CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher present the research finding and discussion of the research. In finding part, the researcher describes the data results. While in discussion, the researcher deduces the findings about cognitive engagement in collaborative writing essay using Google Docs and the benefits of collaborative writing on seventh semester students of English Education Department at UIN Sunan Ampel Surabaya in Academic Year 2014-2015.

A. Research Findings

The researcher has conducted the research from July 17th – August 1st, 2016 through the techniques of collecting data as stated in the research method. The data collected were dedicated to answer the research questions as follows:

- 1. How is cognitive engagement of seventh semester students in collaborative writing essay using Google Docs of English Education Department at UIN Sunan Ampel Surabaya in Academic Year 2014-2015?
- 2. What are the collaborative writing benefits that seventh semester students got by using Google Docs of English Education Department at UIN Sunan Ampel Surabaya in Academic Year 2014-2015?

The researcher was observed seventh semester students who have taken CALL 2 course in academic year 2014-2015. To show the result of this research

clearly, those findings are categorized based on the research question of the study:

1. The cognitive engagement of seventh semester students in collaborative writing essay using Google Docs

In term of identifying the cognitive engagement in collaborative writing essay using Google Docs, the researcher needs data about the essay and the history of editing essay of collaborative writing using Google Docs. The researcher use cognitive engagement rubric with 5 categories of the principle how the cognitive engagement of seventh semester students in collaborative writing essay using Google Docs of English Education Department at UIN Sunan Ampel Surabaya in Academic Year 2014-2015. In other to find the detail of finding, the researcher has categorized as below:

a. Analyzing the cognitive engagement of students

In analyzing students' cognitive engagement, the researcher uses cognitive engagement rubric. In addition, the researcher only focuses on the history of editing the essay to show the cognitive engagement of students when doing collaborative writing essay. There are 6 essays which one essay consists of 3-4 students as the follows:

1). Analyzing Group Good Essay

a). Group A

Cognitive Engagement Rubric

Data Code :

Table 4.1 Cognitive engagement rubric

CATEC	Cognitive engagement rubric							
CATEG	5 points	4 points	3 points	2 point	1 point	POINTS		
ORIES	_							
	Produce	Produce	Produce clear	Idea is not	Not produce			
	clear ideas,	clear ideas,	idea	clear,	anything			
	create	create						
	meaningful	meaningful						
	sentences	sentences						
			Editing	Add little				
Action	Shows	Editing	content and	sentences				
	precision in	content and	context (edit	without				
	editing	the context	and add	edit the				
	content and	(add	sentences, no	sentence				
	the context	sentences,	reform	and				
	(edit the	edit the	mistake of	grammar.				
	wrong	wrong	grammar)	The				
	sentences,	sentence,		sentence is				
	add	add		not				
	coherence	coherence		coherence.				
	sentence	sentence						
	that related	that related						
	to the	to the topic,						
	topic,	reform little						
	reform all	mistake of						
	mistake of	grammar,)						
	grammar)	<i>"</i>						
	,							
	Writing 7-8	Writing 5-6	Writing 3-4	Writing 1-2				
	sentences	sentences	sentences	sentences				
	contributed	Student	Student did	The student				
	to the	completed	not complete	did very	Students did			
	project by	his/her	his/her	little and	not help the			
	completing	responsibilit	responsibiliti	required a	group			
Contribu	the	ies, but	es and	lot of help				

tion	responsibilities associated with their role and helped others with their tasks.	helped nobody else.	required help to finish.	from the group.		
Participa tion	Always online and very enthusiasm to produce paragraph	Always online but produce little sentences	Rarely online and produce little sentences	Rarely online and produce little sentences that irrelevant to the topic	Never online	
Critical Thinking	The sentences are clear, precise accurate, relevant, deep, broad, logical	The sentences are clear, precise accurate, relevant, deep, logical and easy to understand	The sentences clear, precise accurate, relevant, deep logical but the sentences are short	The sentences are not clear, not relevant with the topic and use short sentence	The sentences are not clear, out of the topic and illogical sentences. The sentences are very short.	
RUBRIC TOTAL TOTAL POINTS						

