stability, practical training, international chances, entrepreneurial potential, economic contributions, customer service skills, and adaptability. Tourism is a large industry with several career opportunities. Vocational schools allow students to pursue academic careers in a variety of sectors, including culinary arts, event planning, travel and tourism, and hospitality administration, to mention a few. These career routes provide students with a wide range of choices based on their interests and abilities. Tourism is also widely acknowledged for its consistent and dependable impact on the job sector. As people continue to travel for pleasure and business, there will be a greater demand for industry professionals. This assures that, following completion of their study, graduates of vocational institutions enter a generally stable labor market. Vocational institutions typically provide experience, applied education that is tailored to the needs of tourism-related vocations. Practical experience allows students to develop important skills required for success in this industry, such as hotel management, restaurant operations, and trip guiding. Given the global character of the tourism business, travel and work prospects abound for vocational school students who have obtained training in tourism-related professions. Students who want to work in different surroundings and learn about different cultures may be interested in this chance.

This study was undertaken to construct tourism websites using Google Sites in order to improve the writing talents of students at SMK Negeri 1 Medan. The following were among the research objectives: (1) Create a user-friendly tourism website using Google Sites; (2) Evaluate the website's impact on improving students' writing skills; (3) Investigate how incorporating tourism content can engage students in improving their language proficiency; and (4) Gather user feedback on the usability and effectiveness of the developed website.

The project provided a fascinating venue for students to build writing abilities while exploring various travel destinations. The study provided teachers with insights into using technology into language teaching practices by using Google Sites to improve student writing skills. The study provides a platform for highlighting the unique qualities of diverse tourist locations for the tourism industry. Overall, the goal of this research was to bridge the gap between education and technology while also improving students' linguistic competency and cultural understanding.

2 Method

In this study, the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) methodology was used. The ADDIE paradigm assists instructional designers and training developers in the planning and production of effective learning experiences. The ADDIE paradigm is broad enough to be applied to the creation of any type of student learning experience. (Bolt, 2009) The term ADDIE refers to several stages of successful learning growth.The data for the study came from questionnaires and interviews with 30 tourism students and an English teacher from SMK Negeri 1 Medan. As a result, SMK N 1 Medan tourism students and an English teacher served as the investigation's data sources.

The instruments used in the study included (1) an observation sheet, (2) a documentary sheer, (3) a questionnaire, and (4) an in-depth interview guide. There are two types of surveys for assessing students' needs and reactions to tourism websites accessed via Google Sites, as well as students' writing abilities.The study used both qualitative and quantitative methods to generate a description of students' needs in tourism websites accessed through Google Sites, as well as to improve students' writing skills.

3 Results

Google Sites requires pupils to successfully navigate and use internet resources. This promotes the development of digital literacy skills, which are critical in today's technology-

driven culture. Google Sites encourages students to logically organize their work. They must examine how to provide information in a clear and organized manner, which is a necessary writing skill. Google Sites can make collaborative writing efforts easier. Students can work together to create and edit content, gaining an important career skill: effective teamwork.

According to the preceding explanation, the research findings supported the benefits of Google Sites for improving students' writing skills through the use of tourism websites. In addition, based on the findings, a tourism website with content, information about North Sumatera, and learning activities was built. An expert validated the development result, demonstrating that categorizing useful media might be used to improve pupils' writing skills.

Following the implementation of the tourist websites, students' test results improved from an average score of 60 (pre-test) to an average score of 80 (post-test). The table below displays the students' responses to the tourism website via Google Sites.

Table 3.1 The Students' Response on Tourism Website 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 on writing	75

According to Table 3.1, overall tourism websites using Google Sides were very useful for students in developing collaborative learning (70%), student-centered learning (80%), enhancing students' motivation (75%), and confidence (75%). The study's findings were consistent with earlier research on the impact of Google sites on student learning.

