

**STUDENTS' PERCEPTIONS ON THE USE OF GOOGLE
DOCS AS A COLLABORATIVE WRITING MEDIA AT
SRIWIJAYA UNIVERSITY ENGLISH EDUCATION STUDY
PROGRAM**

A THESIS

by

Vivian Azarine Faizah

Student Number: 06011381924054

**English Education Study Program
Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
2023**

APPROVAL

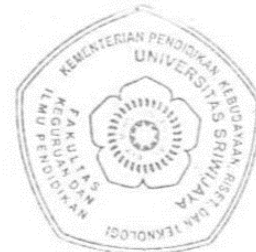
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Vivian Azarine Faizah
Student Number: 06011381924054
English Education Study Program
Department of Language and Art Education

FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
2023

Approved by
Advisor,



Eryansyah S.Pd., M.A., Ph.D
NIP. 196907181995121001

Certified by
Head of English Education Study Program

Eryansyah S.Pd., M.A., Ph.D
NIP. 196907181995121001

COMMITTEE APPROVAL

STUDENTS' PERCEPTIONS ON THE USE OF GOOGLE DOCS AS A
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Vivian Azarine Faizah

Student Number: 06011381924054

This thesis was defended by the writer in the final program examination and
was approved the examination committee on:

Day : Thursday

Date : June 22, 2023

1. Chairperson : Eryansyah, S.Pd., M.A., Ph.D



2. Member : Dwi Maharani, S.Pd., M.Pd



Palembang, June 2023

Certified by,

Coordinator of English Education Study
Program,



Eryansyah S.Pd., M.A., Ph.D

NIP. 196907181995121001

DECLARATION

DECLARATION

I, the undersigned,

Name : Vivian Azarine Faizah

Student's Number : 06011381924054

Study Program : English Education

Certify that thesis entitled "Students' Perceptions on the Use of Google Docs as a Collaborative Writing Media at Sriwijaya University English Education Study Program" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 19, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, June 2023

The undersigned



Vivian Azarine Faizah
NIM: 06011381924054

DEDICATION

This thesis is sincerely dedicated to:

Allah SWT who has given me physical and mental health to finish my thesis.

I would like also thank to half of my soul, my parents,
Marzuan, S.Pd., M.M., M.Pd. & Lilian Herlina, S.Pd., M.Pd.
who always give endless support and pray for me.

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and my little brother, Ibrahim Muhammad Faiz
who always cheer me up.

They gave me a lot of motivation to finish my thesis

Thank you.

MOTTO

” My success comes only through Allah”

(Qur’an 11:88)

" It is not for the sun to catch up with the moon, nor does the night outrun the day. Each is traveling in an orbit of their own."

(Qur’an 36:40)

“You will never know what you are doing until and unless you have done it.”
(Santosh Kalwar)

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ABSTRACT

STUDENTS' PERCEPTIONS ON THE USE OF GOOGLE DOCS AS A COLLABORATIVE WRITING MEDIA AT SRIWIJAYA UNIVERSITY ENGLISH EDUCATION STUDY PROGRAM

ABSTRACT

Students benefit greatly from the use of technology in the modern age because it gives them quick and efficient ways to learn. Among the many online tools available for collaborative online learning, Google Docs stands out as a noteworthy option for managing group projects. Google Docs, which serves as a platform for group writing, provides a variety of tools to encourage productive group work. This study aims to investigate students' perceptions of using Google Docs for collaborative writing, as well as to identify its benefits and drawbacks. In order to accomplish this, two data collection techniques—interviews and questionnaires—were used in qualitative case studies. The questionnaire, which consisted of 16 closed-ended questions, was distributed to 33 participants in the Sriwijaya University English Education Study Program as a means of gathering data and selecting sources. The use of semi-structured online interviews allowed researchers to learn more about participants' perspectives on using Google Docs for online collaborative writing. According to the findings, the majority of students have a positive attitude toward using Google Docs for this purpose. Google Docs, with its helpful features, simplifies the process of online collaborative writing, improving student performance in terms of group work, collaboration, and accessibility. In addition, active student participation emerges as a critical factor in the success of online collaborative writing endeavors.

Keywords: Students' Perception, Google Docs, Online Collaborative Writing

A thesis by an English Education Study Program Student, Faculty of Teacher
Training and Education, Sriwijaya University

Name : Vivian Azarine Faizah

NIM : 06011381924054

Certified by,
Coordinator of Study,



Eryansyah, S.Pd., M.A., Ph.D
NIP. 196907181995121001

Approved by,
Advisor,



Eryansyah, S.Pd., M.A., Ph.D
NIP. 196907181995121001

CHAPTER I

INTRODUCTION

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the Study

Writing in English as a foreign language (EFL) is a complex, demanding activity that requires numerous cognitive skills (Crossley & McNamara, 2016; Suvin, 2020). This is an iterative process that involves continual planning, drafting, and revision (Ransdell & Barbier, 2002). Because writing is a cognitive activity, teachers can help students improve their writing skills (Javadi-Safa, 2018). In recent years, the incorporation of technology into writing classrooms has considerably enhanced writing training. The global spread of the COVID-19 pandemic has highlighted the significance of utilizing technology-based interactive learning platforms to support ongoing teaching and learning.

