



COLLABORATIVE WRITING ON GOOGLE DOCS: PERCEPTION OF ELEVENTH GRADE STUDENTS' DESCRIPTIVE PARAGRAPH IN PGRI VOCATIONAL HIGH SCHOOL 1 PALEMBANG

Pramestry Yonanda¹, Herlina², M. Ali Akbar Zam³

¹PGRI Vocational High School 1 Palembang

^{2,3}Universitas PGRI Palembang

E-mail: pramestryonanda@gmail.com, herlinasantoso@gmail.com, alexzam1779@gmail.com

Accepted:

10 December 2023

Published:

10 January 2024

Corresponding Author:

Herlina

Email Corresponding:

herlinasantoso@gmail.com

ABSTRACT

The researcher's experience when conducting field experience practice (PPL) at PGRI Vocational High School 1 Palembang served as inspiration for this research. The researcher found that students experience problems when they want to write, including due to a lack of practice, a weakness in using correct grammar, and a lack of motivation. Therefore, in this study, the researcher used a collaborative learning method using Google Docs. The aimed of this research is to implement the use of Google Docs with grade XI students in collaborative writing of descriptive paragraphs and to determine students' perceptions of the use of Google Docs in collaborative writing of descriptive paragraphs. This research used the descriptive-qualitative method with a sample of 32 students. Data were collected through observation, questionnaires, and documentation. Looking at the results of students' implementation of the use of Google Docs in collaborative writing of descriptive paragraphs, it is said to be successful because students are able to exceed the KKM score of 75. For students' perceptions, it can be said to be a positive perception because most of them strongly agreed and agreed on the 20 questionnaire statements that researchers distributed; this means that students were able to write the text better.

Keywords: Collaborative Writing, Google Docs, Perception, Descriptive Paragraph

1. INTRODUCTION

Writing is a crucial skill for students to master in English language learning, as stated by Hendrawaty and Ambarwati (2017), Writing involves the expression of thoughts, ideas, and emotions through written language. It serves as a means of communicating indirectly, where the writer uses written words to convey significant and intricate information to the reader. Writing

skills are required in various aspects of writing, including organizing ideas, selecting appropriate words, constructing coherent sentences, and arranging sentences into well-structured paragraphs.

Descriptive paragraphs are a group of sentences with the same theme or topic that describe how something appears in order for readers to easily visualize objects, locations, or

Vol 7, No 1 (2024): ESTEEM

people in their minds. Students must contemplate both the content they wish to express and the manner in which they articulate it. Once they complete the writing process, they must review and revise their work by revisiting and rereading what they have written to rectify any errors or shortcomings. However, when students write independently, it can sometimes result in a decrease in their self-assurance regarding their writing skills. As a consequence, some students may resort to examining their friends' writing and subsequently imitating it. The curriculum for teaching writing did not contain any particular instructions on how to teach writing to students, and teachers often assign writing topics without providing specific guidance on paragraph structure or writing style. As mentioned by Alisha, et al. (2019), the 77.84% of respondents faced difficulties in writing attributed to a deficiency in vocabulary. However, many participants (75.68%) claimed that their lack of grammar skills frequently prevents them from forming whole sentences.

Furthermore, the researcher's teaching experience at PGRI Vocational High School 1 Palembang revealed that when teaching writing, the teacher began by asking the students about the characteristics of writing in each genre, such as the type of text, the text's purpose, its structure, and its linguistic elements. The teacher then started outlining the text's genre, overall organization, and goal. Many students still struggle with writing because they find it difficult to convey the thoughts in their heads in written form, leading to difficulty setting goals in clear terms. Another problem faced by students in

writing is the lack of practice among high school students, which could affect their ability to express and develop ideas. Additionally, students are weak at using correct grammar, and this can happen because the teaching and learning process is less attractive to students.

To tackle these issues, it is vital for the writing class, especially in English subjects, Jaya, et al (2018) said that teachers should come up with innovative approaches to providing classroom activities that might encourage and inspire children to learn. Teachers can achieve this by employing various activities, approaches, strategies, and methods, such as collaborative writing. This approach encourages students to collaborate with their classmates, fostering a sense of enjoyment and active involvement in every stage of the writing process. According to Farrah (2011:139), collaborative learning is highly effective because it enables students to engage in discovery-based learning, fosters a greater sense of autonomy in students, enhances their interpersonal abilities, and promotes teamwork among peers in accomplishing specific assignments.

