The Student Collaborative Writing Activity Through Google Docs

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Article Info	Abstract
	The main problem in this research was to find out two research objectives, are to find out the implementation of writing descriptive text using the Google Docs Applications, and to find out the students' perceptions of implementing Google Docs in students' descriptive text on collaborative writing in SMP 13 Makassar. This research used a descriptive qualitative approach. The participant of this study was a 7th-grade level who used the Google Docs application as collaborative learning to write a descriptive text. The data in this study was collected through checklist observations and questionnaires. Based on research, this study shows how students use Google Docs to create descriptive text. Authors exchange accounts with their partners for reading and editing. The study also revealed that the study had a beneficial effect on students' answers. The final, students can afford and like to use this learning tool well. This shows that using Google Docs for group writing in the descriptive text is successful.

INTRODUCTION

Collaborative learning fosters the development of social skills including communication, dispute resolution, and decision-making. When students work in groups, they are more likely to take ownership of their work and engage in critical thought about relevant subjects. Writing is important to learning as a language component because it connects to other language-related concepts. Google Docs is one of Google's facilities provided to save documents. This Google Docs will be implemented through Google Classroom which is used by teachers in giving group assignments to students. The kids can create their own writing, presentations, and other projects using the Google application, which they can then post on their drive.

Google Docs is one application offered by Google, which supports us to view all documents at any time. An author may choose to return to previous version. Google Docs

includes The four main options are Google Docs, Google Sheets, Google Presentations, and Google Drawing, all of which have functions the same one. There are also tools for comparison of two versions of the document. Google Docs is one of the applications that allows us to keep working, anyway learn to collaborate in the midst of a pandemic Thus social distancing can be done carried out.

The objective of this research will determine the students' ability in writing descriptive text for the eighth grade of SMP Negeri 13 Makassar. This research method will use descriptive research method, using questionnaire.

LITERATURE REVIEW

Google Docs/Google Documents is the company's cloud-based word processing solution, according to Arifin (2020). Google Drive and the docs.google.com website both offer free access to Google Docs services. In addition to being accessible through the web, Google Docs is also offered as a mobile app for Android, iOS, Windows, Blackberry, and a desktop version for Chrome OS. Users have a maximum storage restriction of 1 GB for each file they produce or upload.

Google Docs can be used as one of solution in working on group assignment a pandemic in the midst of it right now. Thing This is also supported by the results of observations writer at Sociology Education Study Program IS UNIMA, students in this study program tends to be less conducive during the discussion group, some students are not so enthusiastic about working on group assignments because it only focuses on the active course, after being given the material for group assignments, tend to be less active in groups because lack of coordination with each other, so that the student only expect group results to be done by one person only. Besides, the output of the results. Student group assignments are also often scattered and just wasted after the activity learning so that portfolio assignments archive students are not archived neatly.

Numerous features that Google Docs offers make it simple and aid users in finishing projects and jobs. The following are some of Google Docs' key features:

1. Automatic integration with Google Drive. Users of Google Docs can save any document to Google Drive, which is a convenience. Users do not need to click Save or press CTRL + S when entering a Google Docs worksheet; instead, Google Docs automatically saves documents in real-time.

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2. Document sharing for teamwork Users can add members using the Share feature via email or by typing their names in. Users can also distribute public access URLs. Users will find it simpler to complete papers more quickly and effectively thanks to this collaboration function.

3. A brief history of each change. Users may view the results of every modification or revision. Select File » Version history to view all of the user's activity logs in that section.

4. Support for Google Docs add-ons. Currently, Google Docs features an Add-on (Plug-in) functionality that can aid users in resolving issues or performing tasks that Google Docs is unable to perform by default.

5. Grammar and spelling. Spelling and grammar can be used by users to minimize word and sentence errors. Microsoft Office programs also offer this kind of feature.

One of the fundamental abilities in English language is writing. It is typically regarded as one of the most challenging abilities for students of foreign languages. Even natural speakers struggle to demonstrate a strong mastery of writing. (Warfield, Johnston, and Ashbaugh, 2002) Writing proficiency is a crucial component of the ESL teachers' curricula and is necessary for students' academic achievement. (Kellog, 2008) because writing aids in the development of the kids' vocabulary, their understanding of grammar, and other language abilities like reading, speaking, and listening.

According to Kelly, several values from expert thinking are used in collaborative writing. Bishop's Statement claims that it aids pupils in fusing their weaknesses and strengths. Following that, Phillip makes the claim that it can encourage the pupils to work together and help their friends in order to take responsibility. Robinson's final point is that it enables pupils to understand about authority.

In general, text composition is taught to pupils through collaboration. The pupils must support one another and keep their emotions in check when writing. The pupils combine their talents to produce structured texts. A group of students working together to solve a problem, finish a task, or produce a product is the basis of the educational method to teaching and learning known as collaborative learning. As stated by Gerlach, "The foundation of collaborative learning is the notion that learning is a naturally social activity in which the participants converse with one another (Gerlach, 1994). Talk is the medium through which learning takes place."

