CHAPTER I

INTRODUCTION

A. Background of The Study

Writing is one of the language skills that must be mastered by students. Writing is not just an activity of writing essays or paragraphs, but writing activities can train students to develop their reasoning especially when in writing academically.[1] Students can get used to writing and develop their own language through ideas and reasoning in expressing. To be able to produce an own language, students should have the initiative and creativity to harmonize and systematize writing, so they must create and find vocabulary that supports the most appropriate sentences so that the meaning of the writing is explained well. Therefore, in writing various kinds of texts students need accuracy in complex grammar so that sentences can express ideas properly.

Related to the discussion above, in line with the expression of Mufanti says that students are equipped with the grammatical knowledge in writing so that students can use it for communication purpose. That is why students need to know how to produce their own language by

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[1] Aynur Yurekli and Anita Afacan, "Journal Writing: Effects on Students' Writing Proficiency and Student and Teacher Attitudes", *Register Journal*, Vol.13, No.1 (June,2020), 2 .

constructing grammar,[2] so as to produce a communicative language on the ideas of their present in writing.

Writing is a learning activity that students must do because almost all lessons require students to be able to write well. In writing students can train themselves to think critically, open ideas to all aspects can help students to get more information. Obtaining new ideas in writing, students can express feelings in a paragraph that can be used as the word and enhance the language in their writing.

Depdiknas stated in the curriculum 2013 includes core competencies 4.1 containing that the learning process that students learn at school can be a tool to build students' thinking skills or points of view. Implying that language learning is no longer just a memorization, more than that in learning students can understand to absorb information and respond to their curiosity about knowledge both orally and in writing.[3]

From the statement above, it is found that one of the goals of teaching writing in schools is to familiarize students with writing and build students' thinking skills. English subject is one that teaches student to

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[2] Restu Mufanti, Andi Susilo and Rohfin Andria, "The Effect of Constructing and Analyzing Model in Enhancing Teritiary EFL Learners' Grammar and Writing Ability", *People: International Journal of Social Sciences,* Vol.4, No.3 (2019), 1898.

[3] *Permendikbud No.37 of 2018 Concerning to amandement to the regulation of the minister of education and culture No. 24 of 2016 concerning core competencies and basic competencies in the curriculum 2013* (Indonesia). accessed on 21 March 2022 from https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/Permendikbud%20Nomor%2037%20Tahun%202018.pdf , 294.

deepen their writing skills through various types of texts according to the level their being studied.

However, teaching English related to the writing component is determined by several factors. There are various factors that usually impede students in writing text. In the research conducted by Jeen peter and Singaravelu, there are at least categories that detected as the major problems in writing such as: Redundancy of ideas, Grammar (language use), punctuation error, spelling error and etc. If students misplace the punctuation in the text, the sentence will be misinterpreted.[4] Furthermore, another writing problem because students find it difficult to develop ideas, students' lack of interest in writing is due to the assumption that writing is a boring activity.

Not only students who have problems in writing, but teachers also have difficulties in teaching. Teachers feel that they are not optimal in teaching writing because most students are not enthusiastic in class discussions and even students do not collect individual assignments that have been given. Writing activities can be improved if the teacher uses several techniques, for example the results of research conducted by Nadia showed that collaboratively working in groups of 4-6 people in

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[4] Jeen Peter and G.Singaravelu, "Problems in Writing in English among High School Learners", *Aagaeum Journal*, Vol.8, No.9 (April, 2020), 1511-1513.

completing assignments can stimulate students to be more enthusiastic in writing.[5] It is show that class activities can affect students' motivation in active writing skills. This is conceptually in line with the concept of student-centered learning which was adapted in education of 21st century.

Assessment and teaching of 21st century skills (ATC21S) is the largest research which is now widely adapted by many educators has categorized skills in the 21st century into 4 categories including: 1). ways of thinking, 2) ways of working, 3) toolsfor working, and 4) skills for living in the world.[6] In this category, it mentions that in order to face the increasingly rapid development of the era in the 21st Century, education must be designed according to developments in order to achieve 21st Century competencies. In these categories the use of technology is carried out to help improve the level of quality of education. For example, the category of *tools for working* is adapted in the teaching and learning process by using technology, students can be developed by integrating ICT as a medium to understand the concept of learning. In general, this is already possible implemented, but for some reason the progress of the use

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[5] Nadia Nurul Huda, "Student Team Achievement Division (STAD) and Students' Attitude Towards Writing Achievement at SMP N 34 Pekanbaru", *Advances in Social Sciences, Education and Humanities Research*, Vol.463 (August, 2020), 136.

[6] M Binkley et al, "Defining 21st Century Skill [Draft White Paper 1] Assessment and Teaching of 21st Century Skills Project", *Retrieved Journal*, Vol.16 (2010), 15.

information and communication technology (ICT) has not yet been optimized in education.