Collaborative learning has the capability to improve understanding, stimulate critical thinking, boost motivation, facilitate the exchange of knowledge, information, and experiences, and create a communicative and enjoyable atmosphere that enhances students' overall learning experience. As ICT continues to advance, a variety of free online resources, such as blogs, web pages, and social networking platforms, can be utilized as a tool for teaching writing. Google Docs is an excellent resource for

Vol 7, No 1 (2024): ESTEEM

teachers and students learning to write, as it allows for seamless collaboration in writing and editing among students. Through the utilization of comments in Google Docs, students can effectively communicate with one another regarding mechanics, grammar, writing ideas, and other elements pertinent to their writing.

Based on background of the study, the formulation of the research problem are:

1. How to implement the use of Google Docs on eleventh grade students in collaborative writing of descriptive paragraph?
2. How do students' perception towards the use of Google Docs in collaborative writing of descriptive paragraph?

2. LITERATURE REVIEW

Concept of Writing

Writing skills are more challenging to master than listening, speaking, and reading, as they require understanding different parts of language and intertwining them to produce coherent and cohesive writing. Writing is a mode of indirect communication that conveys crucial information to the reader. Richards and Renandyaas cited in Zuraida (2011) argue that writing is the most difficult skill to master due to its complexity. In line with Richards and Renandya, Prayoga et al. (2023) also believe that writing requires specialized knowledge, such as proper word usage and grammatical conventions. As stated by Wijaya, et al (2023) that writing is the process of gathering, preserving, and conveying ideas that are interactive in order to accomplish specific objectives and be read by

people. Writing serves purposes beyond merely putting words together, thus it is important to know what those purposes are before starting to write. During the planning, drafting, and editing stages of writing, students have the chance to think about what they will write.

It is an iterative process that involves contemplating content, formulating effective expressions, and reviewing and correcting errors. In conclusion, writing is an activity that involves expressing ideas through language, requiring the writer to generate concepts, arrange and structure them coherently, choose appropriate vocabulary, verify grammatical accuracy, ensure proper spelling, and employ punctuation correctly.

Concept of Collaborative Writing

Collaborative writing is a methodology that emerged from the foundations of collaborative learning, drawing inspiration from Vygotsky's research. As stated by Jaya & Mortini (2023), collaboration in writing not only helps students finish a task but also inspires them to communicate more deeply, it emphasizes the importance of social interaction and shared knowledge in the learning process, focusing on the collaborative construction of meaning and the development of writing skills through cooperative efforts among students. This approach fosters a sense of autonomy, enhances interpersonal abilities, and promotes teamwork among peers.

As mentioned by Farrah (2011:139), collaborative learning is highly effective because it enables students to engage in discovery-based learning, fostering a greater sense of autonomy,

Vol 7, No 1 (2024): ESTEEM

enhanced interpersonal abilities, and teamwork among peers. It also has the potential to improve comprehension, stimulate critical thinking, maximize motivation, facilitate the exchange of knowledge, information, and experiences, and create a communicative and enjoyable atmosphere. As stated by De Silva cited on Pratiwi (2020), collaborative writing involves multiple writers working together to generate a unified document, with suggestions for the document requested and various sections making contributions. Engaging students in collaborative writing and editing projects within pairs or small groups has numerous emotional advantages for students. As mentioned by Gokce in Pratama (2018), the importance of interaction and increased motivation in collaborative learning. Collaborative learning promotes greater success than individual learning and gives students the opportunity to gain confidence and become more intrinsically motivated.

Google Docs as Media

As stated by Jaya & Mortini (2023), to accomplish the specified learning objectives, media can be used as a bridge between teachers and students. The use of the media as a middleman will make the information or information to be delivered during the learning process more obscure. In other words, learning media is a tool for giving students visual experiences that motivate them to learn, clarifying the information provided, and breaking down complex and abstract ideas into smaller, more relatable, and easier-to-understand parts.. The Web 2.0 era has introduced numerous internet services and tools, such as blogs, wikis,

Mozilla, and Google. Lamy & Hampel in Lestari (2022) stated that blogs have been used for information exchange for over ten years, while wikis offer the ability to edit, modify, or remove content. Google Docs, a digital tool that combines the functionalities of blogs and wikis, allows users to create, edit, and store documents online while maintaining a comprehensive revision history. It allows users to view the document as it existed at any given moment and revert back to previous versions if desired.

