THE USE OF GOOGLE DOCS AS AN ONLINE COLLABORATIVE WRITING MEDIA

A thesis by

Oktavia Dwi Lestari

06011181823013

English Education Study Program

Department of Language and Arts Education

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSTY

2022

THE USE OF GOOGLE DOCS AS AN ONLINE COLLABORATIVE WRITING MEDIA

Oktavia Dwi Lestari

Student Number: 06011181823013

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

Day   : Saturday

Date   : May 28, 2022

1. Chairperson : Hesti Wahyuni Anggraini, S.Pd., M.Pd.   (   )

2. Member :   Eryansyah, M.A., Ph.D.

Palembang,   May 2022
Certified by
Coordinator of English Education
Study Program,

Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

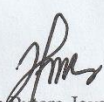## THESIS EXAM

Title   : The Use Of Google Docs As An Online Collaborative
                  Writing Media

Name   : Oktavia dwi lestari

Student Number : 06011181823013

Study Program   : English Education Department Languages and Arts
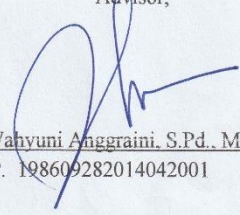
Academic Year   : 2021 / 2022

Approved to participate in Final Exam on May, 2022
Certified by

Head of English Education Study Program,   Advisor,

Hariswan Putera Jaya, S.Pd., M.Pd.   Hesti Wahyuni Anggraini, S.Pd., M.Pd.
NIP. 197408022002121003   NIP. 198609282014042001

THE USE OF GOOGLE DOCS AS AN ONLINE COLLABORATIVE WRITING MEDIA

A thesis by

Oktavia Dwi Lestari
06011181823013
English Education Study Program
Department of Language and Art Education

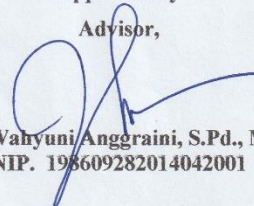FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
2022

Approved by
Advisor,

Hesti Wahyuni Anggraini, S.Pd., M.Pd.
NIP. 198609282014042001

Certified by

Head of English Education Study Program,

Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

DECLARATION

I, the undersigned,

Name   : Oktavia Dwi Lestari

Student's Number   : 06011181823013

Study Program   : English Education

Certify that the thesis entitled *"The Use of Google Docs as an Online Collaborative Writing Media"* is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang,   May 2022

The Undersigned,

Oktavia Dwi Lestari

06011181823013

DEDICATION

This thesis is sincerely dedicated to:

Allah SWT who has given me physically and mentally health to finish my thesis.

I also thank to half of my soul, my parents,

Deswin Zainal & Rina Elvira

who always give endless support and pray for me.

Also thank you so much for my beloved sister, Annisa Nabila

and my little brother, Nugraha Kusuma

who always cheer myself up.

They gave me a lot of motivation to finish my thesis

Thank you.

MOTTO

" My success can only come from Allah "

(Qur'an 11:88)

"The secret of happiness lies in 3 things: patience, gratitude, and sincerity."

(HR. Ahmad)

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

ACKNOWLEDGEMENTS

Alhamdulillah. In the name of Allah, the Most Gracious, the Most Merciful. Firstly, I would like to thank to Allah SWT because of His blessing, has brought me to this pashe to accomplish an Undergraduate Degree of English Education Study Program, Faculty of Teacher Training and Education Sriwijaya University. Therefore, I would like to deliver whole hearted gratitude to:

1. My parents, my sister and my brother. Thank you for always supporting me, helping me, praying for me with no limit. Especially for my lovely mom, word can't describe how much I am grateful to have them in my life. I present this thesis to them.

2. The researcher also would like to express the highest gratitude to my wonderful advisor, Hesti Wahyuni Anggraini, S.Pd., M.Pd., for her advice, suggestion, guidance, patience and dedication in guiding the researcher to finish this study. I'm thankful to have such a patient advisor like her.