Adapting from Wenyi Zhou, et al in their journa "Google Docs in an Out-of Class Collaborative Writing Activity." And also rubric of "San Diego University Cabrillo Tidepool Study Collaboration Rubric" as the resource of this rubric.²

Cara penghitungan: <u>TOTAL RUBRIC</u>

4

Criteria hasil penghitungan

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¹ Wenyi,Z.,Elizabeth, S,,Denise,P. International Journal of Teaching and Learning in Higher Education: *Google Docs in an Out-of-Class Collaborative Writing Activity* . 24 (3),2012. 359-375

² Retrieved from http://edweb.sdsu.edu/triton/tidepoolunit/Rubrics/collrubric.html

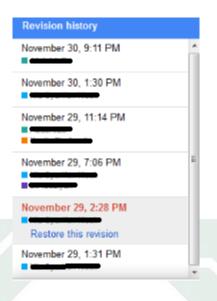
- 1 = Extremely low engagement 4 = High Engagement
- 2 = Low Engagement 5 = Extremely High Engagement
- 3 = Moderate

Essay

GOOGLE

Nowadays, no one ean could live without technology such as smartphone, tablet, notebook and so on, even cooking we merely look at a website to know how to make a delicious meal and how to produce that instantly in fact, we often visit a website to help our daily activities. In this case, we do agree to choose "Google" as our most website visited ever in the globalization. Google is the most commonly used and the biggest search engine website. Using this website, we are able to search all topics we need to support our learning process. Google has advantages and disadvantages. One of the great advantages of this website is free to use, the advantages of this website are free to use. this website also has search engine which can result the most and least popular sites. We can take varieties of sources from all around the world, not only linked to data in form of articles, but also linked to videos, audio and even direct contact to the author of some particular websites is also provided. Besides, Google has options for images, article search, and any government document. It is fast and reliable to explore. Well as easy of use to be explored either with computers or with smartphones, tablets and other gadgets which are increasingly sophisticated can use. Furthermore, this website is particularly useful for English students because it provides dictionary and also spelling grammar check. Google has option for images, article search, even for any government document. It is fast and reliable to explore. Furthermore, this website is particularly useful for English students because it provides dictionary and also spelling grammar check.

Regarding to the beneficial search engine with all provided topics, google also has bad impacts, inappropriate issue might appear on screen, particularly for children. Moreover, today's primary school children already has a social networking account. Besides the use of Google is also often a shortcut for students to complete their school assignment. Thus the children's creativity may die because they always rely on Google. In addition, they would not be ready to think every unacceptable even because when it comes they probably just type on Google and follow what Google suggest on the result. In conclusion Google is very benefit for us. We can use it for various needs, especially for English Education. However, it also has a lot of bad impacts for us. Therefore, we should be more selective on it.



Picture 4.1
Revision history of Group A

Note:

Student A1

■ Student A2

Student A3

Student A4

In this research, the researcher measuring 4 categories, they are: action, contribution, participation and critical thinking. The researcher will measure each students in A group as below:

1. Student A1(blue color)

In action, this student produces clear ideas, creates meaningful sentences and also shows precision in editing content and the context, such as: edit the wrong sentences, add coherence sentence that related to the topic and reform all mistake of grammar. She writes 7-8 sentences. It can be shown that she write full paragraph on the first paragraph. She

also begins the second paragraph she also makes the conclusion of the paragraph. In this stage the students get 4 points in action.

In contribution stage, she contributed to the project by completing the responsibilities associated with their role and helped others with their tasks. She wrote begin paragraph to help and guided her friends to continue the sentences. In this stage the students get 5 points

In participation, student A1 always online and very enthusiasm to produce paragraph. She is online 3 times. This student get 5 points.

In critical thinking, the sentence of student A1 are clear, precise accurate, relevant, deep, broad and logical. This student gets 5 points

2. Student A2 (purple color)

In action, She produced clear ideas, create meaningful sentences and editing content and the context (sentences, edit the wrong sentence, add coherence sentence that related to the topic, reform little mistake of grammar,). It can be shown that she writes sentences in paragraph 2. This student only added and edited the sentences without reform the grammatical error of her friend. Int his stage, the student got 3 points.