Google Docs consists of four primary elements: documents, spreadsheets, presentations, and drawings. Each element has a purpose similar to the others, and tools are available for contrasting various variants of a document. The focus of this analysis is on Google Docs and its potential to facilitate student collaboration on writing assignments in English language classrooms. Google Docs includes online word editing, presentation software, and spreadsheet software, as well as the ability to create basic online forms that store collected data in a Google spreadsheet. One notable advantage of Google Docs is the ability to collaborate on documents in real time, allowing multiple users to work on the same document simultaneously. In the latest version of Google Docs, users can share documents with up to 200 individuals and collaborate with up to 50 people concurrently. If multiple users are making edits to the same document simultaneously, a box at the top of the screen displays the current collaborators.

Google Docs Used in Collaboration

As described by Sudrajat, W. N. A., & Purnawarman, P (2019), there are some step to

Vol 7, No 1 (2024): ESTEEM

use Google Docs, to begin using Google Docs, the first step involves creating a Google Docs account. Prior to that, users need to have a Gmail account, which serves as a prerequisite for accessing Google Docs and other Google tools. Once the Gmail account is established, users can sign in to utilize the full range of Google tools, including Google Docs. Figure 1 depicts the sign-in and sign-up processes.

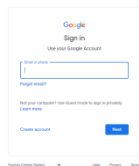


Figure 1.Google Docs Sign In Page

The drafting of the document constitutes the second step. Users can get started on a document by clicking the file menu and selecting Docs from the available options. Figure 2 depicts this procedure.

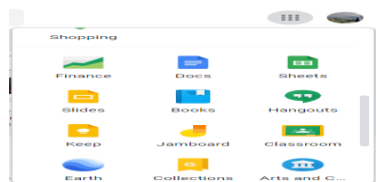


Figure 2.How To Create A Document

To initiate the process, users must first click the blank document, as demonstrated in Figure 3.

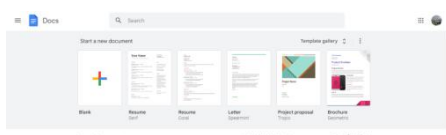


Figure 3. Choose The Blank Document

When users pick the blank document, there will be a document with no title displayed, as shown in Figure 4.

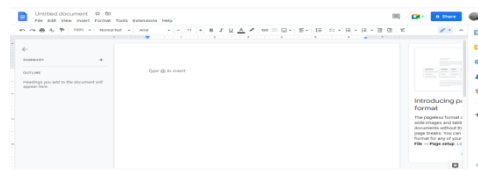


Figure 4. The Untitled Google Document

The untitled document can then be renamed by simply clicking on it. It is simple to organize the document according to the needs of the users. Figure 5 illustrates a sample paper outline, indicating that the document is now prepared for utilization.

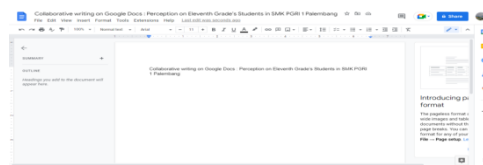


Figure 5. The Paper Outline

The third step is to grant collaborators access. Users have three options for sharing the document with others: viewer, commenter, and editor. Figure 6 depicts the three options and the method for inviting the editors.

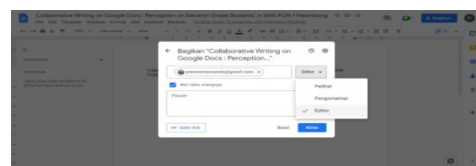


Figure 6. Three Options of Sharing and Inviting Other Editors

The fourth step is to download options. Figure 7 shows how to download the document in pdf, Word, HTML, and other formats.

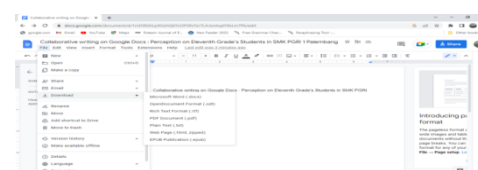


Figure 7. Download Options

Figure 8 provides an illustration of the document after inviting additional editors.



