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

A THESIS

by

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

APPROVAL

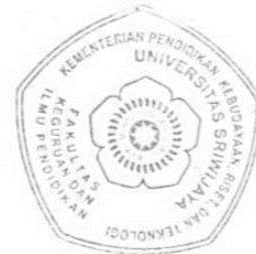
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DECLARATION

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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

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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.
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Thank you.

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” 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 Educations 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

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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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APPENDICES

APPENDIX 1 Surat Usul Judul Skripsi



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS SRIWIJAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Raya Palembang-Prabumulih Indralaya Ogan Ilir 30662
Telepon: (0711) 580085, Fax. (0711) 580058
Laman: www.fkip.unsri.ac.id , Pos-El: support@fkip.unsri.ac.id

USULAN JUDUL SKRIPSI

Nama : Vivian Azarine Faizah
NIM : 06011381924054
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi :

1. Students' Perceptions on the Use of Google Docs as a Collaborative Writing Media at Sriwijaya University English Education Study Program.
2. Investigating the Difficulties Faced by 7th Semester Students at Sriwijaya University on Making Article Writing.
3. The Effect of Round Table Technique on Students' Writing Ability in Writing Descriptive Text of the Second Year Students of SMPN 13 OKU.

Disetujui Judul Nomor : 1 (satu)

Pembimbing : Eryansyah, M.A., Ph.D. ()

Palembang, 20 Januari 2023
Koordinator Program Studi,



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

Tembusan:

1. Dosen Pembimbing
2. Subbagian Akademik

APPENDIX 2 Surat Pembimbing Skripsi



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS SRIWIJAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Raya Palembang-PrabumulihIndralayaOganllir 30662
Telepon: (0711) 580085, Fax. (0711) 580058
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KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SRIWIJAYA
Nomor: 0570/UN9.FKIP/TU.SK/2023

TENTANG
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STRATA-1 (S-1)
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS KAMPUS PALEMBANG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang : a. bahwa dalam rangka penulisan dan penyusunan skripsi mahasiswa, dipandang perlu ada pembimbing skripsi mahasiswa;
b. bahwa sehubungan dengan butir a tersebut di atas, perlu diterbitkan Surat Keputusan sebagai pedoman landasan hukumnya.
- Mengingat : 1. Undang-Undang No.20 Tahun 2003;
2. Peraturan Pemerintah No. 4 Tahun 2014;
3. Permen Ristekdikti No. 12 Tahun 2015;
4. Permen Ristekdikti No. 17Tahun 2018,
5. Kepmenkeu RI No. 190/KMK.05/2009;
6. Kepmenristekdikti RI No. 32031/M/KP/XI/2019;
7. KeputusanRektor Unsri No.0110/UN9/SK/BUK.KP/2021.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA TENTANG PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STRATA-1 (S-1) PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS KAMPUS PALEMBANG FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA.

KESATU : Menunjuk/Mengangkat Saudara
Eryansyah, M.A., Ph.D.

Sebagai pembimbing skripsi mahasiswa

Nama : **Vivian Azarine Faizah**
Nomor Induk Mahasiswa : 06011381924054
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perceptions on the Use of Google Docs as a Collaborative Writing Media at Sriwijaya University English Education Study Program

KEDUA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini dibebankan kepada anggaran biaya Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya dan/atau dana yang disediakan khusus untuk itu.

KETIGA : Keputusan ini mulai berlaku sejak tanggal ditetapkan sampai dengan tanggal 31 Juli 2023, dengan ketentuan bahwa segala sesuatu akan diubah dan/atau diperbaiki sebagaimana mestinya, apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di : Indralaya





Pada tanggal : 27 Januari 2023



Tembusan:

1. Koordinator Prodi Pend. Bahasa Inggris FKIP
 2. Dosen Pembimbing
 3. Mahasiswa yang bersangkutan
- Universitas Sriwijaya

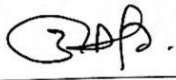


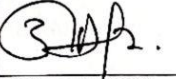

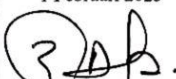
APPENDIX 3 Surat Izin Penelitian

	<p>KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI UNIVERSITAS SRIWIJAYA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN Jalan Raya Palembang-Prabumulih Indralaya Ogan Ilir 30662 Telepon: (0711) 580085, Fax. (0711) 580058 Laman: www.fkip.unsri.ac.id, Pos-El : support@fkip.unsri.ac.id</p>
Nomor: 0749/UN9.FKIP/TU.FKIP.SB5/2023	13 Maret 2023
Perihal: Mohon Izin Penelitian	
Yth. Ketua Jurusan Pendidikan Bahasa FKIP Universitas Sriwijaya	
Dalam rangka penyelesaian Program Strata-1 (S-1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya, kami mohon bantuan kiranya berkenan mengizinkan Mahasiswa:	
Nama	: Vivian Azarine Faizah
NIM	: 06011381924054
Jurusan	: Pendidikan Bahasa
Program Studi	: Pendidikan Bahasa Inggris
untuk melakukan penelitian di lingkungan Program Studi Pendidikan Bahasa Inggris FKIP Universitas Sriwijaya tanggal 15 Maret sampai dengan 31 Maret 2023.	
Penelitian tersebut dilaksanakan dalam rangka penulisan Skripsi yang berjudul "Students' Perceptions on the Use of Google Docs as a Collaborative Writing Media at Sriwijaya University English Education Study Program".	
Demikian, atas perhatian dan kerjasama yang baik diucapkan terima kasih.	
	<p>Dekan Wakil Dekan Bidang Akademik,  Riza Inderawati, M.Pd. NIP. 196704261991032002</p> 
Tembusan :	
1. Koordinator Prodi Pendidikan Bahasa Inggris FKIP Universitas Sriwijaya	
Pendidikan Bahasa Inggris Kampus Palembang	

APPENDIX 6 Thesis Consultation Card

THESIS CONSULTATION CARD

Student's Name : Vivian Azarine Faizah
 Student's Number : 06011381924054
 Study Program : English Education
 Department : Faculty of Teacher Training and Education
 Thesis' Title : Students' Perceptions on the Use of Google Docs as a Collaborative Learning Media at Sriwijaya University English Education Study Program
 Advisor : Eryansyah, M.A., Ph.D.

No.	Consulted Topic	Advisor's Comments	Signature and Date
			Advisor
1.	Title	Revised the proposed title as suggested	20 September 2022 
2.	Title	The change in the variable for the title has been approved.	27 September 2022 
3.	Literature Review	Look for references related to this research. Find of similarities and differences in each article found. In the review of the literature section	17 October 2022 
4.	Chapter 1	The strengthening the background of the study been approved	21 November 2022 
5.	Chapter 2	The strengthening of the research question and adding 1 research question been approved	12 December 2022 
6.	Chapter 3	In the Data Collection section add a more detailed procedure of the activities	1 Februari 2023 

7.	Chapter 3	Add operational definition in research design	8 Februari 2023 ZAP
8.	Chapter 1-3	Revise some points suggested	9 March 2023 ZAP.
9.	Chapter 4	Revise as suggested	12 April 2023 ZAP.
10.	Chapt 4	Revise as suggested	ZAP/ry/5/3
11.			
12.			