
USING GOOGLE DOCS ON COLLABORATIVE WRITING TECHNIQUE FOR TEACHING ENGLISH TO NON ENGLISH DEPARTMENT STUDENTS

Endry SriRahayu
University of Bengkulu
endyeyi470@gmail.com

Abstract

This study investigates the acceptance of Google Docs as the learning innovation for collaborative writing to non-English department students. The objective of this study is to discover the non-English Department Students' perception of Google Docs as a new innovation tool to write collaboratively in English course. This descriptive qualitative study analyzed one of the new technologies, Google Docs as a tool for a challenge of the collaborative writing skill to the students. The study was out of classroom based, and the participants were 39 of non-English Department students. Students were also interviewed to discover their experience and responds using Google Docs. The result of the study showed that a Google Docs is an acceptable tool for learning innovation for collaborative writing especially for English course. Most of the students involved in this study thought that Google Docs is an effective teaching tool as the learning innovation for collaborative writing to Non English Department Students. Finally, it can be concluded that collaborative writing by using of Google Docs to non-English Department has numerous affective benefits such as can enhance student's interest in learning writing, utilize a range social skills that help communication in the technological environment among the group, lower the anxiety associated with completing assignment alone, and raise the student's confident in mastering English to their career readiness.

Keywords: *Google Docs, Collaborative Writing, Students' Perception*

1. INTRODUCTION

Writing is known as an important skill for multifarious reasons all in aspects, includes in education and business. Like all learning problems, writing is a something difficult for students. In general, writing skill was dominated with the problems in generating idea and identifies the grammatical structure. The idea of writing may be different from one to another as poor as the grammatical error of each student. Thus, a problem with the development in one of these areas was likely hamper to the writing process. The process of writing can be decomposed into a sequence of writing activities, such as brainstorming, outlining, drafting and so on, but mostly students faced difficulties on these activities. The students difficulties in writing commonly raises in developing and organizing ideas, difficulty with writing tasks that require creativity and or critical thinking (Haring-Smith, 1994). In the classroom, sometimes students cannot develop their ideas, don't know who to write in the right order (many careless errors) and students are getting bored while the writing process. The problems also come from the lecture or teacher in using the uninteresting technique or the conventional technique to teaching writing (Ingram and Hathorn, 2009). Thus, these problems will cause the less of interest and motivation of the students in writing activities. .

Recently, technology and internet were mostly needed by some people. The available of internet connection helped the lecturers and others educators in designing learning activities. By using technology and internet as media, students will enjoy and be interested in the learning process. Collaborative in writing process using a modern technology aims to give an alternative technique. With the technology lecturers can design the interesting writing activity for their students, besides that, students need to write collaboratively to produce and to develop the idea of

writing. In a true collaborative environment, each contributor has an almost equal ability to add, edit, and remove text. It is also important that each participant be held accountable for contributing in project. Many studies have found that technology such like using internet improves students' attitudes toward education and can increase the communication between the teacher and students (Vens, 2010)

Learning in collaborative setting was conducted to the social interaction involving a community between learners and lecturers, where members acquire and share experience or knowledge. Like as Foote (2009) said that to determine the successful of learning process is basically comes from work or learn collaboratively. Collaborative learning is, therefore, a significant factor in students' learning because it promotes active learning and students-reliance in classroom. Nevertheless, there is a limitation of collaboration in classroom. Students may not have much time to read and build on each other's work; however in collaborative online environments, they are given this opportunity (Hewitt and Scardamalia, 1998).

The generating of technological environment for education was given a potential opportunity to the students in the writing collaboration by using internet. In multiple collaboration, several students work together rather than in individually. The term collaborative writing refers to projects where written works are created by some people in a group of community. Writing collaboratively means that a written text has an editing and correction by peers. Conventionally, this activity called as peer editing. When writing together, students can check and correct each other's work. In online learning communities, students can create activities, share information, practice critical reflection, negotiate meaning, test synthesis, and build consensus as much as they wish). Through online, collaborative assignments, group discussions, debates, and critiques of arguments, students can enhance knowledge construction (Zhu, 2012)

Google Docs or Google Documents is a new technique for teaching writing. In this study, Google Docs was used for collaborative writing to non-English Department Students, where the researcher tried to treat the students the non-English Department in collaborative writing activities. English lecturers or instructors and the students of non-English Department of University of Bengkulu rarely use new technology and internet in the teaching and learning process, especially for teaching writing. This study, analyzed Google Docs as a new tool and alternative for collaborative writing.