Figure 8. Example of Document

Every action that is taken within the document is promptly saved to the drive, making it possible for the document's owner and any other editors to readily monitor its history. The situation is depicted in Figure 9.

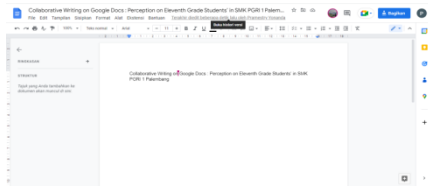


Figure 9. All Changes Saved in Drive

All editors have the capability to utilize the "Add Comment" feature within the document. The comment will appear in the document's right bar. It encourages peer editing among editors because all comments are visible to all. Figure 10 depicts this.

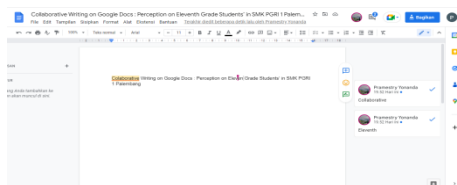


Figure 10. Feature Add Comment

This function allows the document's editors and other participants to communicate. They are able to communicate with other editors who are typing by posing queries and giving them feedback. By selecting "chat" in the right-hand column of the document, they can use this feature. Figures 11 and 12 show the "chat" feature.

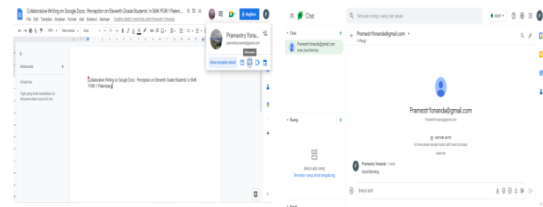


Figure 11. Chat Feature

Figure 12. Chat Feature

Concept of Descriptive Paragraphs

A descriptive paragraph is a collection of sentences with a common theme or subject, often consisting of only one sentence. It is designed to vividly imagine a place, object, or person, allowing the reader to feel involved in the event. A well-crafted description functions as a visual representation through words, enabling readers to vividly imagine the subject in their minds. The primary objective is to create a lasting impression and stimulate the reader's sensory perception.

In writing a descriptive paragraph, Savage and Shafiet in Afdelina (2019) stated the topic sentence serves as an introduction to the subject being described, incorporating the writer's overall impression or viewpoint. Supporting sentences contribute to the context and provide detailed information about the item. There are three generic structures in descriptive paragraphs: identification, description, and conclusion. Identification refers to the initial statement found in the first paragraph or sentence, providing an initial overview of the subject being discussed. Description consists of multiple paragraphs dedicated to the subject, typically starting with a topic sentence. Each paragraph should focus on describing one particular aspect or feature of the subject, contributing to a comprehensive portrayal of the subject.

Concept of Perception

As explained by Normadewi in Riduan (2021), perception is the cognitive process by which individuals comprehend their surroundings, including objects, symbols, and signs, based on their expectations and preconceived notions. It is an individual's subjective belief or understanding of a particular object or concept, influenced by their motivation and background. According to Herlina, et al., (2021), perception is how people "see" things. Perception is the cornerstone of human knowledge, as it helps humans build their understanding of the world using sensory experiences and cognitive skills. As mentioned by Merentika, et al (2023), perception is a basic part of human experience, and research into it has yielded important insights into how the mind and brain function.

We can better understand how we perceive the world around us and how to apply this learning to enhance our lives and interactions with others by comprehending the mechanisms of perception. It is crucial for students' perception, as it greatly impacts the teaching and learning process and is considered one of the most crucial factors. Perception involves the way individuals react to and interpret information received through their senses, allowing them to process and give meaning to sensory input. Each person's perception is unique, shaping their actions and decisions in life, as they perceive the same information from their own distinct perspective.

3. METHODS

The researcher used descriptive qualitative research methods. As mentioned by Sugiyono (2019: 18), the qualitative research method is an approach to research that aligns with postpositivist philosophy. It is employed to investigate the characteristics of natural phenomena, focusing on non-experimental conditions. In this method, the researcher plays a crucial role as the primary instrument, employing triangulation techniques for data collection. The analysis of qualitative research is predominantly inductive and qualitative, with an emphasis on deriving meaning rather than generalizing findings.

