

**THE EFFECTIVENESS OF USING GOOGLE DOCS AS A MEDIA FOR
COLLABORATIVE WRITING IN TEACHING WRITING RECOUNT TEXT
AT THE TENTH GRADE OF SMAN 4 KERINCI**

THESIS

*Submitted as a Partial Fulfillment of the Requirments to Obtain Bachelor Degree of
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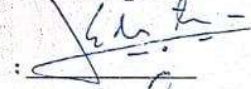


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ABSTRAK

Mesy Dwi Putri. 2021. *The Effectiveness of Using Google Docs As A Media For Collaborative Writing In Teaching Writing Recount Text at The Tenth Grade of SMAN 4 Kerinci*. Thesis. Padang: English Department. Faculty of Languages and Arts. Universitas Negeri Padang.

Tujuan dari penelitian ini adalah untuk mengetahui perbedaan keterampilan menulis untuk recount teks, dan untuk mengetahui keefektivitas penggunaan Google Docs untuk mengajar recount teks di SMAN 4 Kerinci pada tahun ajaran 2021/2022. Dalam penelitian ini, peneliti menggunakan pendekatan kualitatif yang dipadukan dengan metode eksperimen yang disebut quasi eksperimen design. Populasi terdiri dari siswa kelas X SMAN 4 Kerinci tahun pelajaran 2021/2022. Peneliti menggunakan purposive sampling untuk menentukan subjek penelitian. Peneliti mengambil 60 siswa, 30 siswa sebagai kelas eksperimen dan 30 siswa sebagai kelas kontrol dari total 240 siswa sebagai sampel. Peneliti menggunakan pre-test dan post-test untuk mengumpulkan data dan menganalisis data dengan menggunakan SPSS. Hasil analisis data menunjukkan bahwa siswa di kelas eksperimen memiliki nilai rata-rata yang lebih tinggi daripada siswa di kelas kontrol. Hasil belajar menunjukkan rata-rata post-test siswa untuk kelas eksperimen 41,67 dan untuk kelas kontrol 19,33. Ada perbedaan yang signifikan antara siswa yang diajar menggunakan Google Docs dan yang diajar dengan metode konvensional.

Kata Kunci: Menulis, Menulis Kolaboratif, Teks Recount, Google Docs, Media

ABSTRACT

Mesy Dwi Putri. 2021. *The Effectiveness of Using Google Docs As A Media For Collaborative Writing In Teaching Writing Recount Text at The Tenth Grade of SMAN 4 Kerinci*. Thesis. Padang: English Department. Faculty of Languages and Arts. Universitas Negeri Padang.

The aim of this research is to investigate the difference in the writing skills needed for recount texts, and to determine the effectiveness of using Google Docs to teach recount texts at SMAN 4 Kerinci in the academic year of 2021/2022. In this study, researchers used a qualitative approach combined with an experimental method called a quasi experimental design. Populations consisted of students in tenth grade at SMAN 4 Kerinci for the academic year 2021/2022. The researcher used purposive sampling to determine the subject of the research. The researcher took 60 students, 30 students as experimental class and 30 students as control class from total students 240 as a sample. The researcher used pre-test and post-test to collect the data and analyzed the data by using SPSS. Findings from the data analysis show that students in experiment class have higher mean score than student in control class. Study results shows the mean of students' post-test for experiment class 41,67 and for control class 19,33. There were significant differences among students taught using Google Docs and those taught by conventional method.

Keywords: Writing, Writing Collaboratively, Recount Text, Google Docs, Media

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Padang, Desember 2021

The writer

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Indonesia learners are expected that learning writing in english is difficult. Williams in Clark (2012: 267) says that writing is a difficult skill. There are some difficulties that students face in learning writing. *First*, the student have lack of ideas in writing. When student begin to write they must have an idea to write about, if they do not have an idea, they cannot write anything. So, they need to get information about the topic. *Second*, the student are weak in using the correct grammar. Sometimes, the students already have idea but they write a text by using incorrect grammar. As a result they cannot deliver their ideas properly into written form. *Third*, the student seemed unmotivated to write. It is because learning and teaching process is not interesting for students. In the teaching process the teacher cannot catch the students' attention. It takes them into a situation where writing is a boring activity to be done.

Based on the writer experience when observed teaching in the class at tenth grade of SMAN 4 Kerinci, there are some difficulties faced by

students in mastering recount text especially in grammar and organizing their idea into written form. The students confuse to used auxiliaries, is, am, are, used V2, and also with s/-es additional and etc.. Then, they still needed more time to finish each part of generic structure of the text.

It can be assumed that teacher's ways on using a media in teaching is must be influenced. In this era, the teacher not only delivery the material using a whiteboard in the class but also must be creative and understand the development of education at this time that uses the internet as a tool or media in the teaching learning process. The world of education is currently developing technology to apply social media as a media in teaching learning.

