

**TEACHING WRITING ANALYTICAL EXPOSITION TEXTS
AT UNIVERSITY BY USING COLLABORATIVE WRITING
TECHNIQUE THROUGH GOOGLE DOCS**

PAPER

Submitted as a Partial Fulfillment to Obtain Strata One (S.1) Degree



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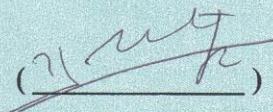
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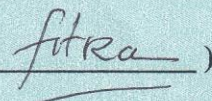
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ABSTRAK

Natalia, Ciskha. 2011. Teaching Writing Expository Texts at University by Using Collaborative Writing Technique through Google Docs, English Department FBS UNP

Dalam makalah ini penulis akan mendiskusikan tentang teknik mengajar menulis teks *analytical exposition* untuk jurusan Bahasa Inggris di tingkat universitas melalui teknik *collaborative* dengan menggunakan media *online* (*google docs*). Kegiatan ini dilakukan oleh dua orang atau lebih. Dalam proses pengerjaannya siswa dapat mendiskusikan topik secara bersama-sama, membuat outline, dan memberikan elemen-elemen teks (kata, kalimat, paragraf) serta merevisi hasil tulisan. Mereka dapat melakukannya di dalam maupun di luar kelas.

Dalam pengajaran menulis melalui teknik *collaborative* ini, guru harus mampu merespon hasil tulisan siswa dan memberi masukan. Melalui media *online google docs*, siswa dapat menulis secara kolaboratif meskipun tidak bertemu ketika berada di luar kelas, di sisi lain guru dapat memonitor, menganalisa, dan mengorganisir kerja kelompok dengan mudah.

ACKNOWLEDGEMENTS



Praise be upon Allah, the lord of this universe who has given the writer love and a great opportunity and guidance to complete this paper entitled “TEACHING WRITING ANALYTICAL EXPOSITION TEXTS AT UNIVERSITY BY USING COLLABORATIVE WRITING TECHNIQUE THROUGH GOOGLE DOCS” as one of the requirement of achieving Strata One degree (S1). Greetings and *shalawat* are also sent to the final prophet, Muhammad, the leader and the greatest man in the world.

In finishing this paper, the writer has worked with a great number of people around her that always give contribution to accomplish it. The writer was helped and guided by her advisor and examiners. Therefore, the writer would like to express her sincere gratitude toward Mr. Muhd. Al-Hafizh, S.S., M.A. as her advisor. In addition, her appreciations are also due to the examiners, Ms. Yuli Tiarina, S.Pd., M.Pd and Ms. Fitrawati, S.S., M.Pd. for paper suggestions and comments to complete this paper. The writer also thanks Ms. Dr. Kurnia Ningsih as chairwoman and Ms. Dra. An Fauzia R. Syafei, M.A as secretary of the English Departement, and all of the lectures and administration staff of the Departement. An appreciation is also expressed to Ms. Dra. Hj. Aryuliva Adnan, M.Pd as her academic advisor who has helped her during her study.

Finally, special thanks and gratitude are express to her beloved parents; her father (Faisal, S.Pd) and her mother (Arna Zulniar, S.E) for their pray, love, care, support (emotionally and financially), inspiration, and motivation in the whole of her life. Next, the writer also thanks to her brother (Ruri Ferdial) and sister (Merry Febriyanti, S.Pd) for their pray and support. Last but not least, the writer would also like to thank to everybody that helped the writer in finishing this paper. May Allah bless them all.

Padang, Desember 2011

The Writer

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iv
CHAPTER I INTRODUCTION	
1.1 Background of Problem	1
1.2 Limitation of the Problem	3
1.3 Formulation of the Problem	4
1.4 The Purpose of the Paper	4
CHAPTER II REVIEW IF RELATED LITERARTURE	
2.1 The Nature of Writing	5
2.2 Analytical Exposition Text	8
2.3 Teaching Writing at University	9
2.4 Collaborative Writing.....	9
2.5 Google Docs.....	11
CHAPTER III THE PROCESS OF COLLABORATIVE WRITING APPLIED IN THE CLASSROOM	
3.1 Preparation	15
3.2 The Process of Collaborative Writing Applied in the Classroom..	15
3.3 The Advantages of Using Collaborative Writing through Google Docs	19
CHAPTER IV CONCLUSION AND SUGGESTION	
4.1 Conclusions	21
4.2 Suggestions	21
BIBLIOGRAPHY	
APPENDICES	

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Indonesian government has always tried to increase the quality of human resources by giving them a better education. The government realizes that in the global era people will interact to others from different countries, cultures and languages and they need English as International language to build a good communication among them because it is used as medium for communication. It is also very important to learn English in order to avoid miss communication of information written in English. For that reason the government has decided to make English as a compulsory subject that has to be taught from the elementary school to the university. It is expected that people especially students can acquire English that covers the four language skills in order to prepare them to face any changes and challenges in the global era.