As a result, developing tourism-related websites with Google Sites is a dynamic and practical tool for students to improve their writing skills. This website helps students enhance their writing, computer literacy, cooperation, and global awareness. Furthermore, creating a tourism website with Google Sites proved to be an efficient approach for improving students' writing talents. Students got the opportunity to participate in a writing experience that went beyond regular classroom assignments as a result of this project.

To begin, this project encourages students to undertake research and gather knowledge about tourism places, thereby improving their research skills. They were taught to analyze sources, verify facts, and display correct and reliable information on the website.

Second, writing on a tourism website for a general audience enhanced clarity and communication efficacy. Students were expected to write in an entertaining and informative manner for possible visitors, thereby improving their communication skills. Furthermore, the collaborative aspect of website construction fostered collaboration and communication skills in students. They had to work together to organize information, choose graphics, and maintain the website's overall cohesiveness. Creating and maintaining a tourism website also exposes students to digital literacy and technical skills. They learned how to use web development tools, create multimedia material, and manage online platforms.

4 Discussion

Creating a tourism website with Google Sites has been demonstrated to be a successful and beneficial technique to improve pupils' writing abilities. We will go over some of the features and benefits of this program.

Students can put their writing skills to use in a practical context by creating a tourism website. Tourism-related websites typically require convincing, engaging, and instructional content. As a result, students can write more clearly. They learn how to write for a variety of audiences, such as potential tourists, adventurous travelers, and researchers.

Creating content for a website motivates students to generate high-quality work. The needs, tastes, and interests of their target audience must be considered. Pupils are compelled to think critically and write more adaptably since they must adjust their writing to be more interesting and educational.

Travel guides, blog entries, photo captions, and informational articles are all examples of website writing. Because of this flexibility, students may adapt to a range of writing needs and develop a variety of writing styles.

Google Sites makes collaboration easier. Students can cooperate on content creation, design, and organizing to imitate real-world collaboration circumstances. It is simple to incorporate peer and teacher feedback, which fosters a culture of growth and constructive criticism.

Overall, this media provides students with a productive and enjoyable manner to help them become proficient writers. When students construct a tourism website, they create content with real-world significance, learn about teamwork and flexibility, and become

acquainted with a range of writing styles. It also teaches technical and digital marketing skills, which are increasingly important in our technologically evolved culture.

5 Conclusion

The use of Google Sites to create a tourism website proven to be an innovative and effective method for improving students' writing abilities. The educational program offers a holistic learning experience that includes research, communication, teamwork, and digital literacy. This comprehensive approach strives to provide students with the skills and information needed to handle the challenges of the modern world. This project not only improved their writing skills, but also provided them with valuable skills that would help them in their academic and career endeavors.

Analyzing the outcomes of the research study "Website on Tourism through Google Sites to Improve Students' Writing Skill" in comparison to previous studies might shed insight on the effectiveness and implications of this new teaching technique. If the research on "Website on Tourism through Google Sites" shows a significant improvement in students' writing skills, it can be viewed as building on the achievements of previous studies that have proved the benefits of utilizing real-world applications in education. These findings support the idea that more practical, hands-on learning experiences promote better outcomes in the classroom. If the new study is consistent with previous studies highlighting the value of student participation through project-based learning and authentic assessment, it adds to the body of data supporting the efficacy of this pedagogical technique. It bolsters the legitimacy of existing educational theories and techniques. Furthermore, the current study may fill in some of the gaps in prior research.

If the use of website development to improve writing talents has not been completely studied in previous studies, this study can provide valuable information to bridge this knowledge gap. This is especially crucial if the results are positive. If the findings of the new study support the favorable impacts of technology—particularly Google Sites—on the development of writing skills, they can be viewed in light of previous studies that have highlighted the role of technology in education. It can broaden our understanding of how various platforms and tools can be used to teach. The new research can then draw on the experiences and discoveries of previous studies to determine the best practices in website-based teaching. It can build on prior studies by looking at whether components of content

development, website design, or teamwork are most helpful in helping students become better writers.

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