The purpose of this study is to know how effective Google Docs as the writing method to non-English department students is. Lecture can use the collaboration features to monitor students' progress. Thus, this study was conducted to the using Google docs on collaborative writing technique for teaching English to non-English department students. This study was an analysis research that also draws the students' written reflection on their depth perception in writing collaboratively by using Google Docs. If Google Docs is effective in facilitating writing skills, it will be a new choice for language lecturers who are facing time limit.

2. REVIEW OF RELATED THEORIES

Grounded Theory of collaborative learning

Theories of collaborative learning are based on the socio-constructivist theory that knowledge is socially produced by communities of people and that individuals can gain knowledge if they join knowledge communities (Vygotsky, 1978). Thus, learning occurs as learners improve their knowledge through collaboration and information sharing in authentic contexts. Vygotsky (1978) added that language and culture play essential roles in human collaboration and communication. As a result, the socio-constructivist learning theory is essentially a collaborative learning theory. In education, collaborative learning is seen as a process of peer interaction that is mediated and structured by the teacher or lecturer.

Collaborative learning becomes very important when it takes place in the context of a community of practice (Wenger, 1998). A community of practice consists of people engaged in

collective learning and share what the group collaboration learning process. Becoming a group members or such community means learning how to collaborate in the community. In this perspective, participation in online dialogue by means of collaborative tools can be seen as social practice and contextual negotiation of meaning. Collaborative writing is one example of a shared knowledge space where students come together as communities of learners to share knowledge as they generate contents. Collaborative learning environment is situations help of one another to complete to one project work.

Collaborative learning takes on a variety of forms in an active process including the use of technology as a medium and tool. Collaborative learning activities, especially when supported by collaborative technology are credited with numerous benefits. This benefit can roughly be classified into two broad categories; social benefits and academic benefits. As in the social benefit, students learn how to manage and require the emotional. The students have reported feeling of greater inclusion and reduced isolation. The students also describe the increase the engagement and motivation. Thus in group, the similarity of target project needs a same motivation and togetherness to complete the assignment.

Collaborative Writing

The basis of collaborative writing's power lies in collaborative learning. In practical terms, each writing activity transfers the document from the revision to the next. In addition, there are also revisions that do not contain significant changes. Therefore, a particular document consists of many revisions over time. Collaborative writing can be understood as one type of collaborative learning among many, it is really much more than this. Haring-Smith (1994) defines collaborative writing as involving more than one person who contributes to the creation of a text so that sharing responsibility becomes essentials.

The concept of teaching writing skill is shifting, and teachers are faced with adapting their teaching practice to integrate new technologies while redefining writing and learning for 21st century (Oxnevad, 2013). In a writing classroom, collaborative writing can also be encouraged with the use of the World Wide Web. With the development and advancement of computer networks, online collaborative learning becomes possible even if students cannot meet in a classroom (MacDonal, 2006). Many institutions have attempted to use of technology in collaborative activities. Apart from blogs, wikis, chat rooms, forum, learning logs, Google docs are an online suit digital tools that provides teachers or lecturers with some powerful features to help 21st century students develop writing skills.

Collaborative writing means that students write a text, completing by group members and idea sharing and it will be corrected and supported by another members. By working collaboratively, students could enjoy in writing process. Like Kelly (2004) said that working collaboratively on writing was identified as the approaches that could potentially help the students to develop as writers. In collaborative writing, students can easy to develop the idea and take a review or argument from another.

