

EFFECTIVE COLLABORATIVE WRITING WITH GOOGLE DOCS IN EFL CLASSES

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Abstract

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Collaborative learning is one of the important for students to learn together and share knowledge in writing class. Also, the learning process is carried out in blended learning which technology becomes a tool to support running the learning process in the classroom. However, in EFL classes, most of the students find it difficult in writing a paper effectively. Google Docs is one of the learning platforms that can help students to collaborate in small groups to be more effective that involve all members actively doing discussions. This study aims to describe how Google Docs is an effective learning tool for students in doing collaborative writing in EFL classes. The method of this study by using interview sessions of students in grade 12 at SMA Negeri 4 Singaraja. The result of this study is students find it helpful in doing collaborative writing in the classroom using Google Docs. This study gives a positive contribution to the teacher as innovative teaching methods.

Kata Kunci:
*Google
Dokumen,
Penulisan
kolaboratif,
Efektif,
Kelas EFL.*

Abstrak

Pembelajaran kolaboratif adalah salah satu yang paling penting bagi siswa untuk belajar bersama dan berbagi pengetahuan di kelas menulis. Selain itu, proses pembelajaran dilakukan dalam blended learning dimana teknologi menjadi alat untuk mendukung berjalannya proses pembelajaran di kelas. Namun, di kelas EFL, sebagian besar siswa merasa kesulitan dalam menulis makalah secara efektif. Google Docs adalah salah satu platform pembelajaran yang dapat membantu siswa berkolaborasi dalam kelompok kecil untuk membuat diskusi menjadi lebih efektif, melibatkan semua anggota dalam diskusi. Penelitian ini bertujuan untuk mendeskripsikan bagaimana Google Docs menjadi alat pembelajaran yang efektif bagi siswa dalam melakukan penulisan kolaboratif di kelas EFL. Metode penelitian ini dengan menggunakan sesi wawancara terhadap siswa kelas 12 di SMA Negeri 4 Singaraja. Hasil dari penelitian ini adalah siswa merasa terbantu dalam melakukan penulisan kolaboratif di kelas menggunakan Google Docs. Studi ini memberikan kontribusi positif kepada guru sebagai metode pengajaran yang inovatif.

INTRODUCTION

Nowadays, the 21st century is important for human life. The education aspect is changing the way more complicated in the 21st century of learning as the availability and flow of knowledge increase learning (Prayoga et al., 2020). Besides, 21st-century learning implements a student-centered approach in which students are expected to increase their 4C skills such as critical thinking, creativity, communication, and collaboration. Especially, to increase students' collaborative skills, the teacher can conduct the learning process with collaborative learning. Also, 21st-century learning implements Information Technology (IT), using digital media, computers, and internet communication (Silva, 2009).

Collaborative learning is one of the learning approaches in that students are divided into small groups, share knowledge, solve a problem, complete a task, and create a product (Laal & Ghodsi, 2012). Thus, collaborative learning can create a product in which students can make something in their learning such as making writing papers. Collaborative writing has become an interesting way to help and allow students share their knowledge and ideas for writing a paper in group work. Also, collaborative writing implements a student-centered approach in which students are more active the in the learning process. In EFL context, the teacher can teach 4 language skills such as reading, speaking, listening, and writing to students by using technology. In writing skills, students are expected to memorize vocabulary, understand grammar and the linguistic elements appropriately. To increase students writing skills by using collaborative learning is an effective ways.

Currently, in the Post-COVID-19 pandemic, the government is required that learning activities can conduct in the school directly and face-to-face while still adhering to health protocols. The learning process is carried out by blended learning. Blended learning refers to where the learning process has a combination of face-to-face and learning management systems or technology (Naaj et al., 2012). The students can conduct the learning process in the classroom directly and the learning can use technology as a tool. Students are used to fully online

learning and have to adapt to blended learning. However, most students find it difficult to write a paper effectively in blended learning. Also, not all students active in group work in writing class.

The solution that can solve the problem is the teacher can choose technology that can facilitate collaborative writing for students in blended learning. By using technology, the teacher and students can access the internet which provides information and communication more easily. Technology tools can make learning which is easy to access and flexible to use in the language learning process. Technology also leads students to collaborate can interact with each other (Raja & Nagasubramani, 2018). To make students more easily, Mobile-assisted language learning (MALL) can help students in their learning process. MALL as a specialization of mobile learning Mobile technologies are quickly drawing in new users, offering greater capacity, and enabling more complex applications (Viberg & Grönlund, 2012). The significance of creating a language learning environment before determining the function of mobile devices and underlines the needs of the learner before those of the technology. MALL is defined as the use of mobile technology such as cellphones, tablets, and laptops to support educational activity in personal modes of the language learning (Davie & Hilber, 2015). Besides, the use of mobile is usually used English as a Foreign Language (EFL) students for all their activities easily and practically.

