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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober
Terbit pertama kali April 1999

Penyunting menerima artikel yang belum pernah diterbitkan di media cetak yang lainnya. Syarat- syarat, format dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang dalam jurnal ini. Artikel yang masuk akan ditelaah oleh Tim Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Tim akan melakukan perubahan tata letak dan tata bahasa yang diperlukan tanpa mengubah maksud dan isinya.

Petunjuk Penulisan Cakrawala Pendidikan

1. Artikel belum pernah diterbitkan di media cetak yang lainnya.
2. Artikel diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang baik dan benar sesuai *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan (Depdikbud, 1987)*
3. Pengetikan Artikel dalam format Microsoft Word, ukuran kertas A4, spasi 1.5, jenis huruf *Times New Roman*; ukuran huruf 12. Dengan jumlah halaman; 10 – 20 halaman.
4. Artikel yang dimuat dalam Jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
5. Artikel ditulis dalam bentuk esai, disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut:

   PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
   Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
   Peringkat 3 (*Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri*)

6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama-nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
7. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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Daftar Isi

COLLABORATIVE WRITING USING *GOOGLE DOCS*: A LEARNING MODEL TO HELP THE STUDENTS IN BEING BETTER WRITERS

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Abstrak: Penelitian ini bertujuan untuk meningkatkan kemampuan menulis siswa menggunakan tulisan kolaboratif dengan Google docs sebagai media. Penelitian ini adalah Penelitian Tindakan Kelas yang dilakukan untuk siswa kelas dua STKIP PGRI Blitar yang mengambil mata pelajaran Intermediate Writing 1. Dari hasil tersebut, dapat disimpulkan bahwa penulisan kolaboratif menggunakan Google Documents meningkatkan kemampuan menulis siswa.

Kata kunci: Google Documents, penulisan kolaboratif

Abstract: The research aimed to improve students writing ability using collaborative writing with Google docs as the media. This study was a classroom action research that was done for the second grade students of STKIP PGRI Blitar who took Intermediate Writing 1 subject. From the result, it can be concluded that collaborative writing using Google Docs do improve the students writing ability.

Keywords: *Google Docs*, collaborative writing

Introduction

Writing is a must-skill that must be mastered by the university students. In fact, university students always have relation with writing skill for almost all of their tasks require submission of reports. In the other hand, writing is not a simple and easy skill to be mastered by the students. They find that writing their thought into the paper is difficult. To organize their ideas into correct written product is not easy. If that is not enough, mastering the rule of writing such as spelling, citation format, and grammar is also a challenge for them to pass.

Furthermore, writing is not a one-step process. It needs several steps to create a good and effective written product. It is proved by Harmer (2004) statement. He stated that the steps of writing are planning, drafting, editing, and final draft. Moreover, Nation (2004) also stated that there seven sub processes in writing. Namely, considering the goals of the writer, having the model of reading, gathering ideas, organizing ideas, turning ideas into

written text, reviewing what has been written, and editing. From both of the statements, it can be concluded that there are three main processes in writing; pre-writing, writing and re-writing. In those of the steps, the students feel that it will help if they have discussion with their friends. Moreover, it will be good if they make the written product collaboratively with their partners. The problem is, sometimes, they cannot find the exact time to sit together face to face to write collaboratively.

To overcome those problems mentioned above, there are many ways. One of them is collaborative writing technique using Google Docs. Collaborative writing is suitable to be used for it allows the students to do the written task collaboratively with their partners. It is also supported by Kessler, G., Bikowski, D., & Boggs, J. (2012) statement. They state that the general aim of collaboration is to encourage social interaction among learners so that they learn from each other. Moreover, the usage of Google Docs media will help them to overcome the meeting time problem. By using Google Docs, the students can do collaborative writing whenever and wherever they are.

To investigate the students' reaction toward the usage of *Google Docs* in collaborative writing process, the researcher conducts this research. The researcher uses descriptive research design.

Review of Related Theories
Collaborative Writing
Dillon (1993) defined the collaborative writing as tasks and activities started with pre-draft discussions, arguments, edit then a post-draft document produced by more than one researcher, in this research case is more than one students. From the statement above, it can be concluded that the students in group will share their responsibility over a piece of work in very stages of writing process. They not only will review the final draft together but also will make the piece of work together from the start. Starting from deciding the topic they will write, doing research for the topic, making the outline, creating the raw draft, and finally reviewing the final draft, they will do it together in a group.

Collaborative writing has many benefits. Some of them are stated in Fong's (2012) result of study. He states the benefits of using collaborative writing are:
1. Heightening the students sense of responsibility towards the task.
2. Promoting the sharing of new information.
3. Allowing the sharing of expertise.
4. Helping narrow down information.
5. Negotiating their stand.