Google Docs Tool for Collaborative Writing

During the last few years, tools by Google were used for several online learning activities, collaborative writing. Google docs is tool promoted by software designers to be fairly intuitive to adopt for anyone accustomed to a word processor like Microsoft word or open office writer. As argued by Cattafi and Metzner (2007) in Brodahl and Hansen (2014) collaborative tools can serve as a knowledge platform for a community of practice where members of the community can share their knowledge with the group, post information, work together, and critically discuss issues. The use of collaborative tools is characterized by some of the elements fundamental to a community of practice, including an online presence, a variety of interactions, communications, participation, relevant content, and relationship to a broader subject field of interest. Collaborative tools can be used to facilitate computer-supported collaborative learning, i.e., the development of collaboration by means of technology to enhance learning. In addition, collaborative tools can enhance peer

interaction and group work; facilitate sharing and distributing knowledge and information among a community of learners (Lipponen, 2002).

Over last few years a number of researchers on the use of these collaborative tools in teaching and learning environment have been published. Common web 2.0 collaborative tools include the following multimedia files, wikis, and blogs (Rienzo and Bernard, 2009). Through internet searches, it that seems contents is finding people rather than the other way around. Web 2.0 sites enable users to create content, distribute the content on the internet, and to interact with other users to edit documents. Through the various Web 2.0 technologies, higher education can provide meaningful learning experiences for their students. The era of Web 2.0 application bring about many useful internet services and programs such as blogs, wikis and Google. Computer-mediated communication and collaborative learning equips students with interactive abilities and problem-solving skills for small groups. When these students interact with peers and others through technology, this process serves as a foundation for future social interactions and peer learning.

Google Docs is a free online word-processor that is available to anyone with Gmail account to create a collaboration activity. This tool provides standard editing functionality and really excels in real-time collaborative authoring. Google Docs is a free web based processor, spreadsheet, presentation, form, and data storage service offered by Google (Wikipedia, 2010). It allows users to create, edit and store their document online (Thompson, 2008). An extensive revision history is maintained. It is possible to view the entire document as it appeared at any time past by seeing the revision history feature in the Google Docs. An author can choose to revert to an earlier version. This tool enables multiple small groups or pairs to open up a single Google word document via a link and edit that document simultaneously. The teacher is able to give immediate feedback by leaving comment and editing where and when it was necessary. Whatever feedback was given by the lecturer remains a part of the document and thus is available for students to review then. Students were also able to view the others groups' work, as well as the feedback given to them, subsequently learning from it.

Here, are favorite from Google docs features, which were all greatly appreciated by the author: multiple authors can edit a document simultaneously, each author's changes appearing immediately beside an individually colored cursor, even quite complex edit, such as cut and paste are magically resolved, can selected areas of text with comment, perhaps explain the decisions behind an edit, or querying another author's work. These comments can be threaded, and removed once marked as resolved. All the comments are retained for posterity in a separate "discussion" document, which can always refer back to, a chat to window is also available which is handy for resolving issues in real-time, a full revision history is maintained and can revert to previous versions very easily.

Since Google docs is easy and fast, the tool is well-suited for facilitating digital writing workshop that combine peer editing with cooperative grouping and small group fine-tuned writing instruction. Sharp (2009) suggests that this collaborative editing tools allow a group of individuals to edit a document simultaneously while they can view the changes made by others in real time. This special feature makes Google docs a powerful program that can facilitate collaborative writing in the language classroom. Chinnery (2008) was 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 contribute to in turn. Moreover, this tool is useful in group project in general.

Teaching English to non-English Departments

In recent years, teaching English has been introduced and taught as a major innovation of state system in largely treated in the outside of the classroom. Now days, lecturers of English as a

foreign language in the universities have been paying increasing attention to identifying the needs of their students, to students' attitudes towards English and their reasons for learning it. As a lecturer, stepping into a new educational system it is important to inform yourself of your students' needs and attitude toward English so that from the beginning can set a role in the class. The students' needs in English widely important for career advanced or career readiness. Teaching English for a class of fifty or more students requires considerable organization. In case the student which English are not their major are used to lecturers for more drill and innovation in teaching English. The organization and planning should be prepared are group work and collaboration of teaching English using technology.