In contribution, student contributed to the project by completing the responsibilities associated with their role and helped others with their

tasks. She continued the sentences of her friend and changed the sentences. So, she got 5 points.

In participation stage, While the student A2 is rarely online and produce little sentences. She is online one time. So, she got 3 points.

In critical thinking side, the sentences of student A2 are clear, precise accurate, relevant, deep logical but the sentences are short. So, she got 3 points.

3. Student A3 (green color)

The students produce clear ideas, create meaningful sentences and shows precision in editing content and the context edit the wrong sentences, add coherence sentence that related to the topic, reform all mistake of grammar. And also the student Write 7-8 sentences. He reforms many grammar mistakes of his friend, such as change to be and so on. In action, the students get 5 points.

In contribution, the student contributed to the project by completing the responsibilities associated with their role and helped others with their tasks. Besides this student added the sentences, this student also pay attention on the grammar of the sentences. In this stage he got 5 points.

In participation stage, this student always online and very enthusiasm to produce paragraph. He is online two times. So this student got 5 points.

In critical thinking side, the sentences of students student A3 is clear, precise accurate, relevant, deep, logical and easy to understand. So, he got 4 points

4. Student A4 (orange color)

The student produces clear idea, editing content and context such as: edit and add sentences but no reform mistake of grammar. She writes 3-4 sentences. This student only focuses on add the sentences rather than edit the sentences. So she got 3 points.

In contribution, she contributed to the project by completing the responsibilities associated with their role and helped others with their tasks. It can be shown when she writes the sentences that coherence with the sentences before. Besides that, she also continued the sentence of her friend. So, she got 5 points.

In participation stage, While the student A4 is rarely online and produce little sentences. She is online one time. She got 3 points.

In critical thinking side, the sentences of students student A4 is clear, precise accurate, relevant, deep, logical and easy to understand. So, he got 4 points

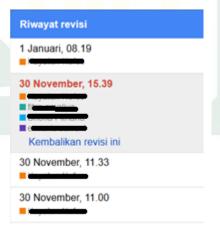
b). Group B

The most Visited Websites

There are many websites used in higher education by college students. We divide those websites into two categories, first is website in English for learning and second is social media. The most visited website for learning such as british council, BBC, VOA and others. In british council, there are so many helpful article, quiz, tips and other resources for the teacher and students used for their English learning. It also teach and guide them in many aspect of English such as grammar, listening, reading, speaking and others in different level of the students. These websites is really useful to our students to make the task and improve their knowledge and it can be used as a reference for students. Using websites is very easy to access what students or people need.

Another categories of website is the social media. Social media here is one of website that help the internet users to communicate with others users around the world anytime and anywhere. Here social media is also help the students to communicate with their teachers and other students to do some assignment, online classroom, discussion and so on. The most visited website that we usually used are

facebook, twitter, schoology, edmodo, engrade and so on. Using its are effectively for students especially for the students in university. moreover, they extremely need many resources in leaning. Another website that interested for us is peerwise. It is website that we have used in making question as many as we want and answering another questions from our friends. This website have many benefits, one of it is help the student to try learning in making assessment. So, we can see that one website only have many benefits for student, beside another website, make sure another website have their own benefit. And, we as teacher training can apply all of website that we ever use as material for producing and teaching language in the future. So, teacher can be creative to make the materials.



Picture 4.2 Revision History of Group B

Note:

■ Student B1

Student B2

Student B3

Student B4

1. Student B1 (orange color)

In the action, she only writes 1-2 sentences specifically on the title and the sentences on the first paragraph. She only add little sentences without edit the sentences or grammar of her friends. In this stage, she got 2 points.

In the contribution stage, the student did very little sentences and required a lot of help from the group. She only wrote the title and one sentence. So she got 2 points.

In participation, student B1 always online but produced little sentences. She is online 4 times but produces 1-3 sentences. So, she got 4 points.

The sentences of student B1 is clear, precise accurate, relevant, deep logical but the sentences are short. In this stage she got 3 points

2. Student B2 (green color)

The action of the student D2 in producing idea is clear and also creates meaningful sentences. Besides that, she shows precision in editing content and the context, such as: edit the wrong sentences, add coherence sentence that related to the topic, reform all mistake of grammar. She writes 7-8 sentences.