For this research, researcher utilized two categories of data, specifically primary data and secondary data. Sugiyono (2019: 296) stated that primary data is a data source that directly supplies information to data collectors. Primary data for this research were collected from eleventh grade students at PGRI Vocational High School 1 Palembang through observation, scoring, questionnaire, and documentation. Secondary data refers to data sources that do not directly provide information to data collectors, such as obtaining data through intermediaries or from existing documents. In this research, several journals were utilized as secondary data sources to support the research. Data validation techniques in this research used data triangulation techniques. As mentioned by Moleong (2017:330) triangulation is a technique used to assess the reliability of data obtained from multiple sources. In this research, the researcher

Vol 7, No 1 (2024): ESTEEM

employed source triangulation as a means to ensure the credibility of the data.

4. RESULTS AND DISCUSSION

The researcher calculated the pupils' grades using a rubric and a formula from Brown in Yulanda (2018). The following were the results of the students' scores after using Google Docs collaboratively to complete their descriptive paragraphs:

Table 1. The student's writing score

Group	Students 1 (Writer)	Students 2 (Helper)	Total Score
1	Q.H.C	D.J	77,5
2	F.A.M	A.A	82,5
3	M.R.A	A.S	87,5
4	S.R	V.R	96,25
5	B.P	V.Z.F.R	95
6	D.P.F.R	S.R	96,25
7	A	S.A	92,5
8	R	J.S	96,25
9	D.P	R.A.Z	78,75
10	M.F	A	82,5
11	D.T.A	K.B	92,5
12	M.S	C	92,5
13	M.A.P	R.A	78,75
14	M.F.N	R.S	82,5
15	E.E	J	92,5
16	U.D.A	A	78,75

From the data presented above, it can be inferred that the implementation of collaborative writing using Google Docs for creating descriptive paragraphs was successful. This

conclusion is drawn based on the students' scores in each group, which surpassed the minimum passing score (KKM) of 75.

After knowing the students' scores, the researcher distributed consisting of 20 statements to 32 students through a Google Form. After analyzing the questionnaire results, the researcher discovered that the majority of students had positive perceptions. Among the 20 statements presented, the majority of students selected the options "strongly agree" and "agree".

5. CONCLUSION

- a) The implementation of collaborative writing using Google Docs for descriptive paragraphs was successful, which means that by using Google Docs for collaborative writing of descriptive paragraphs, the students' proficiency in writing can be enhanced.
- b) The students' perception towards the use of Google Docs in collaborative writing of descriptive paragraphs is positive, which means that they found it easier and were able to improve their writing skills through the use of Google Docs.

6. ACKNOWLEDGEMENT

All gratitude is directed to the Almighty Allah SWT, the ruler of all worlds, for the generous mercy and immense blessings that have allowed me to complete this thesis. This work, titled "Collaborative Writing on Google Docs: Perception of Eleventh Grade Students' Descriptive Paragraph in PGRI Vocational High School 1 Palembang" is presented to meet a requirement for obtaining the S1 degree in the

Vol 7, No 1 (2024): ESTEEM

English Education study programme at the University of PGRI Palembang.