In countries like Indonesia where English is taught as a foreign language not as a second language, firstly it is important to help the students understand the necessity of learning English. Teaching English in Indonesia as a foreign language refers to the students of Indonesia whose first language is *bahasa Indonesia*, not English. Indonesian students are the foreign students. In Indonesia, English is not the national language or the primary language mostly used by people. Teaching English is important to teach the skills of speaking, listening, reading and writing. In the university, English was used in the textbook or the materials course. Even they are not concern English as their major but it will help to prepare the readiness of future work. Sometimes the students are not aware on that because of their interest of English is weak. Thus, the innovation is largely needed in teaching English in order to enhance the students' achievement.

The advancement of science and technology requires the communicative competence in English for academic as well as professional purposes. English is taught at both the English and non-English study programs of the tertiary level of education. Whether or not English should be taught at the university level is mainly based on the perception that the improvement in the student's English proficiency is significant or non-significant. The English taught from the Primary through the Senior High level in Indonesia is general English. As soon as the student enters a non-English study program at the university, she/he needs to master the English normally used in the reference materials in her/his field of specialization.

However, there is still a discrepancy between the teaching of English at the non-English tertiary level of English competence of education and the English mastery needed to enter the workforce in Indonesia, as the first focuses mainly on the reading skill to support the student in finishing his study whilst the latter mainly re-quires the speaking and listening skills of the graduate to be admitted to the workforce. It is important that the students improve their mastery in all four language skills, especially as the graduate needs to compete in entering the workforce which, in fact, requires all the four skills: speaking, listening, reading and writing. The genre-based approach tries to equip the learner with the ability to select the right language for a certain genre so that the social function is successfully transferred.

Thus, technology can equip the students' learning and help them work independently in learning. The passive students become active receive the information in the way of their capacity in adapted the technology as the users. Integrating technology into educational practice has proven to be slow and complex. It need more years from the time new technologies are first introduced to the point when changes can be observed in students. To date the successful it depends on the lecturer or teachers and student's attitude and expectation, organizational support and the technology itself. In fact found that most lecturer and teachers have a lack confidence in technology as well as their technology skills.

Even though the relationship between the technology and educational practice was complex, many studies found and indicates that technology improve the students learning outcomes. The use of technology can help to improve and enhance the acquisition of knowledge and skills. Because of technology was intrinsically motivating to many students which includes schools and universities, it is particularly well suited to support the students learning as the centered learning. Lecturer or teacher use technology due primarily to present information than to

provide hands-on learning for students. Some of them said that they are unclear about policies governing the use of technology. Others add the arguments that they are uncomfortable with investing instructional time to deal with the possible equipment failure or slow internet access. Thus, lecturers or teachers should know and realized that technology provides high-quality, ongoing feedback to the lecturers/teachers and students that can help guide the learning process.

3. RESEARCH METHODOLOGY

This study investigated on how far Google Docs was acceptable based on the students' perceptions for the new media and innovation in teaching English especially for writing. A descriptive qualitative method used to give comprehensive descriptions and discover the qualitative study entitle using Google Docs on collaborative writing technique for teaching English to non-English department students.

This study was conducted by 8 (eight) weeks in classroom and outside classroom activities. The subjects of this study were 39 students of non-English Study Program. The instruments of this study were interview and analysis on students' assignments. All students participated in two assignments as a requirement of their class.

The interview was semi structured interview. The interviewees were conducted by 15 students. The students' interviewees selected by 10 students of group's leader and 5 students of active students in contributing to the assignment. The interview was transcribed and analyzed to gain more deep information about the students' perception in using Google docs for collaborative writing.

4. DATA ANALYSIS AND DISCUSSIONS

After the data from students assignment were collected, the data were analyzed based on the student's activity in writing collaboratively using features in the Google Docs. The data were collected by activity in the classroom and assignment of outside classroom. The results from students' assignment were analyzed to give information on how the collaboration of writing by using Google Docs. The students' collaboration was identified by how they used the Google Docs features for completing the assignment. Regarding to the results from the students' assignment, the result is collected from the student activity through Google Docs since they made assignment at home. 10 group students make two texts on each about a class activity and a procedural text.