3. The researcher is also very grateful to the Dean of the Faculty of Teacher Training and Education of Sriwijaya University (Dr. Hartono, M.A.), Head of Language and Arts Education Department, Dr. Didi Suhendi, M.Hum., and Head of English Education Study Program, Hariswan Putra Jaya, S.Pd., M.Pd. for their assistance in administrative matters. The greatest gratitude addressed to all lecturers who kindly taught me during my study.

4. My best friends since senior high school Dimas, Widya, Rindy and Dita who always cheer me up and last but not least my best friends at college Erma and Rana thank you for making my day become unforgettable.

5. SEESPA UNSRI 2018 Palembang, for the support memories and help during the study at Sriwijaya University and for whose name I possibly can't mention here, thanks for everything.

6. The students who have participated in this research. I hope Allah will give much blessings to your life.

Palembang, May 2022

Oktavia Dwi Lestari

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

THE USE OF GOOGLE DOCS AS AN ONLINE COLLABORATIVE WRITING MEDIA

ABSTRACT

With the development of technology, students can easily do collaborative writing through the internet to get reviews and suggestions from their friends or teachers online. This study focused on the students' responses to collaborative writing activities using *Google Docs*. The data were collected from 80 grade nine students of Junior High School Number 18 Palembang. To choose the participants, this study conducted purposive sample. This qualitative study gained the data from documentation, online observation and questionnaire. The findings of the study showed the students agreed that *Google docs* was a platform that encourage their interest, motivation, and creativity to arrange project-based writing. Most of the students' responses were good toward the use of *Google Docs* as online collaborative writing media in this digital era. *Google docs* was one of the most accessible, enjoyable, and comfortable applications to use and it improved students' writing abilities and confidence.

Keywords: *Google Docs, Collaborative Writing, Online Writing Media*

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

English is a popular language nowadays because it is used on many levels of communication. Although all four English skills (speaking, listening, reading, and writing) have their difficulties, writing has emerged as one of the abilities that should be emphasized. In writing, authors must have indirect communication skills and put their thoughts in the form of text. Writing is the process of communicating thoughts and ideas with written symbols. Writing in English is a complicated cognitive activity in which the writer must have synchronized control of multiple factors. Students' chances of success can be increased if they have good writing abilities. It is an essential language factor, and all students need good writing abilities to reach their educational and professional goals. The learner's needs, expectations, goals, learning styles, skills, and knowledge are all considered in the process approach (Ashok 2012).

Therefore, technology in learning, particularly in writing, has become increasingly popular. The use of technology can be a suitable option for reducing writing issues and facilitating collaborative writing. Interactive technologies, such as web-based technology, can promote collaboration and knowledge construction (Comeaux & McKennaByington, 2003 ; Zhu, 2012). Web 2.0, for example, is a new web-based technology that is defined by openness, user participation, sharing of knowledge, social networking and collaboration, user-created content, and life transitions (Alexander, 2006 ; Brown & Adler, 2008; Thompson, 2007;). As a result, Web 2.0 technologies are gaining popularity in teaching and learning contexts because they allow for the free exchange of ideas and opinions through the Internet, regardless of time or place constraints. The essential component of the Web 2.0 online

ecosystem is social networking. The purpose of social networking is to create a community-based website where users can exchange personal experiences while also learning new things (Chou & Chen, 2008).

A student must develop creativity about the material provided to them, test their assumptions, clarify it, conclude, and finally integrate that material within themselves during the collaborative learning process. Once they believe they understand the material, they must explain it to their group to gather and share their knowledge. As a result, each student participates in both the learning and teaching processes. Students can respond in a variety of ways. Each of them can assist the group in developing a product that reflects a diverse range of view points and is thus more comprehensive and understandable. Learning in a collaborative context is a social interaction where participants acquire and share experience or knowledge in a community of learners and teachers. As a result, collaborative learning is an essential aspect of students' learning since it encourages active learning and student independence in the classroom (Foote, 2009). From passive receiving to active creativity, learning is changing. When students work together, they are more likely to take ownership of their topic and think critically about connected concerns..