Google Docs is an effective way to solve students problem when the conduct collaborative writing. According to Firth & Mesureur (2010) "Google Docs" is a free web-based productivity software suite owned by Google company. Google Docs has a word document, a spreadsheet, and a presentation package. However, word document is commonly known in educational aspect. Google Docs can allow people to make and edit the paper from different devices that can make students collaborate in writing papers. It help students to complete their writing tasks effectively so that students do not spend a lot of time making a paper in group work independently. Google Docs also provides interesting features that the teacher and students give comment and suggestion for their paper in writing

class (Angelo et al., 2018). The teacher also easy to monitors and assess students who are active in group work when writing class.

The use of Google Docs helps students to do collaborative learning and also increases students writing skills. The implementation of Google Docs is easy to use when students conduct their collaborative writing effectively in blended learning. In EFL classes, senior high school students conduct the learning process face-to-face. They are expected to write the scientific paper in small groups in the classroom. Students should complete their papers. To make it efficient, students divided work into a group to complete their writing tasks by using technology. Students can use Google Docs on many devices from other members in one group because all members should active in the class.

Based on Suwantarathip & Wichadee (2014) study that conduct the experimental research n private universiy in Thailand which this study using Google Docs as facilitate collaborative writing on foreign language classroom. This study shows that students has positive attitudes towards collaborative writing and have high collaboration in groups work. Woodrich & Fan (2017) study also conduct the investigation of Collaborative writing by using Google Docs in grade 8 in United States school. This study conduct in face-to-face by using technology. Same with, Zhou et al. (2012) conduct the study about the use of Google Docs in an out of class assignments when conduct the collaborative writing. The participants of this study are undergraduates students in University of Georgia. also shows Google Dos is a useful application for collaborative writing. From those previous studies which were conducted in other country and used participant in Junior High School and University level. The researcher will conduct for this study in Bali, Indonesia in grade 12 senior high school level. Therefore, this study will describe how Google Docs helps students in grade 12 at SMAN 4 Singaraja when conduct collaborative writing effectively in blended learning.

METHOD

This study used qualitative research by using interview session. The interview collect the data with more detail information about students experience when use google docs in collaborative writing to give more detail about the effectiveness collaborative writing by using Google Docs. This study used 5 participants to conduct the interview session by select students who have done the collaborative writing by using Google Docs randomly. The interview session used smartphone voice recorder to record students' statements about the effectiveness of collaborative writing with Google Docs. This study took place students in grade 12 at SMAN 4 Singaraja, Bali, Indonesia in academic year 2022/2023. The data were collected in this school because this school unfamiliar with Google Docs. Therefore, students can be introduced the Google Docs to students that can help them in doing collaborative writing. As a result, the researcher implemented the Google Docs for students when conducting the collaborative writing. Data is collected using various activities such as create a lesson plan, teaching material, and media. Researcher used descriptive text in English as learning material. Students divided to make descriptive text in groups using Google Docs in the classroom, namely blended learning. Researcher observed and monitor student while working on their work. After instructed, the researcher evaluated student writing and providing feedback to them both in person and via WhatsApp. After that, the interview session were conducted in Indonesian with 5 participants and then transcribed into English. According to Akinyode & Khan (2018) there are several step data analysis that the researcher also used in this study, namely first, listened to the recording of the interview with the students. Then, transcribe it in written form. Then, create and develop interview data to important information points. Last, the researcher wrote the results of the interview regarding the topic discussed in the finding section.

FINDING AND DISCUSSION

This part shows the interview session of 5 students in grade 12 at SMAN 4 Singaraja about the benefit of Google Docs. Google Docs is an online tool that

has several benefits to support students in doing collaborative writing more effectively. The interview session based on several benefits of Google Docs for students doing collaborative writing in EFL classes:

1. Google Docs is a Free App

Google Docs is a free website application that students are not required to buy and also there is no advertisement (Jeong, 2016). It seems when the student statement reflects this: “Google Docs ini gratis dan tidak ada premium. Sangat membantu saya dan teman lainnya ketika kerja kelompok” (Google Docs is free and there is no premium. Very helpful for me and other friends in group work) [S3]. Another student state that “Google Docs ini gratis yang mana cocok untuk kalangan siswa sekolah” (Google Docs is free which is suitable for school students) [S4]. The researcher saw the positive response from students in the classroom that seems they will use Google Docs when conduct the collaborative writing.