The student's activity in the assignment was identified in the students' activities table. The researcher monitored the collaboration activity criteria gathered from how the student's collaborate and use the Google Docs features in completing the assignment. The collaboration activities showed from the displayed of doc's activity and it were collected in screen shot captured by researcher based on how the collaboration happened in their group work, the communication they made and the appropriateness of English structure used.

Table1 below shows student's activity in their groupwork based on conclusions made from student's collaboration activities in the using Google Docs features for collaborative writing.

Table1. Student's Collaboration on the Google Docs Assignments

No	Student's Collaboration Activity (N=39)
1	One of the student in a group initiate to start writing a sentence
2	Their account have different color in contribution work
3	When two or three students online together, it seen on top of monitor
4	Students who open the project seen as a lately contribute in the revision history
5	Sometimes students write and remove what his or her own work
6	Another student revise and remove the appropriate ideas to the sentence
7	Group members come to give contribution by adding a sentence and paragraph
8	The students' revision and edit shows as highlighted color by on top of their Gmail account

- 9 Student's added and inserts some word to the paragraph.
- 10 The written edited highlighted by color different to each other
- 11 Student's give comment to another by clicking a word and write a comment
- 12 Student's exchange the information to edit the paragraph
- 13 Researcher and group come to online together and check both a presence and the paragraph's grammatical order.
- 14 Student's and researcher check the revision history to identify who has edit the paragraph lately
- 15 Sometimes the students revise the paragraph by giving back the old posting
- 16 A whole contribution can be seen when a members do not edited a text for several time.
- 17 A student may come as the editor who is checking all the contribution to a whole text includes of grammatical and incorrect word
- 18 Students' use the chat room in Google Docs to communicate with group

The table above shows the students' collaboration activity in using Google Docs for collaborative writing that was monitored by researcher. The collaboration activities were listed above shown by the students' involvement in the process of making assignments about description and h procedure texts. In the socio-constructivist of the learning theory was the essentially a collaborative learning theory was seen as a process of peer interaction between teacher and lecturer (Vygotsky, 1978). Based on the table above, students were made instructions by involving his/her self in giving contribution for completing the assignment. Since, each account have different color of highlighted while working, the process of contribution were seen to all members of the group. In the process of writing, the collaboration as indicted by the consciousness of each member in the group in editing and revising the paragraph in several times; everywhere and anywhere if the internet connection was good. Students were the users who worked online by suited online document, like as Thompson (2008) said that Google Docs allows users to create, edit and store their document online. Students were completed the assignment with exchange the information and giving feedback to the others work.

During the process of writing assignments made by students at home, the researcher was monitored by listed the group activities in revised and commented their posting and friends contributions. The researcher was a collaborator was given a chance to comment and correction to the students' work. The process of writing was so dilemmatic when they have had stuck in developing ideas. So, researcher or collaborator requires giving critical revisions. The lists of activities above were the conclusions of student's collaboration happen in the Google Docs. This was a technological technique in giving a comment to the students online. The list of activities in the table was the student's activity in writing collaboratively process in the Google Docs.

The instrument used in this research was semi structured interview to explore topic more openly and allow the participant to express their perceptions or opinions in their own words. The interviews occurred in over 15-25 minutes in length. The interviews were conducted via recording. The interviewees were conducted by 15 students. The students' interviewees selected by 10 students by group's leader and 5 students of active students in contributing to the assignments.

After the interviews recordings was transcribed, the analysis was started by identified the varieties of the perceptions. The students' answers were categorized into positive and negative perceptions. Transcripts from the interview help the analysis on what are the students' perceptions in using Google docs for collaborative writing. The conclusion of the comments and perceptions was concluded as the whole reason and expectation of the using new technology of Google docs for English learning especially for collaborative writing. Students' perceptions on Google Docs for collaborative writing were varies.