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According to Mulligan and Garofalo said the positive effect of collaborative writing are:

a. *Writing with others enhances social skills.*

Students who engaged in effective communication expressed a desire to develop their social skills.

It also inspires the kids.

Teamwork's support and engagement serve as an illustration of the pupils' knowledge.

Third, Collaborative writing increases Descriptive Text.

The student will decide which information should be included or omitted by modifying the writing process, such as revision.

METHODS

This research design will use a descriptive method. Descriptive research tends to describe the phenomenon, by predicting it strictly, regularly, objectively, and accurately (A Furchan, 2004). As fordata collection through, observation and questionnaire. Observations and questionnaireswere conducted to find out the student's ability to write descriptive text for the seventh grade of SMP 13 Makassar in teaching and learrning process using Google Docs Application.

This study is qualitative in nature. Which has the primary goal of x21identifying and describe the ability of students to write descriptive text for the seventh grade of SMP 13 Makassar in teaching and learning process using Google Docs Application. Challenges are discovered, analyzed, and detailed descriptions are provided. This form of case study is used in qualitative research to investigate or examine cases in-depth and from multiple angles. Individuals and organizations are frequently involved in actions, events, or processes that can be investigated. This situation usually occurs in a specified setting, such as at a specific time and location. So that the data collection process of the case under study can be carried out within the specified time period. Some of the data collection techniques that the researcher will use are observation andquestionnaires.

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RESULT AND DISCUSSION

1. Implementation of Writing Descriptive Using Google Docs Application

The first meeting was the implementation of Google Docs in learning to write descriptive texts collaboratively. Based on the results of the research at the first meeting, observations were made on the process of implementing the Google Docs application collaboratively in writing descriptive texts. The following are the results of observing the implementation of Google Docs in the teaching and learning process as follows:

Now there are three distinct stages to this encounter, to be more precise:

a) Motivation and Warming Up

During warm-up activities, teachers encourage students to engage in fun activities that are meant to foster an environment conducive to learning and increase student excitement.

b) Diving the Member Groups

After the introduction, the teacher divides the students into 4-5 groups; each group consists of 2 people. The teacher then divides the class into pairs. Student 1 acts as a writer, while Student 2 acts as a writer's assistant. As part of the teaching and learning process, the assistant helps the writer.

c) The Main Activities (Ideas)

1) Explain about Descriptive Text

The teacher explains what descriptive text is and some examples of ex descriptions. After that, the teacher gives examples of descriptive texts and categorizes them into a general framework. It took the author (student 1) 25 minutes to establish a Google Docs account and compose the description text.

2) Reading

Student 1 (the writer) granted access to collaborate after creating the descriptive text on Google Docs during the previous class. She or he accesses their Google Docs account and then clicks the "share" option. Student 1 (the writer) can add student 2 (the helper) by entering the helper's account Gmail by clicking it. Finally, the assistant (student 2) reviewed the descriptive text written by student 1 (the writer) and checked it for errors or considered adding more descriptive language.

3) Editing

The assistant (student 2) played a crucial role at this stage since it was her/his responsibility to modify, add, and erase information that was untrue. However, they were having fun writing this material. In this case, the assistant (student 2) added, modified, and removed the incorrect text from Google Docs. They received guidance from the researcher on how to alter and add text to create great descriptive wording.

2. The Students' Perception

Based on the researcher's findings, the results showed that the students showed a positive attitude towards the activity. For more details, the researcher conveys the presentation of data from the results of distributing questionnaires that have been made by researchers. By using the SUS calculation, the results of the questionnaire distribution with the number of respondents being 20 students and 10 statements, where the questionnaire on the effectiveness of using Google Docs media in collaborative writing learning. This results in an average score as shown below:

Tabel 1. SUS Calculation Result

No.	R	Statement Score										Jml
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
1	R1	2	3	3	4	3	4	2	5	1	5	25.0
2	R2	4	1	5	4	3	1	5	1	5	2	82.5
3	R3	4	2	4	4	5	1	4	3	5	5	67.5
4	R4	3	4	3	4	5	3	4	3	4	5	45.0
5	R5	4	2	5	3	3	3	5	2	5	5	70.0
6	R6	4	3	4	3	4	3	4	3	4	5	60.0
7	R7	4	3	4	1	5	3	3	2	4	5	67.5
8	R8	4	4	4	3	4	2	4	5	5	5	57.5
9	R9	3	2	4	4	5	2	4	1	4	3	70.0
10	R10	4	1	5	4	5	3	5	1	5	3	77.5
11	R11	2	4	5	4	5	3	5	3	4	5	55.0
12	R12	4	4	5	3	3	3	5	3	4	4	60.0
13	R13	4	3	5	5	5	2	4	3	4	5	60.0
14	R14	4	5	4	5	5	3	4	3	3	5	47.5