Google Docs (part of the *Google Drive* app) is an online tool for producing text documents that can be shared with others. *Google Docs* makes collaborating and version control easier because the documents are stored "in the cloud." It is considered a good platform for classroom writing since it allows the instructor to provide comments to the writer at different stages of the writing process (Seow 2002) . Drafting, revising, peer editing, collaborating, and offering feedback are all activities that can be done in the writing classroom using *Google Docs*. Students can work on different drafts of their papers, and teachers can check-in and provide feedback at various stages. Students can readily indicate areas of their paper that they are unsure about or are concerned about. Instructors may readily revisit the stages that students completed to analyze better the choices these writers made in

composing the paper, which is a vibrant and valuable feature of utilizing *Google Docs* to teach writing. Instructors can easily observe the document's revision history rather than turn in a stapled bundle of various drafts and peer-feedback letters. The core of collaborative learning is this principle. Several advantages of collaborative writing were mentioned in the literature review. In terms of establishing realistic and dynamic learning environments, student collaboration is an intriguing alternative (Suwantarathip & Wichadee, 2014).

Collaborative writing could be an effective way to increase participation in teaching and learning activities. Meanwhile, technology, as well as the internet, is necessary for many sectors, including education. Educators can now customize their teaching techniques due to the internet. The use of technology, and therefore the internet as a medium, makes the educational process more fascinating. Interactive technologies have the potential to promote collaboration and information construction. *Google Docs*, a free web-based version of Microsoft Word, has additional capabilities to be used in a foreign language classroom to enable collaborative writing.

Even though a literature study indicates that collaborative writing among non-native speaking groups is well supported, additional research is needed. Studies in this field require more profound research, particularly on how technology affects collaborative processes. University students are learning. In addition, there is a need to study learner perceptions collaborating on writing. Finally, *Google Docs* can help non-native English speakers or students enhance their writing skills (Suwantarathip & Wichadee, 2014; Wang, 2016; Widodo, 2013; Yang, 2010). "It is critical to examine English achievement because research has shown that success in English classes aids pupils in their future academics and academic lives" (Al Chibani, 2014, p.334). Meanwhile, the researcher expects this study can increase students' awareness of the use of the internet so that it can support the ease, effectiveness, and efficiency of the language learning process.

1.2 Problem of the Study

In relation to the background of the study, the problem is as follows:

- What are the students' responses for the use of *Google Docs* in collaborative writing?

1.3 Objective of the Study

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

- To know what are the student's responses of collaborative writing activity using google docs.

1.4 Significance of the Study

The study is expected to be significant as follows. Theoretically, the research findings are projected to significantly advance and deepen the theory of the use of *Google Docs* as an online collaborative writing media. Meanwhile, the outcomes will be necessary for both the teacher and the student's contribution to practice positively. The data will help the teacher obtain a better knowledge of collaborative writing to improve students' writing skills. Because, as a collaborative writing platform, Google docs is an alternate way to encourage them in the outcomes that will help students improve their writing skills.

REFERENCES

Afdaliah, N., Uswatunnisa, U., & Marliana, R. (2019). The use of google docs to improve students' writing ability. *Inspiring: English Education Journal*, *2*(1), 73–82. https://doi.org/10.35905/inspiring.v2i1.1266

Allen, I. E., & Seaman, J. (2013). *Changing course: Ten years of tracking online education in the United States*. Sloan Consortium. PO Box 1238, Newburyport, MA 01950.