The characteristics of English lessons strongly support innovation in the learning process. Because in English learning materials, teachers do not only rely on textbooks as teaching materials, but can also use various technological media. The use of technology aims to encourage student enthusiasm in the learning process, especially in developing writing skills which still need attention. The technology that can be used as a learning media is Google Docs.

The use of Google Docs media as a forum to support students in writing activities has several advantages such as real-time use, especially when students used as a medium for doing group assignments, by using Google Docs students can type, edit files, add and delete written content in it automatically saved.[7]   Therefore, Google Docs can be used as a medium for students to work on assignments collaboratively.

Based on the researcher's experience when observed teaching in English class at eighth-grade students at MTsN 2 Serang, the teacher explained that the teacher faced difficulties in teaching recount text to students. In addition to teaching language rules, students are also required

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[7] Della Wilza Noviska et al, "Teachers' Perception towards the Use of Google Documentin Teaching and Learning Process", *ETDC Indonesian Journal of Research and Educational Review*, Vol.1, No.1 (August,2021), 2.

to be able to write texts by paying attention to language features. Many students in grades VIII 1 & 2 find it difficult when they are asked to write recount text. Some students find it difficult to express their ideas due to the lack of vocabulary and experience. In writing recount text, students do not pay attention to the writing aspect, this can be seen from the students' consistency in using one tense (past tense) and there are also other errors and mistakes in the grammatical structure. Based on the classroom observations, the teacher said that students always depended on the teacher in writing. For the consequently, if the teacher was unable to monitor students, the students were not enthusiastic in writing.

After identifying the problem, the researcher assumes that the problem occurs to the students when students have difficulty doing their own writing. So the researcher recommend to teacher and student by implementing collaborative writing assisted by google docs to make learning more effective. Ariani mentions that working together in groups through collaborative learning can give students a better performance than working individually.[8]

In learning, the use of Google Docs can provide benefits for students and teachers, such as helping students and teachers keep

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[8] Setya Ariani and Nita Maya Valiantien, "Collaborative Learning for Enhancing Student Academic Achievement in Online Grammar Class: An Experimental Study", *Journal of English as A Foreign Language Teaching and Research*, Vol.2, No.1 (2022), 50.

interaction to compile the same document even though they are in different places. Google Docs also has features such as giving comment, feedback and editing that accommodated in one platform. According to Bernstein, Google Docs is a medium in principle similar to Microsoft Word but has the advantage that it can be used in real time. To get started using Google Docs students only need an email account. Students have access to type, own written content by their phone, tablet or computer.[9] Comparing both in editing papers when students use Microsoft Word in collaborative writing may not be efficient, it takes a long time to write alternately one-on-one, editing more quickly if students use google Docs.

Based on the description above, the researcher interest in conducting research at MTsN 2 Serang on English subjects related to the effect of using Google Docs collaborative writing as a media to facilitate students in writing activities. Therefore, this research is entitled about **"The Effectiveness of Using Google Docs in Student Collaborative Writing in Writing Recount Text"**

B. **Identification of Problem**

From the background description above, there are several problems regarding this research. The problem is identified as follows:

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[9] James Bernstein, "*Google Docs Made Easy: Online Collaboration For Everyone*", (United States of America: Independently Published, 2021), 4.

1. Students have difficulty in expressing and developing their ideas in writing.

2. Students lack of understanding to the aspects of writing such as the use of grammar, punctuation, capitalization and spelling in English subject.

3. Students are less enthusiastic in working on individual writing tasks.

4. Students have limited time to have the feedback and communication when writing collaboration in the classroom.

5. Students need media that can facilitate student in writing.

C. Statement of the Problem

Based on the problem in background above, the writer formulates the problem in the research as follow:

1. How is the students' writing ability on recount text?

2. How is the implementation of using Google Docs in collaborative writing in writing recount text?

3. How is the effectiveness of using Google Docs in student collaborative writing in writing recount text?

D. Objectives of the Study

Based on the statement of the problem above, the objective of the research are:

1. To find out the students' writing ability on recount text.

2. To find out how the implementation of using Google Docs in collaborative writing in writing recount text.

3. To find out the effectiveness of using Google Docs in student collaborative writing in writing recount text.

E. Significant of the research

1. For teachers and tutors

   This research can be an innovation for teacher to improve the quality of learning by using a collaborative strategy assisted by Google Docs to facilitate students' writing more effectively and efficiently.

2. For learners

   Students to be familiar with using technology in learning English. The use of Google Docs in collaborative writing is also expected for students to respect each other in their contribution.