7. REFERENCES

- Afdelina, R. (2019). *Teaching Writing Descriptive Paragraph by Using Round Robin Technique to the Tenth Grade Students' of PGRI Senior High School 02 of Palembang*. Thesis. Palembang: Universitas PGRI.
- Alisha, F., Safitri, N., & Santoso, I. (2019). Students' difficulties in writing EFL. *Professional Journal of English Education*, 2(1964), 20–25.
- Farrah, M. (2011). Attitudes Towards Collaborative Writing Among English Majors in Hebron University. *Arab World English Journal*, 2(4), pp.136- 170.
- Herlina., Hermansyah, H., & Luspa, D. (2021). The Parents Perception Toward English Subject Of Elementary School In Palembang. *Esteem Journal of English Education Study Programme*, Vol.4, pp.21-33. Accessed on January 25, 2023 from <https://jurnal.univpgri-palembang.ac.id/index.php/esteem/article/view/5127>
- Jaya, A., & Mortini, A. V. (2023). Collaborative Project Based Learning Model in English Learning. *Jurnal Penelitian dan Pengembangan Pendidikan*, Vol.7, pp.19-26. Accessed on January 25, 2023 from <https://ejournal.undiksha.ac.id/index.php/JJL/article/view/59149/26039>
- Jaya, A., & Mortini, A. V. (2023). Developing Moodle-Based E-Learning Media to Learn News Writing. *The Journal of English Literacy Education*, Vol.10, pp.37-45. Accessed on January 25, 2023 from <https://ejournal.unsri.ac.id/index.php/english/article/view/20818>
- Jaya, A., Hermansyah, H., & Mortini, A. V. (2018). The Effect of Crawford Series Teaching (CST) on the Students' Writing Achievement. *Esteem Journal of English Education Study Programme*, Vol.1, pp.20-27. Accessed on January 25, 2023 from <https://jurnal.univpgri-palembang.ac.id/index.php/esteem/article/view/4827>
- Lestari, V. (2022). *"The Effect Of Using Google Docs As Media For Collaborative Writing Activity On Students' Writing Skills"*. Thesis. Bengkulu: UIN Fatmawati Sukarno. Accessed on February 14, 2023 from <http://repository.iainbengkulu.ac.id>
- Merentika, S., Jaya, A., & Theriana, A. (2023). EFL (English as a Foreign Language) Students' Perception about the Effectiveness of Learning Reading by Using Electronic Books. *Esteem Journal of English Education Study Programme*, Vol. 6 (2), pp.246-256. Accessed on January 25, 2023 from <https://jurnal.univpgri-palembang.ac.id/index.php/esteem/article/view/12322>
- Moleong, L. J. (2007). *Metodologi Penelitian Kualitatif*. Edisi Revisi. Bandung: PT Remaja Rosdakarya.
- Pratama, A.G.B. (2018). *Students' Attitude toward Collaborative Writing*. Thesis. Salatiga: Universitas Kristen Satya Wacana. Accessed on April 7, 2023 from <https://repository.uksw.edu>
- Pratiwi, R. (2020). *Increasing Students' Writing on Analytical Exposition Tesxt Through Collaborative Learning Strategy at SMA Negeri 7 Pinrang*. Thesis. Parepare: IAIN
- Prayoga, D., Herlina, & Rosmiyati, E. (2023). Journalist Questions Technique In Writing Ability with Narrative Text. *Esteem Journal of English Education Study Programme*, Vol.6, pp.111-116.

Vol 7, No 1 (2024): ESTEEM

- Accessed on January 25, 2023 from <https://jurnal.univpgri-palembang.ac.id/index.php/esteem/article/view/10223>
- Riduan, M. (2021). *The Students' Perceptions of Online Learning During The Covid-19 Pandemic*. Thesis. Palangka Raya: IAIN. Accessed on February 19, 2023 from <http://digilib.iain-palangkaraya.ac.id>
- Sudrajat, W. N. A., & Purnawarman, P. (2019). *Students' perceptions on the use of Google Docs as an online collaborative tool in translation class*. *Lingua Cultura*, 13(3), 209-216. <https://doi.org/10.21512/lc.v13i3.5969>
- Sugiyono. (2019). *Metode Penelitian Kuantitatif*. Bandung: CV. Alfabeta.
- Wijaya, A. M. K., Jaya, A., & Prasrihamni, E. (2023). Developing The Teaching Materials For Writing Short Stories Based on the Savi Approach (Somatic, Auditory, Visualization, Intellectual). *Esteem Journal of English Education Study Programme*, Vol.6(2), pp.361-369. Accessed on January 25, 2023 from <https://jurnal.univpgri-palembang.ac.id/index.php/esteem/article/view/12326>
- Yulanda, E.S. (2018). *Improving Students' English Writing Through Think-Pair-Share*. Thesis. Banda Aceh: Ar-Raniry Islamic University. Accessed on April 7, 2023 from <https://repository.ar-raniry.ac.id>
- Zuraida. (2011). *Improving Students' Writing Ability by Using Collaborative Writing at SMP Negeri 2 Godean*. Thesis. Yogyakarta: State University of Yogyakarta. Accessed on February 14, 2023 from <https://eprints.uny.ac.id>