Since Google Docs is a something new for students, but almost interviewees need only less than one week to learn, and feel comfort to the Google Docs. A student answered if this tool needs a practical regularly to make their work become faster. Like as statement from students 3:

“Surely with practice if practice it regularly it may faster to understand and using it”.

Students were commented that Google Docs was very easy to understand and operate indicated by how many times consuming in practicing the tutorial. Basically students were expressed that Google Docs work system was like Ms. Word. Besides that, the useful online such as internet and computer mediated were provided for learning faster and easier. With the development and advancement of computer networks, online collaborative learning becomes possible even if students cannot meet in a classroom (MacDonal, 2006).

From the students' perceptions overall students answer that their problems were bad of internet connectivity, don't really understand the Google Docs tutorial, and starting writing is still difficult. All of those problems can be solved easily; such as for poor connectivity, several students initiate for searching out the areas for accessing Google Docs. Here statement given, from student 1:

The problem was only in internet connectivity. We create the assignment at campus ant how poor our connectivity is. When doing at home we use account recharge and using modem.

Almost students faced technical problem, but each of them solved by own. Students who stated that they don't face any encounter problems maybe have a good access of connectivity for completing the group assignment.

Communication is one way of students exchange the information and improving their attitude in learning. Many studies have found that technology such like using internet improves students' attitudes toward education and can increase the communication between the teacher and students (Vens, 2010). While of process making assignment researcher communicate the groups to come online together. From the interview students expresses their experience that they surprisingly working by using Google Docs. Students expressed their collaboration with the group can solve their problems in writing process and raising the togetherness. Such expressed by student 5:

“Yes, I have personal experience when we have been doing the writing at night; the feature of Google Docs was already save our work. At tomorrow we can see and edit that work without any worried for saving forgotten. The times offered by software were unlimited to open and edit the text. Thus, it also indicates who is participating or not on that work”

It's clear that by Google Docs can create the collaboration activities such as Thompson (2008) stated that this tool can create and edit the document by maintained extensive revision history. When the entire document was appeared and edited at any time by seeing the revision history, can enhance the students' awareness for working and giving contribution continuously.

Almost interviewees were stated that Google Docs good for collaborative activity, although students also faced connectivity problem. Student 8 and student 13 were expressed their comment in ways:

Student 8 commented:

“Google Docs is good for collaboration activity but unfortunately the signal was the big problem. It will better when the internet connectivity in our campus is repair, so when we face this project like this we can do it easier”.

In this statement, student was 8 perceived that the tool was good already but the problem was in internet connectivity. Without good access of internet this tool didn't work well. Student was expected to the more attention from the university to repair the connectivity access. When the internet was good, they can practice Google Docs in all courses without meet in the classroom,

such as finishing a work project or assignment in group. With the development and advancement of computer networks, online collaborative learning becomes possible even if students cannot meet in a classroom (MacDonal, 2006).

Students 13 commented that:

“Yes the main problem was internet connectivity. When we are in campus, sometimes the network was broken or slow speed. We need to bring modem or going to warnet and doing this writing. So far so good, everything was clear. These all problems were solved”

Thus, overall students expressed their majority problem was in network problem. While network was taken important aspect for efficiency this tool work, it was mostly appear well. Some students need for connectivity in some places. But they were cleverer than in solving this problem.

For the advantages of using this tool, students positively respond that Google Docs can help to share ideas for the matters course by commenting and revising postings, saving the time and improve knowledge.

Student 7 was commented that:

The advantage for me is I can create sentences, when friend found my grammar mistake they edited my sentence.

The predominant reason given by 12 students was what it provided them with an opportunity to compare ideas and to learn from each other different ways of expressing their ideas. For example student 1 said:

“Ah I think.. when I’m working in group using Google Docs especially in writing in English together by technology we can get more ideas, because different people in group have different ideas. So we can compare the important ideas together that make paragraph”.