Google Docs
Google Docs is one of internet-based media. It is is a freeware web-based

office suite offered by Google. It allows the user to make and edit documents in real time. It also can be used to do collaborative work since Google docs enable the users to edit one document at the same time. Furthermore, Perez (2008) defines Google Docs as a free web-based office suite that allows you to store documents online so you can access them from any computer with an internet connection. There are three products from Google Docs. They are Docs (a word processor), Sheets (in form of spreadsheets), and Slides (in form of slides for presentations). Furthermore, Widyasanti (2009) also gave additional explanation that *Google Docs* gives facilitate the students to editing, viewing and sharing the documents if needed. Finally, Google Docs enables lot of participants to do collaboration.

Using Google Docs has many advantages. Reyna (2012) states the advantages are:

1. Students can work collaboratively on the same document at the same time and files distinguish between the individual and shared contributions of the students involved in the assignment.
2. Cross platform compatible for PC and Mac.
3. Peer collaborating and editing are exciting and engaging for students.
4. It saves automatically every 15 seconds and new text is displayed to the rest of the viewers/collaborators.
5. There is easy access from internet-connected computers or ubiquitous devices, with no software required.
6. Collaborators/viewers do not need to have a Gmail account to be able to use this application.
7. Educators can monitor student work easily in real time if required.
8. It is easy to see which students have contributed through the revision history.
9. Work can be published to blogger.com with one click.
10. It gives students an authentic audience for their work: parents, peers, friends and blogs.
11. It is possible to use the application offline via Google Gears and to update content directly when the user goes online again.
12. Export the documents in a number of file formats such as RTF, PDF, Html, MS Word and OpenOffice format.
13. If Google Talk is used in conjunction with *Google Docs*, enables to communicate more effectively and efficiently using text chat, video chat, and audio chat. This allows a truly real-time communication and increase the productivity of the group.
14. Using Google Forms, students can generate and share a database within the classroom.
15. *Google Docs* also enabled students to engage in shared note taking. Collaboration about note

taken in class helps students who were poor keyboarding.

16. Google Apps allows institutions to use their own domain name with the service and to customize the interface to reflect the branding of the institution.

17. *Google Docs* do not claim ownership or control over submitted content. For documents you expressly choose to share with others, Google Docs have the proper license to display those documents to your selected users.

Method

The research model which is used in this study is the Kemmis Model. This model was developed by Stephen Kemmis and Robin Mc Taggart (1988). There are 4 cycled steps in this model. First is planning, second is acting, third is observing and the last is reflecting. In planning, the researcher prepares all the instruments needed to conduct the research. In the next step, the researcher applies collaborative writing using *Google Docs* to assess and improve the quality of the students' writing product. After applying it, the researcher will observes the result and then reflect it.

The class that used as the subject of the research is the third semester students' of STKIP PGRI Blitar academic year 2019/2020. There are nine students in this class.

Findings and discussion

Identifying Problem

Before the researcher conducts the planning step, she identifies the problem first. From this identification, she finds that the quality of the students' writing product is still poor. It is proved by the score of the pre test. The average score is only (50). Besides conducting a pre test, the researcher also does an interview with the students. From that interview, it is found that the students sometimes find difficulty in doing their writing task alone. They need to discuss their writing product with their friends to make sure what they have already done is correct. And what makes them feel more difficult, they cannot meet their friends whenever they need to do discussion because of their different activities. They say that it helps them to discuss their task online.

Finding it, the researcher prepares to apply collaborative writing using *Google Docs* in writing class to overcome the problems. She also makes some criteria of success in this research. The criteria are as follow:

1. The class average score is greater than or equal to 80.

2. The percentage of the students' getting minimal score (80) in the writing class is at least equal to 60%

Planning

There are two different planning used in the research. It is because the result of the first

planning is not satisfying. The success criteria can not be reached in the first cycle. So, it is needed to continue the cycle and make the second planning.

In the first planning, the researcher prepared: a) choosing a suitable topic for the essay, b) preparing the lesson plan and the students' worksheet and also the writing test to measure the quality of the students' writing product in the end of the first cycle, and c) preparing the strategy to lead the students in implementing collabortive writing using *Google Docs* in writing short descriptive essay.

In the first cycle, there are three meetings. The activity focuses on giving the explanation about what short descriptive essay is in the first meeting. The researcher explains the definition, the structure and the time signal usually used in short descriptive essay. In the second meeting, the students are given more detail about what method used to assess their writing product, collaborative writing using *Google Docs*. The explanation of collaborative writing using *Google Docs* is given to the students in order to produce qualified writing product, in this case a short descriptive essay. In the end of the meeting, the students are asked to compose a short descriptive essay collaboratively using *Google Docs* and submit them to the researcher online. After all the students submit the writing products, the researcher directly gives feed

back online. The last meeting is used to do a post test to know the result of the implementation.

In a view of reflection in the first cycle that the success criteria can not be reached, in the second cycle, the researcher makes some correction in the applying collaborative writing using *Google Docs*. In this cycle, the activity focuses on the way how to maximalize the quality of the writing product based on collaborative writing using *Google Docs*. The second cycle is also conduucted in three meetings.