She explains well the sentences by giving the example of the website in paragraph 1. She also explains the kind of another website and also the example of it. Besides that she also edit the sentences of her friends such as: "Using its are effectively for students especially for students in university, they need many resources in learning." becomes "Using its are effectively for students especially for students in university. Moreover, they extremely need many resources in learning." In this stage, she got 5 points.

In contribution, she contributed to the project by completing the responsibilities associated with their role and helped others with their tasks. For example in sentence "Moreover, they *extremely* need many resources in learning". They helped her friend sentence by adding adverb "extremely". In this stage she got 5 points.

In participation, student B2 is always online and very enthusiasm to produce paragraph. She was online 3 times and produces many sentences. In this stage, she got 5 points.

In critical thinking side, the sentences of student B2 is clear, precise accurate, relevant, deep, logical and easy to understand. In this stage, she got 4 points.

3. Student B3 (blue color)

The student in producing idea is clear, she also create Produce clear ideas, create meaningful sentences. Besides that, she edits content and the context, such as: add sentences, edit the wrong sentence, add coherence sentence that related to the topic, reform little mistake of grammar. She also edit sentences such as: "Make sure website have benefit" becomes "Make sure another website have their own benefit". In this stage, she got 4 points.

In contribution stage, the student completed his/her responsibilities, but helped nobody else, she only focuses on her own sentences. This student only focuses on her own sentences. In this stage, she got 4 points.

In participation, Student B3 always online but produced little sentences. She was online 3 times. So she got 4 points.

In critical thinking side, the sentences of student B3 is clear, precise accurate, relevant, deep, logical and easy to understand. In this stage, the student got 4 points.

4. Student B4 (purple color)

In the action, this student produces clear idea, edit content and context, such as: edit and add sentences but no reform mistake of grammar. She writes 3-4 sentences. She only write in conclusion, so she got 3 points.

This student did very little contribution and required a lot of help from the group. This student only wrote the conclusion on the last paragraph. In this stage she got 2 points.

In participation, student B4 was rarely online and produces little sentences. She was online one times. In this stage she got 3 points.

In critical thinking side, the sentences of student B4 is clear precise accurate, relevant, deep logical but the sentences are short. In this stage, she got 3 points.

2). Analyzing Group Moderate Essay

a).Group C.

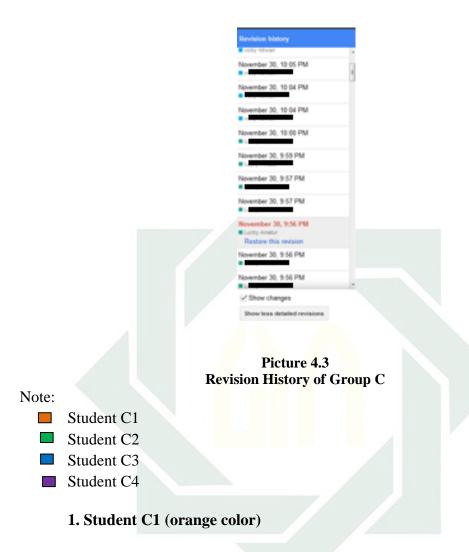
Facebook

The website that we visit often visit is Facebook. As we know, facebook is a popular free social media that allows users to create profiles, upload photos and video, and communicate with others. There are many advantages of facebook. Such as sharing

personal updates with our friends and family, reconnecting with our old friends from school. For people who like to play game, facebook also provides applications and games. Other advantages of facebook for seller those are for online shopping. In online shopping, the seller can promote his/ her products via facebook. Besides, for students, facebook can be used for learning English such as conversation, writing and speaking. Students can find people from other countries and try to communicate with them using English. It will increase their ability in speaking. Then, students can use video call which is provided by facebook to practice conversation in spoken language. Moreover, students can use notes in facebook to share their opinion about some issues or just to write a diary.

