

INOVASI

Jurnal Diklat Keagamaan

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Learning Media: Developing Learning Media through Google Sites to Improve Students' Reading Skills on Recount Text

Media Pembelajaran : Pengembangan Media Pembelajaran melalui Google Sites untuk Memperbaiki Keterampilan Membaca Siswa pada Teks Recount

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ABSTRACT

In the digital era, teachers are expected to design enjoyable learning process in the classroom. This is especially true for schools with good facilities and resources for developing teaching materials. A teacher should creatively and innovatively design lessons to facilitate students' understanding of the material delivered by the teacher. The first step is to adapt the teaching method to the characteristics of the students and use an easily accessible Learning Management System. Additionally, enjoyable teaching materials can increase students' interest and prevent boredom. Google Sites is one way to create and manage a website. With Google Sites, users can create websites without learning complex programming languages or web design, as the tool provides various user-friendly features and templates. The development of online or offline teaching materials is expected to provide optimal benefits for the teaching and learning process. This research aims to explain how the Google Sites platform is developed as a teaching medium, how it is implemented as a teaching medium, and to describe students' responses to English language lessons using Google Sites concerning reading skills. The research methodology used is qualitative descriptive. The research object uses media, which is called Research and Development (R&D) with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The validation results conducted by experts are 88.45%, with the category "very valid." Meanwhile, the student response to the use of the media is 66.89%, categorized as "fairly good". Based on both results, it can be concluded that using the media is quite effective in teaching and learning activities for reading skills.

Keyword: Google Sites, learning media, reading skills

ABSTRAK

Di era digital, diharapkan para guru dapat merancang proses pembelajaran yang menyenangkan di dalam kelas. Hal ini terutama berlaku bagi sekolah-sekolah dengan fasilitas dan sumber daya yang baik untuk mengembangkan materi ajar. Seorang guru harus merancang pembelajaran secara kreatif dan inovatif agar dapat memfasilitasi pemahaman siswa terhadap materi yang disampaikan. Langkah pertama adalah menyesuaikan metode pengajaran dengan karakteristik siswa dan menggunakan Sistem Manajemen Pembelajaran yang mudah diakses. Selain itu, materi ajar yang menyenangkan dapat meningkatkan minat siswa dan mencegah kebosanan. Google Sites merupakan salah satu cara untuk membuat dan mengelola situs web. Dengan Google Sites, pengguna dapat membuat situs web tanpa harus mempelajari bahasa pemrograman atau desain web yang rumit, karena alat ini menyediakan berbagai fitur dan templat yang mudah digunakan. Pengembangan materi ajar online maupun offline diharapkan dapat memberikan manfaat yang optimal bagi proses pembelajaran. Penelitian ini bertujuan untuk menjelaskan bagaimana platform Google Sites dikembangkan sebagai media pembelajaran, bagaimana penerapannya sebagai media pembelajaran, dan untuk menggambarkan respons siswa terhadap pelajaran bahasa Inggris menggunakan Google Sites terkait keterampilan membaca. Metodologi penelitian yang digunakan adalah deskriptif kualitatif. Objek penelitian menggunakan media, yang disebut Penelitian dan Pengembangan (R&D) dengan model ADDIE (Analisis, Desain, Pengembangan, Implementasi, Evaluasi). Hasil validasi yang dilakukan oleh ahli adalah 88,45%, dengan kategori "sangat valid." Sementara itu, respons siswa terhadap penggunaan media ini adalah 66,89%, dengan variasi "cukup baik." Berdasarkan kedua hasil tersebut, dapat disimpulkan

bahwa penggunaan media ini cukup efektif dalam kegiatan pembelajaran keterampilan membaca.

Kata Kunci: *Google Sites, keterampilan membaca, media pembelajaran*

INTRODUCTION

In the post-pandemic era, blended learning, combining online and face-to-face meetings, will likely become the norm. This approach allows for greater flexibility and accessibility, enabling students to learn independently. Currently, the learning process is being conducted as usual. The learning process takes place through face-to-face meetings. Roziqin in [Akhiruddin \(2020\)](#) stated that learning is a process carried out by individuals to obtain a permanent behavior change, both observable and not directly observable, that occurs due to training or experience in interaction with the environment.