Acting using collaborative writing using *Google Docs*

The implemantation of collaborative writing using *Google Docs* is in accordance with the scenario made in planning stage. In each cycle, the researcher conducts the research based on the lesson plan. There are three meetings in each cycle. In the first cycle, the success criteria can not be reached. So, the researcher decides to continue it into the second cycle.

The second cycle is also conducted based on the lesson plan made in the planning step. There are also three meetings in the second cycle. The difference between the cycle is only the focuses. In the first cycle, the focus is only the features of short descriptive essay without giving more detail information about collaborative writing using *Google Docs*. Whether in the second cycle, the focus is in the way implementing

collaborative writing using *Google Docs* maximally.

Observation

In observation stage, the researcher also does observation. She observes the students' activities in the classroom during the meetings. In the process of writing the short descriptive essay collaboratively using *Google Docs* online, she also asks the students to tag her in the students' Docs. By doing so, she can observe the way the students do collaborative writing using *Google Docs*. She records all the activities in the observation sheet.

Reflection

In the reflection stage, the researcher tries to find whether the cycle is successful or failed in applying collaborative writing using *Google Docs*. The reflection is done by analyzing the observation sheet, field notes, and the scores of the students' final drafts.

From observation

Observing the class situation during the cycle, the researcher sees that the students pay good attention to the explantion of the short descriptive essay material given by her. The students also pay a good attention when she explains about how to do collaborative writing online using *Google Docs*. The students do not have many questions regarding those materials. The researcher assumes that all the students have already understood the

short descriptrive essay and how to make it collaboratively using *Google Docs*. In the process of doing collaborative writing using *Google Docs*, the researcher records that some of the students still feel confused in working on it. This problem is solved in the second cycle. Finally, the researcher gives final score for the students' work.

From the students' writing scores

Finishing scoring the students' writing product in the post test, the researcher is able to see the comparison between the average score in the pre test (53) and the average score in the post test in the first cycle (68). Although the post test result is higher than the pre test result, it is not enough in reaching the succesful criteria (80). That is why the researcher decides to continue the cycle to the second one.

In the second cycle, the researcher also scores the result of the students' post test. The average score of the second cycle post test (81) is higher than the first cycle post test (68). Furthermore the students who reach the minimum score are 6 students. It is more than 60% of all the students in the class.

Discussion of Research Findings

On the basis of the collaborative writing using *Google Docs* conducted in two cycles, it is found out that the implementation of learning model is effective to improve the students' writing skill. It can be seen from the improvement of

the students' mean score of writing skill post-test given at the end of each cycle. Moreover, from the analysis of the result of the two post-tests given, it is also concluded that the students` writing is skill improved.

Being more specific, at the end of the post-tests given in Cycle 1, it can be said that the number of the students who made mistakes in making short descriptive essay is decreased. But their average score is still under the minimum criteria. After conducting Cycle 2, the students' average score (81) is higher that the minimum score.

From the result of the writing skill from post-test conducted in Cycle 2, it is concluded that the significant improvements achieved by the students is in terms of their writing ability. The improvement of students' writing skill is also indicated by the improvement of the students' average scores obtained from the writing skill post-test 2. Before the action is conducted, the students' average score of the writing pre-test at the preliminary study is 53, the score increases to 68 in Cycle 1 and 81 in Cycle 2. The improvement of the students' average score from 68 in the pre-test to 81 in Cycle 2 indicates that the implementation of the collaborative writing using *Google Docs* conducted in two cycles is effective to improve the students' writing skill. The evidence of the improvement got by the students by implementing collaborative writing using *Google Docs* is described as follows:

Chart 1 Comparison of the Students' Average Score
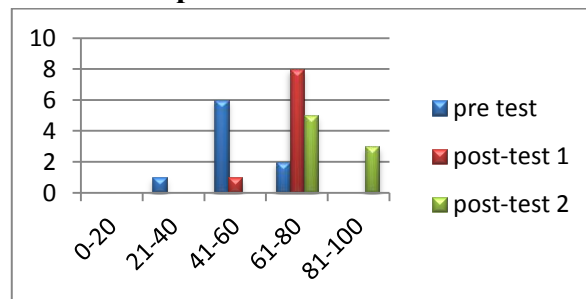
The improvement of the students' writing skill might be due to the following aspects. First, by applying the learning model, the students are guided and helped not only by the reseacher but also by their own friends. Next, they are also able to learn from the mistakes they made during the teaching learning activity.

Summing up

The improvement of students' writing skill on making short descriptive essay is successfully proven. It is shown by their score improvement in making sort descriptive essay collaboratively using *Google Docs*. For language teachers and lecturers who face the same problems, they can apply this learning method to their students by

regarding its benefits and fun to the students and avoid the students' burden in learning foreign language.

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