In the other hand, facebook has negative effects for the user. They can be addicted if they use it often. In the other side, privacy issues is also a big deal. Some of people share their personal information that easy to access by everyone and it will be very dangerous if a responsible person use it for negative things. In addition, facebook can be a major distraction for students' academics and students' social interaction. If student often access facebook in every time they will be lazy to study. Time by time they will be more familiar with the cyberscape than the real life. They can be an isolated person in their environment.

Looking at those advantages and disadvantages of facebook, as the user we have to be wise in using facebook. Optimizing for the positive activities so that we minimize the negative effect.



In this stage, the student produce clear idea and also edit the content and context of paragraph, such as: edit and add sentences but did not reform mistake of grammar. She also write 3-4 sentences. It can be shown when she writes. This student only focuses on add sentences rather than edit the sentences. In this stage, she got 4 points.

In contribution, this student contributed to the project by completing the responsibilities associated with their role and helped others with their tasks. In this stage she helped her friends by adding negative effect of facebook. So, she got 5 points.

In participation student C1 was always online and very enthusiasm to produce paragraph. In this stage, she got 5 points

In critical thinking side, the sentences of the student C1 are clear, precise accurate, relevant, deep, logical and easy to understand, so she got 4 points

2. Student C2 (green color)

This student produced clear idea and edit content and context, such as: edit and add sentences but did not reform mistake of grammar). The student writes 3-4 sentences. Besides that, she also add the sentences about the advantages of facebook. In this stage, she got 3 points.

In contribution, this student contributed to the project by completing the responsibilities associated with their role and helped others with their tasks. She conveyed the opinion to add the sentences about the advantages of facebook especially for online shop. With this stage, she help her friend to develop the sentences about the advantages facebook for online shop. In this stage, she got 5 points.

In participation student C2 is always online but produce little sentences. In this stage, she got 4 points.

In critical thinking side, the sentences of the student C2 are clear, precise accurate, relevant, deep, logical and easy to understand, so she got 4 points

3. Student C3 (blue color)

This student produce clear idea, Edit content and context, such as: edit and add sentences but she did not reform mistake of grammar. And also she writes 3-4 sentences. In this stege, she got 3 points.

In contribution, this student contributed to the project by completing the responsibilities associated with their role and helped others with their tasks. She helped her friends by adding the sentences about negative effect of facebook. In this stage, she got 5 points.

In participation student C3 was always online and very enthusiasm to produce paragraph. In this stage, she got 5 points.

In critical thinking side, the sentences of the student C3 are clear, precise accurate, relevant, deep, logical and easy to understand, so she got 4 points

4. Student C4 (purple color)

In this stage, the student produces clear ideas, create meaningful sentences, Edit content and the context, such as: add sentences, edit the wrong sentence, add coherence sentence that related to the topic, reform little mistake of grammar. He writes 5-6 sentences. In this stage, she got 4 points.

In contribution, this student contributed to the project by completing the responsibilities associated with their role and helped others with their tasks. This student arranged what he wants to write on the sentences. It can be shown when he arranged the advantages of facebook on the paragraph. This student got 5 points.

In participation student C4 was always online and very enthusiasm to produce paragraph. In this stage, she got 5 points.

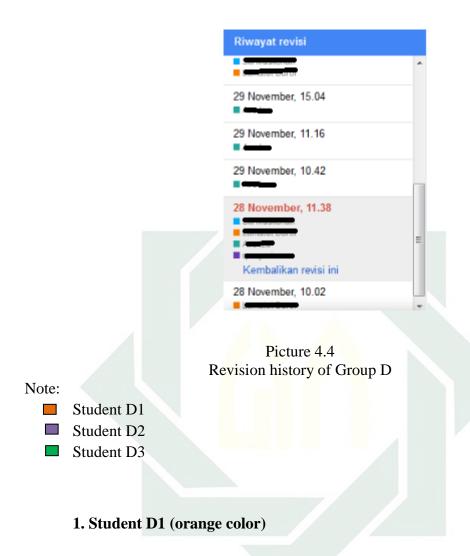
In critical thinking side, the sentences of the student C1 are clear, precise accurate, relevant, deep, logical and easy to understand, so this student got 4 points.