A similar positive responds was described by student 11:

Like sometimes will say like um.. and then he was delete his written or going to write the sentence so I will think it’s good idea, just write down. And then if I think maybe another idea so you can ... add to the sentence or delete”

Sharp (2009) suggests that this collaborative editing tools (Google Docs) allow a group of individuals to edit a document simultaneously while they can view the changes made by others in real time. When students were writing a sentence with errors, another student ay welcome to the editing and removing the words they made. These perceptions were indicated that the students agreed when Google Docs help their writing by sharing the ideas with another member.

Other reason why collaborative writing by using Google Docs was seen positive responds were a number of students (4 students) noted that it was helpful for both improving their grammatical accuracy and learning vocabulary. In terms of improving grammatical accuracy, students commented that it is easier to correct other people’s error than their own. As student number 15 put says in:

“And you can’t see your mistake but you can correct what my other friend in group writing”

Interestingly, both students felt embarrassed by their perceived poor English, suggesting quite strongly the fear of losing face. For example, in response about why they shy felt embarrassed to write collaboratively, replied:

Student number 12:

“Um...I don’t have much confident for my English skills. My vocabulary was limited”

Based on the analysis of students’ qualitative responses in the interviews process, the following were reasons students cited as being positive aspects of using Google docs for collaborative writing; the ease of use and accessibility of the tool, the supported provided by interest mode, and the ability to learning something new. In term of the ease of the application, students comment indicated that it was a useful tool for productivity, like as argued by Chinnery (2008) that Google Docs is a productive tool where learning activity can be designed differently

and creatively. Other student comment focused on how easy it was for them to use and understand the software. Specifically, students comment indicated that the instant feedback provided by the instructors, as well as the instructors' ability to monitor progress was a factor in their recommendation that it be used in future English classes. The students need English widely important to write English well. The collaboration in the activity using Google Docs was required to mastering English in all courses.

When students were asked to comment upon any respond negative aspects of using Google Docs for collaborative writing, the single response category that emerge centered on the product itself. Specifically, students cited the inability to access the document when internet access was not available. A good network environment is the most important factor for a better collaboration because Google Docs was software with internet connection based. This conditions was strengthen by the previews studies which have some results that connectivity was an crucial cause of tool didn't efficiently.

In the practice of reviewing process section, it was reviewed the collaborative activity while doing the assignment. The collaborations were seen from the students' work using Google Docs' features. The features support the collaborative writing includes their work and communicate when they exchange comment and revise the document, what members of group use previous version document versions and revisions for, and to what extent Google docs help their writing process. After students completed each assignment, they reported the method they used for communication (e.g., face to face, email, short messaging, telephone, instant messenger, BBM, WhatsApp and chat room on Google Docs) during the activity. When the collaboration was happened in the learning process, the communication was greatly influenced the process of collaboration itself (Vygostky, 1978)

Furthermore, it can be categorized that students were active in the process contributing a revision or edited a text could help their improving skill in writing. Many college instructors and students lack knowledge to effectively use Google docs to enhance teaching and learning. When students were asked to explain why they felt instructors or lecturers should incorporate Google Docs in their classes, responses tended to cluster around the product itself and also the support provided by the instructor. The results and discussions suggest that Google Docs holds potential for technique collaboration in writing. Specifically, the majority of students rated their acceptable and gives positive responds with Google Docs, and half of the students were willing to use Google Docs in future academic activities. When students were asked for additional comments, several students stated how they were going to use Google document in the future, 'I'm going to use Google Docs into my group work at any subject. Another student stated, "overall I found it useful when working in a group".

5. CONCLUSION

As a conclusion, this chapter consists of statements regarding to the students perceptions that Google Docs was a tool that give benefits as a student's innovation in learning English. These benefits such as can enhance student's interest in learning writing, utilize a range social skills that help communication in the technological environment among the group, lower the anxiety associated with completing assignment alone, and raise the student's confident in mastering English to their career readiness.

To achieve better educational outcomes, it is important for educators to acknowledge both the benefits and limitation of using Google Docs as a teaching tool of learning innovation. Challenges encountered while using Google docs may additionally result from other factors, including students may not fully understand the features or operation in Google Docs, students might be deterred from using Google Docs due to the problems they encountered and problems encountered during online collaboration may be not the consequences of the tool itself.

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