Anisa, L., Suganda, L. A., & Jaya, H. P. (2019). Indonesian English Teachers' Social-Emotional Competence and Students' English Learning Motivation. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 4(1), 83-94. https://doi.org/10.21093/ijeltal.v4i1.320

Seow, A. (2002). The writing process and process writing. *Methodology in language teaching: An anthology of current practice*, 315-320. https://doi.org/10.1017/CBO9780511667190.044

Argawati, N. O., & Suryani, L. (2020). Project-Based Learning in Teaching Writing: The Implementation and Students'opinion. *English Review: Journal of English Education*, *8*(2), 219-226.

Arifin, S., & Maharani, L. (2021). Assessing user experience of a mobile application using usability questionnaire method. *Applied Information System and Management*, *4*(April), 1–10. https://doi.org/10.15408/aism.v4i1.20265

Asdin, A. K. I., & Erlina, E. (2022). *The Fourth Semester Students' Engagement in English Online Learning at English Education Study Program Faculty of Teacher Training and Education Sriwijaya University* (Doctoral dissertation, Sriwijaya University).

Sapkota, A. (2012). Developing students' writing skill through peer and teacher correction: an action research. *Journal of NELTA*, 17(1-2), 70-82.

Aslamiah, A., Abbas, E. W., & Mutiani, M. (2021). 21st-Century skills and social studies education. *The Innovation of Social Studies Journal*, *2*(2), 82-92.

Astutik, A. P., & Jannah, M. (2021, February). The website-based information literacy system and application in education facing the age of industrial revolution 4.0". *In Journal of Physics: Conference Series* (Vol. 1779, No. 1, p. 012055). IOP Publishing.

Brown, T. H. (2003, June). The role of m-learning in the future of e-learning in Africa. In *21st ICDE World Conference* (Vol. 2033).

Goodsell, A. S. (1992). Collaborative learning: A sourcebook for higher education.

Bekele, T. A., & Menchaca, M. P. (2008). Research on internet-supported learning: A review. *Quarterly Review of Distance Education, 9*(4), 373– 405.

Bell, J. (2005). Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science (4th ed.). *Berkshire: Open University Press*.

Bersin, J. (2004). The blended learning book: best practices, proven methodologies, and lessons learned. *San Francisco, CA: Pfeiffer.*

Bonk, C. J., & Graham, C. R. (2006). The handbook of blended learning: global perspectives, local designs (1st ed.)*. San Francisco: Pfeiffer.*

Bonk, C. J., Kim, K. J., & Zeng, T. (2006). Future directions of blended learning in higher education and workplace learning settings. *In Handbook of blended learning: Global perspectives, local designs* (pp. 550–567). San Francisco, CA: Pfeiffer.

Bower, M. (2017). *Design of technology-enhanced learning: Integrating research and practice*. Emerald Group Publishing.

Brown, T. H. (2003, June). The role of m-learning in the future of e-learning in Africa. In *21st ICDE World Conference* (Vol. 2033).

Chai, H. H., Gao, S. S., Chen, K. J., Duangthip, D., Lo, E. C. M., & Chu, C. H. (2021). A concise review on qualitative research in dentistry. *International Journal of Environmental Research and Public Health*, *18*(3), 1–13. https://doi.org/10.3390/ijerph18030942

Chu, S. K. W., Reynolds, R. B., Tavares, N. J., Notari, M., & Lee, C. W. Y. (2021). *21st century skills development through inquiry-based learning from theory to practice*. Springer International Publishing.

Davey, B., Bozan, K., Houghton, R., & Parker, K. R. (2016). Alternatives for pragmatic responses to group work problems. *Informing Science: the International Journal of an Emerging Transdiscipline*, 19, 89-102.

Putri, E., & Inderawati, R. (2021). *The Utilization of Video Makers in Essay Writing at English Education Study Program of Sriwijaya University* (Doctoral dissertation, Sriwijaya University).

G Lodico, M., T Spaulding, D., & H Voegtle, K. (2006). *Methods in Educational Research: From Theory to* Practice. John Wiley & Sons.