The objectives of the curriculum are the plans made by educators before conducting the teaching and learning process. According to [Putro \(2021\)](#), planning is a satisfactory way to ensure that activities run smoothly, accompanied by various anticipatory steps to minimize potential problems. This plan can be prepared by mapping the materials for each semester, developing implementation plans, creating learning media, and designing assessment tools. Teachers must design learning creatively and innovatively to facilitate students' comprehension of the materials teachers present. The first step is to adapt the learning methods to students' characteristics and utilize an easily accessible Learning Management System.

In preparing the lesson plan, teachers must integrate reading literacy activities before the core learning begins. The teacher carries out the literacy activity by providing reading materials in the form of texts to the students. The reading text given is a sheet of paper that the students must read, and then they are asked to explain what they have learned after reading. It has an impact on achieving the objectives and suboptimal learning outcomes. As a result, the learning process becomes unstructured and less active. It is still not student-centered because inappropriate media is used for teaching. Therefore, there is a need for innovation in creating up-to-date learning media.

Nurdyansyah stated that educational media is vital in teaching and learning activities [Nurdyansyah \(2019\)](#). The accuracy of the use of instructional media can impact the quality of the process and the results achieved. In the wake of the pandemic, learning through digital devices can continue in the classroom. The use of online media for learning provides unlimited resources, which enables teachers to customize their teaching methods to suit the needs of their students. According to Cahyadi, learning materials convey messages and ideas and stimulate students' thoughts, emotions, actions, interests, and attention. Motivating students' cognitive and affective engagement is crucial for the success of the teaching and learning process [Cahyadi \(2019\)](#). The better and more interesting the learning tools used, the more influential the learning process will be.

Technology-based learning media that have been upgraded are diverse, from offline to online multimedia. Teaching materials can now be packaged in various forms, such as video, audio, text, or a combination of these formats. These materials can be quickly delivered

online with advancements in science and technology. The researcher will explore one type of web-based media using Google Sites. Google Sites is an application from Google already connected to other Google applications. Learning activities using Google Sites media will make learning more accessible and enjoyable for students. According to Zhang, e-learning refers to learning activities via the Internet that provide a person with a flexible and personal way through open opportunities, low costs, and a significant impact ([Budi Suhartanto, 2014](#)).

Based on previous research conducted by [Fitria, \(2021\)](#), she designed Google Sites as a medium for high school students to write poetry texts. The research and development method with the 4D model showed that using Google Sites in the learning process was highly effective. In [Hasna,\(2021\)](#) study, using Google learning media on the Android platform was suitable for the respiratory system learning process. Her research, employing the research and development method with the 4D model, indicated that the media could be appropriately utilized in the learning process. Similarly, [Aulia, \(2021\)](#) research aimed to develop Google Sites media for the Protista concept in high school Biology class. The research and development method with the 4D model showed that Google Sites were suitable for use as a learning medium.

From the explanation of previous studies regarding the use of Google Sites in the Indonesian language and Sciences, it can be concluded that the methodology approach used was 4D, indicating that Google Sites is suitable for the learning process in schools. However, in the current research, Google Sites is used in the English language subject with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to Improve Students' Reading Skills on Recount Text.

In this study, we discuss three research questions: how is the Google Sites platform as a learning medium developed to improve reading skills? How is the implementation of Google Sites as a learning medium in the classroom to improve reading skills? How do students respond to using Google Sites in English classes to improve their reading skills? From the three research questions above, the first one is to explain how the media is developed before being implemented in classroom teaching activities. The second describes how the media is implemented in teaching and learning activities and the third is to explain how students respond to using Google Sites in the classroom.

LITERATURE REVIEW

According to Fikri that media is a medium used by someone to convey messages from people who give messages (senders) to people who receive messages appropriately (audiences) [Fikri \(2018\)](#).

Heinich stated that a media is a channel of communication. Derived from the latin word meaning "between" the term refers to anything that carries information between a source and a receiver ([Heinich, 2002](#)). Media are channels of communication. The word "media" comes from Latin, meaning "in between" or "intermediary." This term refers to anything that carries or conveys information from a source to a receiver. In other words, media serve as

intermediaries in communication, whether in the form of speech, writing, images, videos, or other technologies. Examples of media include radio, television, the internet, newspapers, and social media.