F. Hypothesis

In this research, the researcher puts forward the statistical hypothesis as follow:

H_o : $\mu \neq 0$

H_a : $\mu = 0$

Explanation :

H_a :If there is significant effectiveness of using Google Docs in students collaborative writing in writing recount text

H_o :If there is no significant effectiveness of using Google Docs in students collaborative writing in writing recount text

G. Previous Study

There are some previous studies related to the topic of using google docs as media in collaborative writing, In this section the writer takes some previous as a reference that is reviewed to this study:

The The first previous study from Gelegar Yudha Setyawan, Martono, and Dewi Rochsantiningsih with thetitle is "Optimizing Google Docs to Improve Student's Writing Skill of Descriptive Text". The method used in this research is called the CAR method which is carried out in 2 cycles in class VIII of SMP Negeri 3 Sukoharjo. The instruments used are observations, questionnaires, interviews, notes, and tests. Research data analyzed inqualitative and quantitative methods. As for quantitative data, it uses the mean score of the pre-test and post-test. This research resulted in the finding that the use of Google Docs can affect the situation in the classroom, including 1). Students can develop ideas and they are good at talking

to other students, 2). Students can focus on the lesson, 3). Students can attend class on time, 4). Students can write sentences quickly, 5). Students become conducive in writing class. The results of the mean score obtained by students in the pre-test and post-test obtained 62.39 until 77.04 with a good score criteria.[10]

The second previous study is the research by Jalil Fathi , Arash Saharkhiz Arbani, Peiman Mohamadi with the title is "The Effect of Collaborative Writing Using Google Docs on EFL Learner's Writing Performance and Writing Self-regulation". This study aims to compare the effect of collaborative writing using Google Docs and collaborative writing with face to face based on writing performance and writing self-regulation on EFL students. This study uses a quantitative experimental approach with a quasi- experimental method. The participants in this study were 57 students were divided into an experimental group (N=19) and a control group (N=19). In the experiment group, online collaborative writing was done using Google Docs, while the control group was done collaborative writing in face-to-face class. This study uses pre-test and post-test and ANCOVA to determine the results. The results obtained from this study indicate that

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[10] Gelegar Yudha Setyawan and Dewi Rochsantiningsih, "Optimizing Google Docs to Improve Students Writing Skill of Descriptive Text", *English Education*, vol.2, No.2 (2014), 233-243.

teaching using collaborative writing, whether using Google Docs or face-to-face, both help students improve their writing performance and writing self-regulation. In the results of the experimental group and control group, it was found that there was an increase in the experimental group (16.92) while the control group (14.26) proved that the effectiveness of the use of Google Docs that could be implicated in collaborative learning increased significantly.[11]

The third Previous study is from journal entitled "Students' perceptions on the use of Google Docs as an online collaborative tool in translation class" by Winny Nur Ardy Sudrajatand Pupung Purnawarman. This research uses a descriptive qualitative method design. The questionnaire used as a data collection instrument for fifty samples of students (N = 50). The data collectedis in the form of students' perspectives and students' opinions regarding the use of Google Docs in the translation class. The results of this research are students havea positive response to the use of Google Docs in class, it can be concluded that Google Docs is a potential tool to increase

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[11] Jalil Fathi, Arash Saharkhiz Arabani, and Peiman Mohamadi, "The Effect of Collaborative Writing Using Google Docs on EFL Learners' Writing Performance and Writing Self-Regulation", *Language Related Research*, Vol.12, No.5, (April,2021), 333–359.

student interest in learning. Apart from that, Google Docs is a suitable tool for educational use.[12]

From the previous research above, it can be found that the similarity of this research is the same as discussing the use of google docs media in writing class activities and aiming to obtain results from the use of google docs itself to improve the quality of student's writing. But the difference is for the previous study, the first research is CAR by identifying the improvement of student writing when using Google Docs. The second research is to compare between collaborative teaching using Google Docs and collaborative teaching with face-to-face. The third research is to investigate students' perceptionsof the use of google docs in translation classes. Then this research prioritizes the implementations of Google Docs which is probably effective to be used in students writing recount text.

H. The Organization of Writing

The researcher has arranged this paper into five chapters:

The first chapter is introduction consists of the background of research, the identification of the problem, statement of the problem,

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[12] Winny Sudrajat and Pupung Purnawarman, "Students' Perceptions on the Use of Google Docs as an Online Collaborative Tool in Translation Class", *Lingua Cultura*, Vol.13 (September,2019), 209-216..

objectives of the study, significance of the research, hypothesis, previous study, and organization of the writing.

The second chapter is theoretical of the framework and the conceptual framework.

The third chapter is the research of methodology it consists of the method of the research, the place and time of research, population and sample, instrument, and technique of data collection.

The fourth chapter is the result and discussion: description of the data, analysis of the data, and interpretation of data.

The fifth chapter is conclusion and suggestion.