b). Group D

The Most Visited Websites

In this modern era, students in a higher education cannot be separated from websites. Due to the fact that the most given assignments are needed to be accomplished in a short time, the students frequently prefer to access websites instead of books as references. One of the most visited websites is "British Council", which reveals about learning English. This website provides free available materials for those who concern with English. The popular section in this website is podcast which contains audio recorder and script for listening. As our experiences, we accessed the section for accomplishing the tasks of Listening 4 program, namely collecting information from audio podcast as much as we could. Another website is "Jstore". This website is beneficial to search and read international journals around the world, notwithstanding the readers are not regularly able to download the journals for free. In this semester, those who are doing thesis writing will be more likely to utilize the website for gathering data relevance to their topic. As a consequence of the fact that those online learning websites are needed a deep comprehension when accessing, most of us use PC to connect with the websites. Nonetheless, both websites have a crucial role on teaching-learning activities since they contribute in supplying online references.

In line with that information, some well-known websites which are the most frequently visited in every single hour by the pupils are social media. It can be seen from our smartphone or PC history tabs that twitter, facebook, instagram, wordpress, tumblr, etc. fill the greater space. Having ourselves enjoy these social media for communication bring us news or up-to-date information from the world-wide. With social media, we might share files and communicate with others either Indonesian or foreigner. Psychologically, the other advantages of social media for us are: replacing the function of diary book, enriching our knowledge about new information or new finding, decreasing our stress by talking with friends, and leading us to be an entrepreneur to increase the outcome since it can be the good way for selling things. Yet, as a media for communication, absolutely social media has some drawbacks, namely as a cause of addiction. As a consequence of enjoying chatting with friends in a long time, we definitely waste the time to study. From the health side, the over-use of social media causes sore eye of our eyes.



The actions of the students cover producing ideas, showing precision and writing sentences. Student E1 in producing idea is clear. When she write the title "The Most Visited Websites, she gives clue for her friend to write essay about the most visited websites. Besides that she produce the some sentences in paragraph 2. The sentence is also clear. In showing precision to edit content and context, the students add

sentences and edit the sentences. It can be shown that she change her sentences. In this stage, she got 4 points.

In contribution, student completed his/her responsibilities, but helped nobody else. She only focuses on her own sentences. So, she got 5 points.

In participation, student D1 was rarely online and produce little sentence. She was online twice in history of revision. In this stage, she got 3 points.

The sentences of student D1is clear, precise accurate, relevant, deep, logical and easy to understand. In this stage, she got 4 points.

2. Student D2 (purple color)

Student D2 in producing idea is clear. She also creates meaningful sentences. It can be shown when she add sentences after the friends' sentences. She produces 5-6 sentences. She also very enthusiasm to edit content and the context (sentences, edit the wrong sentence, add coherence sentence that related to the topic, reform little mistake of grammar,). For example she add the suffixes and affixes to in the sentences, besides that she also add determinant and change the wrong words. Besides that, she also add the linking word to connect the

paragraph, for example: In the line with those information and the other. In this stage, she got 4 points.

In contribution, she contributed to the project by completing the responsibilities associated with their role and helped others with their tasks. It can be shown when they edit the wrong sentences and add coherence sentences after her friends. In this stage, she got 5 points.

In participation, student D2 was always online but produced little sentences. She was online five times. In this stage she got 4 points.

The sentences of student D2 are clear, precise accurate, relevant, deep, logical and easy to understand. In this stage, she got 4 points.

3. Student D3 (green color)

In the action, she open the writing by producing sentence in first paragraph. Besides that, she also reforms the grammar error. She also add the transition such as: psychologically, definitely, nonetheless. In this stage, she got 4 points.

In the contribution stage, she contributed to the project by completing the responsibilities associated with their role and helped others with their tasks. It can be shown that she helped to continue the sentences of her friends with the sentences that easy to understand, so her friends can continue to write sentences again. Example: "Another website is J store. *This website is used to search and find international online journal* around the world". In this stage, she got 5 points.

In participation, student D3 was online seven times and very enthusiasm to produce paragraph. In this stage, she got 5 points.

The sentences of student D3 are clear, precise accurate, relevant, deep, logical and easy to understand. In this stage, she got 4 points.