15	R15	4	2	4	3	5	2	4	2	4	4	70.0
16	R16	4	2	5	4	5	2	4	2	5	5	70.0
17	R17	4	5	4	4	5	3	4	4	5	5	52.5
18	R18	3	2	4	3	5	2	5	2	4	4	70.0
`19	R19	4	5	4	4	5	4	4	4	3	3	50.0
20	R20	4	3	4	4	5	3	5	5	3	4	55.0
						Average score						60.62

Information from **table** above, where *R* is the respondent and *Qn* is the question. So that the results from the questionnaire can be obtained with an average score of 60.62. The following are respondents' responses to some of the questions asked, including:
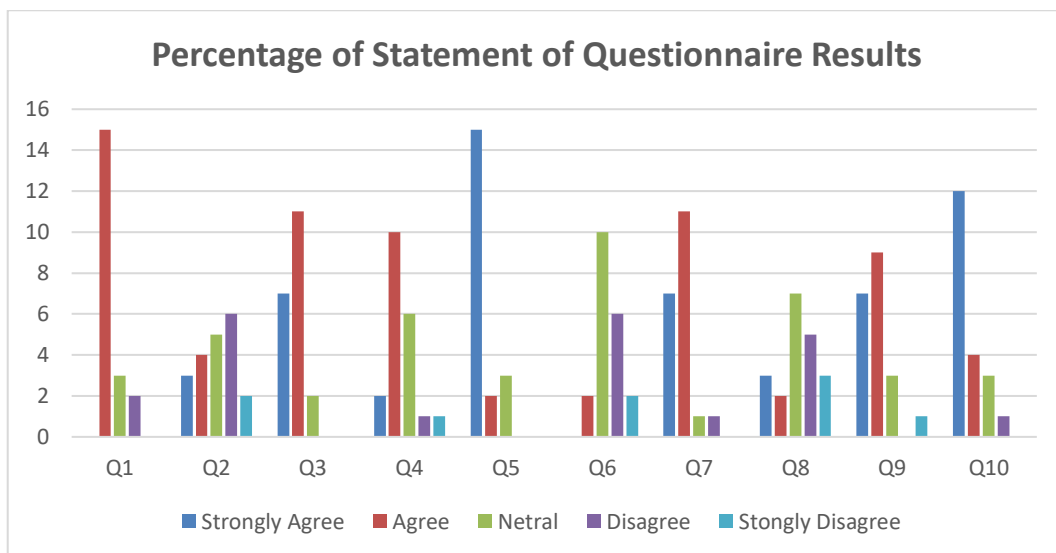

Figure. Graph of SUS Calculation Results

From Figure it can be explained that there were 10 questions given to the respondents, there were several results that stated negative and positive. For the results of negative statements, there are questions number 2, 4, 6, 8 and 10 where the respondents have difficulty in using this Google Docs application. As for the results of positive statements, respondents experience ease in implementing the Google Docs application, the positive statements are found in questions number 1, 3 and 7. In addition, there are results of respondents who express doubts about the Google Docs application, which are addressed to questions number 1, 4, 5 and 9. Meanwhile, the percentage value generated from the SUS value of 60.66 is in the range of 60% - 70%.So based on the opinion of the respondents, the usefulness of the

Google Docs application in the collaborative system of writing descriptive text is quite helpful for students in learning to write.

CONCLUSION

This study shows how students use Google Docs to create descriptive text. Warming up, ideas, inspiration, writing, reading, and editing are some of the learning activities that may be done utilizing the Google Docs program. There are allocated student pairings. While the second student serves as an assistant, the first student writes. The author includes in his notes the key terms for the instructions, the subject, and the language of the descriptive text he wants to make. The next step is to compile when the keyword is done. To create a Google Docs account, the author goes to www.docs.google.com and creates a Gmail account. Authors exchange accounts with their partners for reading and editing. The author chose the "share" option and then created a Gmail account for assistance. The assistant then reads and edits the author's descriptive language in his Gmail account. Perfectly and accurately, the assistant reads, edits, and adds descriptive language. After editing is complete, the assistant gives teachers access to Gmail accounts for student evaluation. In this learning, the students seemed to really enjoy participating in the collaborative lesson. This shows that the use of Google Docs for group writing in descriptive text is successful.

From the results of research conducted on 10 respondents, the average score obtained through a questionnaire with a score of 60.62. In terms of Acceptability Range, this application program is in the Margins category, while the Grade Scale is in the Grade D position and the Adjective Rating is in the good position. With an average score of 60.62, it is in Grade D, where the value is greater than 51. From these findings, it can be inferred that Google Docs is a respectable tool for use in the collaborative writing process. Maybe this application is rarely used so that some students do not understand the use of this application. This application is quite useful for students, so this application is feasible to be applied in collaborative learning.

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