2. Google Docs Makes All Students Active In Learning Process

Google Docs has share feature that can makes all students active write their ideas in their group (Rahayu, 2014). It is same with the student statement “Saya setuju, Google Docs ini bisa buat semua anggota kelompok untuk aktif bekerja menulis sehingga tidak ada hanya satu siswa yang bekerja” (I agree, Google Docs can make all group members to actively work on writing so that there is not only one student working) [S1]. Same with another student “Biasanya, jika tugas kelompok yang menyuruh kita menulis, hanya satu siswa yang menulis dan menuangkan idenya. Sedangkan, siswa lain pasif menunggu siswa yang aktif itu selesai. Akan tetapi, Google Docs ini dapat membuat seluruh siswa berkerja membuat teks” (Usually, when group assignments tell us to write, only one student writes and expresses his ideas. Meanwhile, other students passively wait for the active students to finish. However, this Google Docs can make all students work on making a text) [S5]. It seems Google Docs can increase students in learning in which all students can active in a group work.

3. Google Docs Increase Students' Writing Skills

Google Docs has a very sophisticated feature that can detect student errors in writing (Ali, 2021). It is same with the student statement “Saya memiliki kekurangan dalam penulisan bahasa Inggris. Namun, Google Docs membantu saya dalam menulis sebuah teks deskriptif dalam bahasa Inggris dikarenakan Google Docs dapat mendeteksi kesalahan penulisan saya” (I have a deficiency in English writing. However, Google Docs helps me in writing a descriptive text in English because Google Docs can detect my writing mistakes) [S1]. Same with another student “Google Docs ini ternyata memiliki fitur yang dapat mengoreksi penulisan saya seperti grammar, pengejaan, tanda baca” (Google Docs actually has features that can correct my writing such as grammar, spelling, and punctuation) [S2]. Those statements have positive atmosphere that students can learn a lot about language writing skills by using Google Docs.

4. Minimize Data Loss

Google Docs does not make the data lost in which provide storage space (Tawalbeh et al., 2015). It same with the student's statement “Saya merasa terbantu dengan Google Docs ini dikarenakan data saya tidak hilang, otomatis tersimpan” (I feel helped with this Google Docs because my data is not lost, it is automatically saved) [S3]. Another student, “Iya, sangat membantu. Pada saat itu, saya tidak sengaja keluar dari Google Docs, akan tetapi untungya tersimpan di Google Drive” (Yes, it is very helpful. At that time, I accidentally logged out of Google Docs, but luckily it was saved in Google Drive). Those statements shows that Google Docs help students to save automatically save the data.

Based on the finding, it seems students has positive feeling and can make the effective collaborative writing. Google Docs really has many benefits for students when writing paper in a group work. First, Google Docs is a free website application that students are not required to buy and also there is no advertisement. Google Docs allows students have a cheaper notebook to get all their documents online without payment. In writing class, students can do collaborative writing with Google Docs for efficiency and effectiveness. Also,

Google Drive can make students active in participate and collaboration in writing a text or paper. In which, Google Docs connect with Google Drive that students can access, and edit since they have a link that has been shared by another student who has Google account from Google Drive with the revision history (Firth & Mesureur, 2010). Collaborative writing by using Google Docs can help students to work together. Google Docs also allows students to conduct learning in a small groups that can collaborate such as sharing knowledge and giving ideas, comments, and also suggestions to each other students in face-to-face or over long distances. Besides, EFL students are expected to complete their coursework or task as their responsibilities. Google Docs is very useful for students to complete the task. Students can increase their language writing skills because Google Docs has sophisticated features that can detect the some errors such as grammatically incorrect, spelling, and punctuation errors. After that, students revise their work and the teacher will know the student's progress in their writing class. The teacher also can gives feedback in the Google Docs file directly, students will more pay attention to the revision of the paper draft than if the teacher directly gives a score to students (Chandler, 2003). Last, students feel helped because Google Docs does not make the data in it lost. When making and editing a document, Google Docs will automatically save. So, if there are problems such as a dead laptop, an error or a student forgetting to save the work that has been made, students' latest data will not be lost because it has been stored in Google Docs and connected to Google Drive so files will be stored in Google Drive.

CONCLUSION

In conclusion, students is very helpful when using Google Docs to makes effective and efficient when conduct the collaborative writing. Besides, students has positive respon when know Google Docs is a free applications for learning tool that easy to access that provide students with conduct collaborative learning such as in EFL writing class in blended learning. Collaborative writing by using Google Docs is one of the effective ways to conduct the learning process become efficient. Students conduct the learning process face-to-face but they use Google

Docs as technology tools to help students make their papers in writing class effectively because all members in a group can participate and active to share their idea when conducting the collaborative writing. Google Docs has utilized many features of real-time chat, comment box, and sharing that help students discuss their projects such as writing their papers. Besides, students can experience to do collaborative such as doing groupwork, discussing, and giving a lot of information to each other by using technology. Therefore, Google Docs is the solution as an online application that helps students in collaborative writing effectively and efficiently that make the learning process meaningful and interesting.

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