In English writing, students commonly use online applications such as Microsoft Office, Google Docs, and Grammarly. By utilizing these writing platforms, students can actively engage in learning, enhance their writing skills, extend their Higher Thinking Order Skills (HOTS), and boost their communication skills (CHOI, 2008). The use of online word processors is especially important during discussion time when students are unable to meet face-to-face. Collaborative writing with the aid of word processors can facilitate successful and convenient communication among students (Cunningham et al., 2019). According to Mackenzie (2015), collaborative learning using online word processors can motivate students to actively work with their peers to achieve group goals. Google Docs is a helpful tool for collaborative writing among students, as it allows multiple users to access and edit the same document. By using Google Docs for collaborative writing, students can enhance their writing skills while reducing the need for face-to-face interactions. Google Docs' flexibility and accessibility also allow students to work on writing assignments outside of class and to set their own learning

objectives (Zhou et al., 2012). Incorporating such technologies, particularly in writing programs, has enabled teachers to personalize their instruction to fit their students' different learning needs (Lee & Hassell, 2021). It should be noted that Google Docs is a popular online tool in writing classes.

Over the last 10 years, the use of Google Docs has allowed for the creation of online interactive learning environments for EFL writing students (Alharbi, 2019). Google Docs is a web-based synchronous application that may be used collaboratively and interactively throughout the whole writing process, including task planning, text co-construction, negotiation, editing, and creating the final written result (Li, 2018). As a consequence, students may collaborate on writing tasks while professors can examine, edit, and comment on them in real time. The revision history function allows you to keep track of all contributions and modifications to the text. Furthermore, Google Docs allows learners to engage in lengthy out-of-class dialogues, making writing projects simple and quick (Woodrich & Fan, 2017), with professors having access to these assignments at any time. Despite the documented benefits of utilizing Google Docs in writing classrooms, students' perceptions on its usefulness may differ (Jiang & Eslami, 2021; Khalil, 2018).

Indeed, while the existing literature highlights numerous advantages of leveraging technology for writing, research focusing on the utilization of Google Docs at the university level remains limited. Consequently, researchers aim to delve deeper into students' perceptions of Google Docs as a media for collaborative writing at Sriwijaya University. This field necessitates more comprehensive and in-depth investigations, particularly concerning how technology influences the process of collaborative writing amidst the learning environment. Hence, it holds paramount importance for researchers to gain profound insights into the perceptions of ELESP students regarding the use of Google Docs as a collaborative writing medium. However, it is worth noting that despite the presence of an e-learning web platform on campus, students express dissatisfaction with the discussion features offered, as they are deemed incomplete in terms of authorship and drafting when compared to the comprehensive tools provided by Google Docs. Consequently,

students prefer to engage with alternative platforms such as Google Docs. Therefore, the investigation of students' perspectives on the utilization of Google Docs as a collaborative writing tool assumes great significance, as it can profoundly impact their motivation and active participation in collaborative writing during lectures. Observation of the discussion features on the campus e-learning platform shows that the provision of writing tools is not optimal so that it affects students' lack of interest, motivation, and involvement in collaborative writing activities. This study aims to increase students' awareness of internet use, encouraging greater convenience, effectiveness, and efficiency in the language learning process. The aim is to ascertain how ELESP students at Sriwijaya University view Google Docs as an interactive educational tool in writing class.

1.2 Problem of the Study

Concerning the background of the study, the problem is as follows:

1. What are the students' perceptions of the use of Google Docs for the ELESP students' collaborative media?
2. What are the possible benefits and drawbacks of using Google Docs for ELESP students' collaborative writing media?

1.3 Objective of the Study

Referring to the problem above, the objective of this study is

1. To find out ELESP students' perception of using Google Docs as a collaborative writing media.
2. To find out the possible benefits and drawbacks of using Google Docs as a collaborative writing media among ELESP students at Sriwijaya University

1.4 Significance of the Study

This study is expected to be significant in two ways. First things, it is expected that the findings will lead to significant development and expansion of the use of Google Docs as a collaborative writing tool. Second, the findings will benefit both English department students and lecturers by providing practical guidance on how

to use Google Docs effectively to improve writing skills. Collaborative writing with Google Docs is a novel approach that has the potential to boost student engagement and writing skills. This research will shed light on the effectiveness of this platform and its impact on student learning.

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