There has been much research that involves collaborative learning using media, this research will be one of the few that will see the effect of using google docs as a media for collaborative writing in teaching recount text at SMAN 4 Kerinci.

In SMAN 4 Kerinci, teacher have use technique of collaborative writing to teach writing ,but still use conventional media to teach writing in teaching recount text . Unfortunetly, during teaching and learning process not all students are interest to learn and follow the teacher well. It makes teaching

and learning process become ineffective and student did not motivated to write. Furthermore, the students just listen to the teacher and later on ask whether the students understand about the teacher instruction or not, without a real interaction and discussion.

Google Docs is one of the features of Google served for all its users that can be used as a tool for collaborative writing which all students in one class can contribute to make good writing. It can facilitate collaborative writing and editing among students. By using Google Docs, the students work in collaborative writing where they can make improvements on each writing they work on.

Some researcher have studied the use of Google Docs in teaching writing in English. Amalia (2018) in her case study research describe the result of using Google Docs for collaborative writing in teaching descriptive text. The research shows that using Google Docs is effective media on teaching descriptive text. Muthia (2018) in her research, using Google Docs in collaborative writing only used in Narrative text found that using Google Docs for collaborative writing is highly efficacious to improve students' writing skill.

Another strong point of Google Docs can be lays on its capability to collaborative writing is from Chinnery (2008) stated that Google Docs is a productive tool where learning activity can be designed differently and creatively. For instance, an instructor might post a text, intentionally replete with errors, for learners to correct. Likewise, learners can easily peer-edit, as this program leaves an editing trail. Another option is chain storytelling, where an instructor begins a story which each learner contributes to in turn. Moreover, this tool is useful in group projects in general.

Collaborative writing as involving more than one person who contributes to the creation of a text so that “sharing responsibility” become essential, Hearing Smith (1994). It means the students can write a text collaboratively with their friends. They can share their ideas and make corrections with others’ writing.

Based on the explanation above, using Google Docs as a media for collaborative writing in teaching give positive impact to students’ writing ability the researchers is interested in conducting an quasi-xperimental research. This research is conduct on tenth grade students of SMA Negeri 4 Kerinci.

Investigating whether effective of using Google Docs as a media for collaborative writing in teaching recount text. The researcher choose SMA Negeri 4 Kerinci because the school has never been use Google Docs as a media for teaching students' writing.

B. Identification of the Problem

Based on the explanation in background above, there are several problem which can be identified by researchers about English lesson of the tenth grade student of SMAN 4 Kerinci. The first related to to difficulties of writing that students face in learning writing. The second problem do the students have a lot of problems in writing English?

C. Limitation of the Problem

This reseach focus on the effectiveness of using Google Docs to teach recount text. The researcher conduct the experiment research by dividing experimental class and controll class by using group investigation. The researcher used material about recount text to teach students. The subject of the research are tenth grade students of SMAN 4 Kerinci

D. Formulation of the Problem

The researcher can formulate the following titles: “is there any effect of using Google Docs for collaborative writing in teaching writing recount text at the tenth grade student of SMAN 4 Kerinci?”.

E. Research Question

Based on the formulation above, the problem question in this study are :

1. Is there any differences of the writing skill in recount text among the students taught by using Google Docs and those taught by using group investigation at the tenth grade students of SMAN 4 Kerinci in academic year of 2021/2022 ?
2. Is the use of Google Docs effective to teach recount text for the tenth grade student of SMAN 4 Kerinci in academic year 2021/2022?

F. Purpose of the Research

The objectives of this research are:

1. To find out the difference of the writing skill in recount text among the students taught by using Google Docs and those taught by using group investigation at the tenth grade of SMA Negeri 04 Kerinci.

2. To find out the effectiveness of using Google Docs to teach recount text for the tenth grade of SMA Negeri 04 Kerinci.

G. Significance of the Research

By conducting this research, the writer hopes that it can be beneficial beneficial for the reader, especially :

- a. For the students: by using Google Docs make the students more understand in learning recount text.
- b. For English teacher: the result of the research can be used as a reference in teaching.
- c. For the schools: this research can give information about the problem in teaching and learning process especially in teaching writing recount text.
- d. For the other researcher: this research gives information to other researcher if using Google Docs can be effective in teaching recount text.

H. Definition of Key Terms

1) Writing

Nunan (2003: 88) states that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.

2) Recount text

According to Hyland (2004:5), recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. Recount text is a one several kind of genre. Recount text is a text which retells events or experiences in the past. It can be conclude that writing recount text is process to express ideas about the events or experiences in the past wether it is happy or sad event.

3) Media

Arsyad (2006:3) states that media is the message mediators or companions from the senders to the receivers.

4) Google Docs

Google Docs is a productive tool where learning activity can be designed differently and creatively Chinnery (2008) .

5) Group investigation

Group investigation is a method for classroom instruction in which students work collaboratively in small group to examine, experience, and understand their topic of study (Sharan & Sharan 1992 : 1). It means that the students should discuss the topic in their group.