In the learning process, the learning media used by the teachers have a significant role in achieving the learning objectives. Therefore, educators must understand the lesson's purpose and the media used to achieve these goals. Selecting suitable learning media will help teachers make it easier to convey material to students. Meanwhile, according to Cahyadi that the media must distribute messages and ideas through intermediaries, liaisons, and other channels to influence students' thoughts, feelings, behaviors, interests, and attention. Learning activities must achieve their goals, so teachers must be able to use them well so that students can be excited and interested in participating in learning [Cahyadi \(2019\)](#).

In this research, a researcher attempts to use Google Sites to improve reading skills in recount text. Based on Hyland that The purpose of a recount text is to retell past experiences by narrating events in their original sequence. Additionally, it is mentioned that the general structure of a recount text consists of an orientation (providing information about the situation), a series of events (describing a sequence of events chronologically), and a reorientation (an optional closing that expresses the writer's impression of the events) [Hidayat et al., \(2018\)](#).

According to Hyland that the text is created to inform readers about something that happened in the past. The information can be in the form of personal experiences or specific events. Writing a recount text is one of the writing skills that students need to master. The general structure of a recount text includes the orientation, event recount, and reorientation [Utami.et.all, \(2022\)](#).

Orientation refers to the students' opinions or statements regarding a subject or knowledge they wish to impart to the readers. Core problem points are told in order sequences in records or events. The events are outlined in the reorientation. The kids describe the incidents they formerly went through in this composition. The students follow the sequence of generic structures in the past tense when writing recount texts.

Reading is a process where readers use what they've learned in a text in a school context as a component of their education. Reading is still recognized as an interactive process or conversation between the author and the reader, even when the writer is not there. It implies that reading includes connecting with the writer through the printed word. Furthermore, reading comprehension is essential because reading alone cannot teach the reader [\(Safitri, 2022\)](#). According to Hasibuan that students must learn to read, which is one of the reading skills. The purpose of teaching reading is to enable them to read different texts and access texts written in English when they continue their studies in higher education. Students with good reading comprehension skills will easily find their purposes in reading a text [Hasibuan \(2018\)](#).

Nurdianingsih in [\(Maqbulin, 2022\)](#) stated that Some aspects of reading include pronunciation, vocabulary, and comprehension. In this context, "aspects of reading" refer to

the elements or components involved in the reading activity. One important aspect of reading is understanding the text being read. This comprehension includes the ability to grasp the meaning, message, and information contained in the text. Brassell stated that it is important for teachers to encourage students to use predictions to determine reading purposes so that they engage in the reading process ([Brassell & Rasinski, 2008](#)). Simply put, this means that when we read, it is not just about pronouncing words or recognizing letters but also about the ability to understand what is being read. This comprehension involves various levels, from understanding word meanings to being able to infer or interpret the main ideas in the text.

The text used by a researcher for implementing Google Sites as a medium is a recount text. Hyland in ([Utami. et al., 2022](#)) stated that the text is created to inform readers about something that happened in the past. The information can be in the form of personal experiences or specific events. Writing a recount text is one of the writing skills that students need to master. The general structure of a recount text includes the orientation, event recount, and reorientation. According to [Utami et al. \(2022\)](#), recount text is a social genre in which events are repeated to inform or amuse the audience.

The recount text uses the past tense. By repeating events in their original sequence, storytelling has the social objective of reconstructing prior experiences. Personal correspondence, police reports, insurance claims, and incident reports contain recounts. The recalled text draws on firsthand knowledge and a foreign tongue's usage. Recalculation is a technique employed in most individuals to show recall for a sequence of events, such as in scientific trip diaries or day-to-day existence in another era or society. Derewianka stated that recount text is a type of text that retells events or incidents that have happened in the past in a sequential order. The main purpose of recount text is to inform or entertain the reader by providing a depiction of experienced ([Derewianka, 2015](#)). A recount text is a type of text that narrates past events or incidents in chronological order. Its primary purpose is to inform or entertain the reader by presenting a detailed account of experiences that have already occurred.

METHODS

The research design is R & D research and R&D stands for Research and Development ([Sugiyono, 2016](#)). The resulting product begins with research or product knowledge. The essence of research is to obtain initial data and information, describe the product's potential, and plan and analyze it. The resulting product can be either a new or existing product with improvements. This development starts with identifying a problem that needs to be addressed and involves further product development by developers. This process is commonly known as the R&D cycle, which involves studying relevant research findings related to the product being developed, creating the product based on those findings, conducting field testing in the location where the product will be used, and revising the product to address any shortcomings identified during the field testing. This cycle is repeated in more rigorous R&D programs until field testing data demonstrate that the product meets the predefined objectives with tangible results.