Erlina, Hayati, R., & Jaya, H. P. (2018). Helping students to write better through reading and writing connections strategy. *International Journal of Applied Linguistics and English Literature*, *7*(6), 23. https://doi.org/10.7575/aiac.ijalel.v.7n.6p.23

Faisal, P., & Kisman, Z. (2020). Information and communication technology utilization effectiveness in distance education systems. *International journal of engineering business management*, 12. https://doi.org/1847979020911872

Feinberg, M. A., Song, K. B., & Lim, I. T. (2016). KineMaster: Pro-video editing on Android. In *ACM SIGGRAPH 2016 Appy Hour* (pp. 1-1).

Fenyvesi, K. (2020). English learning motivation of young learners in Danish primary schools. *Language Teaching Research,* 24(5), 690–713. https://doi.org/10.1177/1362168818804835.

Flick, U. (2018). *An introduction to qualitative research*. Sage.

Dobao, A. F., & Blum, A. (2013). Collaborative writing in pairs and small groups: Learners' attitudes and perceptions. *System*, 41(2), 365-378.. https://doi.org/10.1016/j.system.2013.02.002

Gromik, N. A. (2012). Cellphone video recording feature as a language learning tool: A case study. *Computers and Education, 58*(1), 223–230. https://doi.org/10.1016/j.compedu.2011.06.013

Guo, P., Saab, N., Wu, L., & Admiraal, W. (2021). The community of inquiry perspective on students' social presence, cognitive presence, and academic performance in online project-based learning. *Journal of Computer Assisted Learning*, *37*(5), 1479-1493.

Hussein, M., & Trautman, L. J. (2021). Technology employment, information and communication in the digital age. *Information and Communication in the Digital Age (January 8, 2021)*.

Hidayat, F. (2020). Exploring students' view of using Google Docs in writing class. *Journal of English Education and Teaching*, 4(2), 184-194.

Iang, Y., & Vásquez, C. (2020). Exploring local meaning-making resources: A case study of a popular Chinese internet meme (biaoqingbao). *Internet Pragmatics*, *3*(2), 260-282.

Inderawati, R. (2017). The dynamics of EFL teaching in Indonesia: Be innovative teachers through social media. *English Language Teaching and Research*, *1*(1).

Inderawati, R., & Vianty, M. (2021). Technology use and technology-related learning experiences as perceived by Indonesian Tertiary EFL students. *International Journal of Applied Linguistics and English Literature*, *10*(3), 33-40.

Inderawati, R., Petrus, I., & Jaya, H. P. (2019). Exploring and identifying technology-based dynamic learning through social media in academic writing. *English Community Journal*, *3*(1), 317-324.

Ismail, M. I. (2020). Evaluasi pembelajaran: Konsep dasar, prinsip, teknik, dan prosedur. *Depok: PT Rajagrafindo Persada.*

James, N., & Busher, H. (2009). Epistemological dimensions in qualitative research: The construction of knowledge online. *SAGE Internet Research Methods*. 5-18.

Kazazoglu, S., & Bilir, S. (2021). Digital storytelling in L2 writing: The effectiveness of storybird web 2.0 tool. *TOJET: The Turkish Online Journal of Educational Technology*, *20*(2).

Kim, Y. J., & Belcher, D. (2020). Multimodal composing and traditional essays: Linguistic performance and learner perceptions. *RELC Journal*, *51*(1), 86–100. https://doi.org/10.1177/0033688220906943

Kohnke, L., Jarvis, A., & Ting, A. (2021). Digital multimodal composing as authentic assessment in discipline-specific English courses: Insights from ESP learners. *TESOL Journal*, 12(3), e600.

Lawrence, D., & Lee, K. W. (2016). Collaborative writing among second language learners using Google docs in a secondary school context. *International Journal on E-Learning Practices (IJELP)*.