3). Analyzing Group Bad Essay

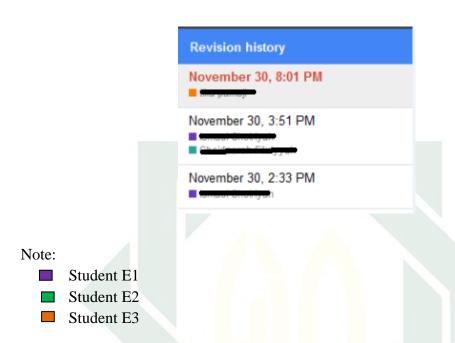
a).Group E

The websites that we visit often

Before we talk deeper about our most visited website, lets talk about the definition of website to get better understanding about our task. Taken from cambridge dictionary online, website is a set of pages of information on the internet about a particular subject, published by a single person or organization. Oxford dictionary online define that website is a location connected to the Internet that maintains one or more web pages. But in our opinion, we are agree that Website is a set of pages that deliver kind of information such as text, data, videos, pictures, or audios. Website also means as a set of pages of sites that sum up into one domain or subdomain such as www (world wide web) and Hypertext Markup Language (HTML).

Actually there are a lot of websites that we have been visited since we are live in internet era. The first website that we visit often is a social networking site like facebook, we used facebook as social media to communicate with others easily. Why we chose facebook? because this websites is easy to be accessed either by computer (pc) or smartphone, most of our long way communication is using facebook to connect with each other by chatting, video call or send picture each other to getting know what we have do today. Second website we visit often is youtube, since we love to do streaming, we can looking for many video as media for teaching English. Youtube also easy to be accessed both via pc and smartphone. Third website that we have been visited is www.britishcouncil.org. The British Council is the UK's international organization for cultural relations and educational opportunities. In this website, we can learn English in different level. Such as English for kids and teen, English for university students, English for the workplace and English learning solution for companies. Other website that we often visit is www.voa.com and www.bbc.com. Both is a website that we used to know the global issue happen all over the world, and it is not only increase our knowledge about what happened this days but also help increase our reading skill, our critical thinking and also as a way to learning both the accent of american and british style in spoken english because it also have a link of the audio or related video from the article upload. Last but not least, the website we visit the most is google. I'm not really sure that google count as website but if we see from the definition of google itself is search engine to obtain

information about something on the world wide web. so even google is search engine, we count it also as website.



1. Student E1 (purple color)

The student produces clear ideas, create meaningful sentences, Edit content and the context include add sentences, edit the wrong sentence, add coherence sentence that related to the topic, and reform little mistake of grammar. She also write 5-6 sentences. It can be shown when she writes on the first paragraph and also second paragraph. In this stage, she got 3 points.

This student contributed to the project by completing the responsibilities associated with their role and helped others with their

tasks. She helped her friends by writing the kind of the website which leads in her friends to write and develop the sentences about it. So, she got 5 points.

In participation, student E1 was always online and very enthusiasm to produce paragraph, so she got 5 points.

In critical thinking, the sentences of student E1are clear, precise accurate, relevant, deep, logical and easy to understand. So, she got 4 points.

2. Student E2

This student produces clear idea, edit content and context include: edit and add sentences but did not reform mistake of grammar. She also writes 3-4 sentences. She adds the sentences after student E1 by adding the second website to continue the explanation from student E1 about First website. In this stage, she got 3 points.

In contribution stage, she contributed to the project by completing the responsibilities associated with their role and helped others with their tasks. She mentioned about another kind of website that help the other student make the conclusion about the paragraph. In this stage, she got 5 points.

In participation, student E2 rarely online and produce little sentences, she was only online one time. In this stage, she got 3 points.

In critical thinking, the sentences of student E2 are clear, precise accurate, relevant, deep, logical and easy to understand. So, she got 4 points.

3. Student E3 (orange color)

This student produce clear ideas, create meaningful sentences, edit content and the context, such as: add sentences, edit the wrong sentence, add coherence sentence that related to the topic and reform little mistake of grammar. She writes 5-6 sentences. In this stage, she got 4 points.