The development research method is a research method that aims to produce products that are then tested for their effectiveness through validation, review, and product trials. Dick and Carry developed the ADDIE model for designing learning systems. Following are examples of activities at each stage of developing a learning model or method, [Mulyatiningsih, \(2011\)](#): analysis, design, development, implementation, and evaluation.

- 1) Analysis: at this stage, the main focus is to analyze the need to develop a suitable new learning method and evaluate the feasibility and required requirements. Based on the above observation, it is expected to obtain a needs analysis, which includes:
 - a. The curriculum-related analysis involves analyzing the material used in the classroom during the teaching and learning process.
 - b. Needs analysis consists of analyzing the students' needs related to the learning media utilized in school.
- 2) Design: these activities are a systematic process that begins with establishing learning objectives, developing teaching and learning scenarios or activities, designing learning tools, designing learning materials, and designing evaluation tools for learning outcomes. Some activities that can be carried out in the design stage are as follows:
 - a. Designing learning materials,
 - b. Media selection stage, and
 - c. Theme selection on the Google Sites website.
- 3) Development Product developed in the ADDIE model consists of realization activities and product design. In product development, the researcher goes through the following steps: product design and development, validation, and revision.
- 4) Implementation of learning media, the researcher carried out implementation using three steps. The settings are as follows:
 - a. Small-scale implementation, the students are selected from eighth grade, consisting of 32 students. The researcher observes the learning process while the English teacher acts as the instructor;
 - b. Conducting a Focus Group Discussion at this stage, the researcher discusses the shortcomings of English language learning activities with English teachers at MTsN. Next, the researcher will improve these shortcomings to be implemented more broadly;
 - c. Large-scale implementation: the researcher will implement it on a larger scale than before. The large-scale implementation will be done in another school by selecting two classes, each with 53 students.
- 5) Evaluation: The researcher evaluated whether the media was good or not based on the feedback from students about the Google Sites media. If the analysis results are positive, then using Google Sites media is appropriate for teachers to use in the learning process.

The researcher collected information from teachers and students at two institutions, MTsN 7 Jember and MTsN 3 Jember. The number of informants from teachers was two English teachers, and there were 85 students. In this study, a data collection instrument in the

form of a research instrument is required. The following is the instrument questionnaire that will be used in this study, namely: a) The questionnaire's validity will be assessed by media experts using a validation sheet; b) The questionnaire's validity instrument in this study is a validation sheet to be filled out by two validators: a material expert and a teacher; c) Students' evaluation instrument; d) Observation instrument for learning, the researcher conducted classroom learning observation focused on students using Google Sites as a media.

The researcher used data collection techniques in the preliminary research phase, including interviews and observation. Two validators, one from a lecturer and one from a teacher, were used to validate the media and material. The validators and observers assess by assigning scores using the following criteria:

Table 1. The Criteria of The Assessment Scale

Criteria	Score
Very Good	4
Good	3
Sufficient	2
Poor	1

Furthermore, based on the collected data, the researcher analyzes The data analysis method for the validation results of the two validators, which involves calculating the average using the following formula:

$$Proval = \frac{rsa}{msr} \times 100\%$$

Source: [Ningsih, \(2023\)](#)

Information:

Proval = Product validity

rsa = Real Score Achieved

msr = Maximum score can be reached

The next step is to compare the calculation results with the validation or feasibility comparison table below:

Table 2. Table of Validity Comparison Criteria

Percentage	Category
85.01% – 100.00%	very valid
70.01% – 85.00 %	quite valid
50.01% – 70.00%	less valid
01.00% – 50.00%	invalid

Source : Akbar in [Fatmawati \(2016\)](#)

Data analysis of students' response values on the Google Sites Student Response Questionnaire is carried out to determine the level of interest, pleasure, and ease of understanding media content components. The student response data obtained from the assessment questionnaire is measured using a percentage scale. The criteria to be assessed in the following student response data are:

Table 3. Criteria for Student Response Values

Interval Score	Criterion
80% - 100%	well
60% - 79.99%	good enough
50% - 59.99%	less well
0 – 49.99%	not good

Source: Riduwan in [Astuti,I.A.D, \(2019\)](#)

To find out student responses to Google Sites media to improve students' reading skills as follows:

$$NRS = \frac{\sum RS}{RS_{\text{maximum}}} \times 100\%$$

Source: Dasmo (2017)

Information:

NRS: percentage of student responses (%)

$\sum RS$: student responses per item

RS_{maximum} : Overall student response

RESULT AND DISCUSSION

The results of this research are divided into three main aspects to accommodate the research objectives. First, to explain how the Google Sites platform is developed as a learning medium to enhance reading skills. Second, to explain how the Google Sites platform is implemented as a teaching tool in the classroom to improve reading skills. And third, to elaborate on students' responses to using Google Sites to enhance reading skills.