English is the subject for all students in the English department of all universities in Indonesia. The four main English skills; listening, speaking, reading and writing, are taught as separate subjects. Writing is one of important subjects to be taught in university especially in English Department. Based on competence based curriculum (2006) the writing course is divided into several courses. Each of the universities in Indonesia has its own name. One of the writing course provides the students to write some text types such as analytical exposition, hortatory exposition, discussion and review.

Writing is considered as the most difficult language skill to acquire. It requires the language users to be able to convey their idea in mind into a piece of paper. They have to be provided with many vocabularies and relevant references, and also have to be able to synthesize sentences. Again, it seems to be more difficult when they must deal with such kind of drafting, revising, editing, concluding and so forth.

There are some reasons why writing is considered as the most difficult skill. Two of them can be seen from the characteristic of writing and from the techniques used in teaching writing. First, seeing from its characteristics, writing is considered as a complex skill. Writing itself is not only an activity transferring spoken language to written one, but it is a mechanism of flow of ideas, concept and knowledge generated by the correct structures, coherent paragraphs, and free from mechanical errors. Second, relating to the teaching techniques used. In teaching writing, for example, many teachers usually assign papers individually, ask the students to read and correct whether there is mistakes or not in their writing. So the students do not know their mistakes made in vocabulary, grammar, diction and coherence of the paragraph because there is no correction from others. Whereas the corrections and comments from others can help the students to improve their writing.

A good writing is able to deliver the message to the readers so they would not ask for further explanation. One ways to improve the ability of writing is through collaborative activity. It is the activity in which more than one person produces a single text. Through collaborative work, students learn

from one another when working together and also read, correct and suggest one another. It also can help the students to generate and organize ideas into written form.

One of media that can be used to facilitate collaborative writing is google docs. Google docs is a free, Web-based word processor, spreadsheet, slide show, form, and data storage service offered by Google. It allows users to create and edit documents online while collaborating in real-time with other users. When the students work collaboratively on a text, google docs provide the opportunity for the students to receive instant feedback from the colleagues and lecturer even they couldn't meet. It also provides the opportunity to allow the students to experience a more learner-centered. Moreover to support students' communication activities and provide forum for creating and revising their essay collaboratively. Besides the process of collaborative writing can be monitored and analyzed much more effectively by the teacher who can also organize student group work easily and efficiently.

1.2 Limitation of the Problem

As stated from the explanation above, the problem of writing can be seen from some reasons. Two of them are the characteristic of writing and the technique used in teaching writing. The writer limited the discussion in the application of collaborative writing by using google docs in the English language classroom.

1.3 Formulation of the Problem

The problem is formulated as follow: “How does English teacher use collaborative writing technique in teaching writing expository text at university?”

1.4 Purpose of the Paper

This paper reviews the use of Google Docs and how it can be used to facilitate collaborative writing in university. It is expected that both students and lecturers will be able to use google docs in collaborative writing activity.

BAB IV

CONCLUSIONS AND SUGGESTIONS

4.1 Conclusions

There are many strategies and media that can be applied by the lecturer to improve the students' ability in writing. One of the strategy and media that can be applied by the lecturer is collaborative writing through google docs.

Through collaborative writing, the students can learn from another when they are working together. Google docs helps the process of collaborative writing run when both the students and lecturer couldn't meet in and out of classroom. It can facilitate students' collaborative writing when they do peer editing. What they need is only a computer and access to the internet. The students can work collaboratively on writing tasks without being restricted by time and space.

4.2 Suggestions

In teaching writing, the teacher are suggested to use collaborative writing as one of the alternative ways in teaching writing as it helps students a lot to develop students' writing skill. Besides to help the process of collaborative writing run out of the classroom, the students and lecturer can use google docs. Both students and lecturer should have an account in google docs in order to help them to use it as facilitator in collaborative writing.

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