Lobe, B., Morgan, D., & Hoffman, K. A. (2020). Qualitative data collection in an era of social distancing. *International Journal of Qualitative Methods*, *19*, 1–8. https://doi.org/10.1177/1609406920937875

Magaldi, D., & Berler, M. (2020). Semi-structured interviews. *Encyclopedia of personality and individual differences*, 4825-4830.

Mahardika, I., Widiati, U., Bhastomi, Y., &Suryati, N. (2021). Camera Roll, Action! Non-specialist undergraduate English learners' perceptions of using video production in learning English. *Journal of University Teaching & Learning Practice*, *18*(3), 08. https://doi.org/10.53761/1.18.3.8

Malik, R. S. (2018). Educational challenges in 21st century and sustainable development. *Journal of Sustainable Development Education and Research*, *2*(1), 9-20.

Mcdaniel, R. (2021, November 15). *Collaborative Writing*. Vanderbilt University. Retrieved from https://www.vanderbilt.edu/bold/tools/collaborative-writing/

Metilia, T., & Fitrawati, F. (2018). Using google docs for collaborative writing in teaching writing descriptive text to English department students. *Journal of English Language Teaching*, 7(1), 194-200.

Mikulec, E., & Miller, P. C. (2011). Using project-based instruction to meet foreign language standards. *The Clearing House*, 84(3), 81-86.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.

Mutiani, M., & Faisal, M. (2019). Urgency of the 21st century skills and social capital in social studies. *The Innovation of Social Studies Journal*, *1*(1), 1-11.

Nose, K., Covington, M. F., Duek, P. D., Lorrain, S., Fankhauser, C., Harmer, S. L., & Maloof, J. N. (2007). Rhythmic growth explained by coincidence between internal and external cues. *Nature*, 448(7151), 358-361. https://doi.org/10.1038/nature05946

Novita, D. (2021). *Integrating Technology and Humanity Into Language Teaching Book 1: English Language Teaching*. Deepublish.

Oknevad, Susan. (2012, September 3). *6 Powerful Google Docs features to support the collaborative writing process*. Retrieved from http://gettingsmart.com/cms/blog/2012/09/google_docs_for_collaborative_writing

Omland, M. (2021). Technology-aided meaning-making across participation structures: Interruptions, interthinking and synthesising. *International Journal of Educational Research*, *109*, 101842.

Apple, K. J., Reis-Bergan, M., Adams, A. H., & Saunders, G. (2011). Online tools to promote student collaboration. *Getting connected: Best practices for technology enhanced teaching and learning in high education*, 239-252.

Sugiyono, P. (2015). Metode penelitian kombinasi (mixed methods). *Bandung: Alfabeta*, *28*, 1-12.

Sun, Y., Yang, K., & Silva, T. (2021). Multimodality in L2 Writing: Intellectual roots and contemporary

developments. In *Multimodal Composing in K-16 ESL and EFL Education* (pp. 3-16). Springer, Singapore.

Suwantarathip, O., & Wichadee, S. (2014). The Effects of Collaborative Writing Activity Using Google Docs on Students' Writing Abilities. *Turkish Online Journal of Educational Technology-TOJET*, 13(2), 148-156.

Thomas, M. (2009). *Handbook of research on Web 2.0 and second language learning*. IGI Global.

Woodrich, M. P., & Fan, Y. (2017). Google Docs as a tool for collaborative writing in the middle school classroom. *Journal of Information Technology Education. Research*, 16, 391.

Yamada, H. (2021). An implementation of project based learning in an EFL context: Japanese students' and teachers' perceptions regarding team learning. *TESOL Journal*, *12*(1), 51-59.

Yuliansyah, A., & Ayu, M. (2021). The implementation of project-based assignment in online learning during COVID-19. *Journal of English Language Teaching and Learning*, *2*(1), 32-38.

Yunus, M. M., & Chien, C. H. (2016). The use of mind mapping strategy in Malaysian university English test (MUET) Writing. *Creative Education*, *7*(04), 619.