First, before media development, a researcher conducted preliminary observations regarding the instructional materials teachers use for the learning process. From the interviews, it was found that teachers taught their classes without utilizing any form of media. They solely relied on Student Worksheets (LKPD) as their instructional tool. Second, based on the research findings above, the English language learning process will become more engaging for learners as a consideration for developing learning media. The researcher has chosen web-based learning media using the Google Sites platform. Google Sites can be accessed for free at the following URL: <https://sites.google.com>. Thirdly, in formulating the research problem regarding implementing Google Sites as a learning medium in the classroom to enhance reading skills, the researcher revised the initial product based on feedback and suggestions from validators. Subsequently, the researcher implemented the product in the classroom learning process. Initially, the implementation was carried out on a small scale, involving a single class with 30 students. Based on the feedback from students, comments, and suggestions, the researcher conducted a Forum Group Discussion (FGD) with English language subject teachers to discuss the findings. The FGD was implemented to improve the product and the learning implementation process in the next phase. In the implementation phase on a larger scale, the researcher conducted it in another institution

with two classes and 53 students. The implementation was similar to the small-scale implementation.

According to Setiawan that Google Sites is a free web hosting service provided by Google. With Google Sites, you can create a website for various purposes on the internet. Google Sites offers multiple features, including elegant design templates, Analytics function, Webmaster tools, and Adsense, which can be quickly and conveniently added [Setiawan \(2022\)](#). The process involves copying and pasting the given code to the specified location. This service is hosted under the domain Google.com, making it easier for search engines to index the installed web pages. The process of creating a website on Google Sites involves actions such as copying and pasting provided code into designated locations. Websites created through this service are hosted under the Google.com domain, making it easier for search engines like Google to index these website pages. In other words, websites created using Google Sites are more easily discoverable by people through Google search results.

The methodology of this research is research and development. The ADDIE approach (Analysis, Design, Development, Implementation, Evaluation) is used in media development [Winaryati, 2021](#)). The approach, developed by Dick and Carry, is expected to produce a valid and usable product. The following are the steps for creating Google Sites as a learning media to improve reading skills.

1. Analysis: The researcher performed two analyses, namely an analysis of the curriculum implemented in the school and the need for media used in the learning process.
 - a. The analysis of the curriculum: In the first stage of the analysis, a researcher conducts an analysis of curriculum implementation and an analysis of student media needs. In the researched institution, one of the pilot project schools for implementing the Independent Curriculum (IKM), it is not applied to all levels. The IKM is implemented for class VIII, and the Curriculum 2013 is executed for class IX.
 - b. The students’ need analysis to consider the school facilities available. It refers to understanding the facilities and resources available at the school. It includes physical facilities such as classrooms, libraries, laboratories, computer equipment, and other resources like books, teaching materials, and technological support. Understanding the available facilities helps teachers plan and implement more effective teaching strategies. So, a researcher chose Google Sites as the media for this school.
2. Design: The Research and Development (R&D) design phase refers to creating solutions or new products based on the objectives and problems identified in the previous stages.
 - a. Material design: the materials used in developing the media refer to two curricula. The Independent and 2013 Curricula are implemented at different class levels but share the same content: Recount Text.
 - b.

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Learning Media: The planned layout design of the Google Site consists of several sections, namely the header, the content, the layout, and the footer.

- c. Instruments: This assessment design validates media and materials before being implemented in the learning process. Learners also provide assessments regarding the Google Sites media that has been used as the media.
- 3. Development: Development is the process of creating a product based on previous stages, which are the analysis and design stages. Product development to achieve quality results is divided into three stages: product development stage, validation, and product revision.
 - a. Product development stage: The Google Site media, developed by a researcher, has been designed with captivating icons, colors, menus, and text to make it as engaging as possible. It can be accessed through the following URL: <https://sites.google.com/view/lets-learn-english-maone/home>. The media interface includes a home menu, attendance section, goals section, literacy activity section, material section, evaluation section, and profile section.
 - b. Product validation stage: before the media is implemented in the teaching and learning process, experts must validate it. The researcher selected three experts to validate the media and content on Google Sites. The result of validation product as follows:

No	Validator	Percentage (%)	Rates (%)
1	Media Expert	88.65%	88.45%
2	Material Expert	87.50%	
3	English Teacher	89.21%	

Table 4. Validation Result of Experts and English Teacher

- From the data table above, the average validation result by experts and English teachers for the instructional media "Google Sites" on recount text is 88.45%. Based on the validity criteria used, which states that values within 85.01% to 100.00% are categorized as "very valid," it can be concluded that the instructional media "Google Sites" can be used in teaching.
- c. Product revision stage: Product revision is derived from the comments and suggestions provided by the three validators: media experts, subject matter experts, and English language teachers. Modifications are carried out to refine the development of the product in the form of Google Sites media, making it a quality product worthy of being used in the learning process.
 - 4. Implementation: This implementation process takes place on both a small and large scale.
 - a. The small-scale implementation is carried out at MTsN 7 Jember, and the large-scale implementation is conducted at another institution. Based on the results of the student response on a small-scale, it can be seen that 32 students have responded to the Google Sites media. The assessment carried out by the students is 62.63%, and based on the table of criteria for student response values, this score falls within the range of 60% - 79.99%, categorized as "good enough." Students were asked to provide comments and suggestions about the conducted learning process. These comments

will be considered for discussion with the English language teacher in the Focus Discussion Group (FGD) activity.

- b. Conducting a Focus Group Discussion (FGD): Focus Group Discussion is conducted after the small-scale learning process. The discussion involves a researcher and an English language teacher to discuss their findings.
- c. Implementation on a large scope: Implementing the developed product in other institutions does not involve special treatment towards the students. From the student participant response data results, who evaluated each question item, the 53 participants also provided comments and suggestions for using media in the following learning process. In the implementation of media within this larger scope, a result of 71.16% was achieved. This percentage value in the Criteria for Student Response Values table falls within the range of 60%-79.99% with the criteria of "good enough."

For the outcomes of student participant responses between the small and large-scope implementations, they are as follows:

Table 5. Students’ Response Rate				
No	Scope	Score (%)	Rate (%)	Category
1	Small	62.63	66.89	Good Enough
2	Large	71.16		

Based on the data results in the table above, it is shown that the average obtained from the implementation of these two approaches is a score of 66.89%, which falls within the range of 60%-79.99%. Therefore, the medium can be categorized as "good enough" for use in the learning process for recount text material in the eighth-grade class.

- 5. Evaluation: According to [Winaryati \(2021\)](#), in this phase, educators reflect on and revise what has been done, starting from the analysis, design, development, and implementation stages.
 - a. Evaluation in the analysis stage: The analysis stage, consisting of analyzing the school curriculum implementation and student needs analysis, has resulted in the decision that the implemented curriculum is the independent curriculum and the curriculum of 2013. Meanwhile, for the institution used for the second implementation (with a broader scope), the 8th-grade class uses the 2013 curriculum with the same material: recount text.
 - b. Evaluation in the design phase: The evaluation of this design phase is divided into three parts:
 - 1. Material design: In this stage, the researcher and English language teachers have determined the materials that will be used in the learning process in the classroom. The selected materials have been adjusted to the curriculum, namely recount text.
 - 2. Media design: This stage requires consideration of the school's facilities because the media used are IT-based. The institution must provide facilities such as internet access, computers, or mobile phones (belonging to students).
 - 3. Instrument design: In this stage, a researcher designs instruments for expert validation, English language teachers, and student responses.

- c. Evaluation during the development phase: It is conducted to measure how prepared the product development process is before being used in the learning process. Media and subject matter experts must validate the developed product. The validation results will be used as an assessment by a researcher for product development improvements. This way, the developed product becomes a suitable product for use.
- d. Evaluation during the implementation phase: It is obtained during the learning implementation. It is assisted by an English teacher who observes in the classroom. The findings are used as assessment material for the subsequent learning process. Additionally, data for evaluation is gathered from students' responses related to the Google Sites media. Based on the students' responses, if the results are satisfactory, the media can continue to be used in the learning process. If the results are inadequate, the media must be revised before it can be used again.

Instructional media illustrate the grouping of experiences based on their levels, ranging from the most concrete to the most conceptual. Participation, observation, and direct experience significantly impact how students internalize learning experiences. An idea can be effectively conveyed to learners when it demands active involvement, as opposed to ideas that only require students to be mere observers.

The active engagement of students in the teaching and learning process, also known as student-center learning, depends on the creativity and innovation of teachers in preparing lessons. Based on a researcher's findings in a school for the study, teacher still employ conventional teaching methods using traditional media. Meanwhile, school facilities such as computers, internet access, LCD projectors, and students' mobile phones can be used during ongoing learning sessions.

Furthermore, this discussion addresses the findings obtained by a researcher so that the research questions can be answered in this discussion section. The three research questions in the previous chapter are: First, how is the Google Sites platform as a learning medium developed to improve reading skills? Second, how is the implementation of Google Sites as a learning medium in the classroom to improve reading skills? And third, how do students respond to using Google Sites in English classes to improve their reading skills?

In line with IT advancements, current learning demands teachers to design engaging and enjoyable lessons for students. However, the number of teachers capable of creating IT-based lessons remains relatively low. Even though the institutions being studied already possess good facilities, there is a need for a willingness to learn using IT-based media. One of the available media, based on a free website platform, is Google Sites.

According to [Setiawan \(2022\)](#), Google Sites is a free web hosting service provided by Google. With Google Sites, you can create a website on the internet for various purposes. Google Sites offers multiple features, including elegant design templates, Analytics function, Webmaster tools, and AdSense, which can be quickly and conveniently added. The process involves copying and pasting the given code to the specified location. This service is hosted

under the domain Google.com, making it easier for search engines to index the installed web pages.

This service enables users to create websites on the internet for various purposes. Google Sites provides a range of valuable features, including elegant design templates, the ability to analyze site performance through Analytics functions, Webmaster tools for site management, and integration with the AdSense advertising program that can be quickly and conveniently added.

The process of creating a website on Google Sites involves actions such as copying and pasting provided code into designated locations. Websites created through this service are hosted under the Google.com domain, making it easier for search engines like Google to index these website pages. In other words, websites created using Google Sites are more easily discoverable by people through Google search results. The research finding on "Developing Learning Media through Google Sites to Improve Students' Reading Skills at The Islamic State Junior High School 7 Jember" will be the next topic of discussion. All the research findings point towards validating Google Sites as a suitable medium for enhancing reading skills in recount text material. As mentioned in the previous chapter, the development of Google Sites as a learning media was chosen considering the existing factors in the field. It started with the issue English language teachers face still using conventional methods in the classroom learning process. Then, the students still lack enthusiasm, feel bored and tired, and talk during the learning process. Google Sites was selected as the learning media to improve reading skills in recount text material.

The methodology of this research is research and development. The ADDIE approach (Analysis, Design, Development, Implementation, Evaluation) is used in media development ([Winaryati, 2021](#)). The approach, developed by Dick and Carry, is expected to produce a valid and usable product.

CONCLUSION

This research aimed to address three key questions: how the learning media was developed, how it was implemented, and how students responded to the use of Google Sites as a teaching medium. This study is a Research and Development (R&D), utilizing the ADDIE approach (Analysis, Design, Development, Implementation, and Evaluation). Before being implemented in the classroom, the product underwent development and validation by three validators: a media expert, a subject-matter expert, and an English teacher. The validation results from the media expert were 88.65%, the subject-matter expert 87.50%, and the English teacher 89.21%. Based on the values provided by the three validators, the average value was 88.45%, falling within the percentage interval of 85.01% to 100.00%, categorized as "very valid." After obtaining validation and improving the media, the media was ready to be integrated into the classroom learning process.

The implementation process was conducted on two scales: a small-scale trial and a large-scale trial, involving different institutions. It was implemented with 30 student

participants for the small scope, yielding a response result of 62.63%. Meanwhile, for the implementation in the large scope, the student participants' response result was 71.16%. The average value of the two student participants' response results was 66.89%, falling within the value interval of 60.00% to 71.99%, categorized as "good enough." Based on the final results provided by the three validators with the criteria of "very valid" and considering the participants' responses with the criteria of "fairly good," it can be concluded that Google Sites is an effective learning medium for enhancing students' reading skills in recount text material.

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