This student contributed to the project by completing the responsibilities associated with their role and helped others with their tasks. She adds the more information about the definition of website based on the dictionary. In this stage, she got 5 points.

In participation, student E3 rarely online and produce little sentences, she was only online one time. In this stage, she got 3 points.

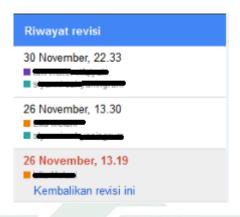
In critical thinking, the sentences of student E3 are clear, precise accurate, relevant, deep, logical and easy to understand. So, she got 4 points.

b). Group F

Study Zone

The website that I have visited often is called Study Zone. This website is for adult learners especially for students at University of Victoria in English Language Centre (ELC). This website is not only for students at hat college but also everyone can access to learn about English using this website by visited http://web2.uvcs.uvic.ca/elc/studyzone/. After clink that link, you have to choose your level. Then, choose a topic. Finally, choose a lesson.

The reasons why I visited this website often are: first, the content of this website is not only about English material but also there is the exercise to check our understanding. Besides that, this website provides some levels to make us easier when we want to learn English. There are upper beginner levels, lower intermediate, intermediate, upper intermediate and advance level. Each level has language topics. Each topic has lessons. Lessons include exercises to help you improve your English.



Picture 4.6 Revision History of Group F

Note:

■ Student F1

Student F2

Student F3

1. Student F1 (orange color)

The student produce clear ideas, create meaningful sentences and edit the content and the context, such as: add sentences, edit the wrong sentence, add coherence sentence that related to the topic, reform little mistake of grammar. In this section, the student more focuses on her own sentences by producing the beginning of each paragraph. In this stage, she got 3 points.

In the contribution, the student completed his/her responsibilities, but helped nobody else. This student only focuses in her own sentences without gave the suggestion for her friend what the sentences that we should write on the paragraph. In this stage, she got 5 points.

In participation, Student F1was rarely online and produced little sentences. This student is online twice. In this stage, she got 3 points.

In critical thinking, the sentences of student F1 are clear, precise accurate, relevant, deep logical but most of the sentences are short. So, this student got 4 points.

2. Student F2 (green color)

The student produce clear ideas, create meaningful sentences and edit the content and the context (add sentences, edit the wrong sentence, add coherence sentence that related to the topic, reform little mistake of grammar. In this stage, she got 4 points.

In contribution, the student completed his/her responsibilities, but helped nobody else. She only focuses on her own sentence. So, she got 5 points.

In participation, Student F2 was rarely online and produced little sentences. This student is online twice. In this stage, she got 3 points.

In critical thinking, the sentences of student F2 are clear, precise accurate, relevant, deep logical but most of the sentences are short. So, this student got 4 points.

3. Student F3 (purple color)

The student produce clear idea, Edit content and context, such as: edit and add sentences, no reform mistake of grammar. In this stage, she got 3 points.

In contribution, the students completed his/her responsibilities, but helped nobody else. She writes the conclusion about the definition of "study zone". In this stage, she got 5 points.

In participation, Student F3 was rarely online and produced little sentences. This student was online one time. In this stage, she got 3 points.

In critical thinking, the sentences of student F3 are clear, precise accurate, relevant, deep logical but most of the sentences are short. So, this student got 4 points.

From the explanation above, the researcher drawn the tables as follow:

Table 4.2
The result of Cognitive Engagement of students

		Categories			Level of		
Group	Students	Action	Contribution	Participation	Critical	Engagement	Criteria
					Thinking		
A	A1	4	5	5	5	5	Extremely
							High
							Engagement
	A2	3	5	3	3	4	High
							Engagement
	A3	5	5	5	4	5	Extremely
							High
							Engagement
	A4	3	5	3	4	4	High
							Engagement
В	B1	2	2	4	3	3	Moderate
	B2	5	5	5	4	5	Extremely
							High
							Engagement
	В3	4	4	4	4	4	High
							Engagement
	B4	3	2	3	3	3	Moderate

C	C1	4	5	5	4	5	Extremely
							High
							Engagement
	C2	3	5	4	4	4	High
							Engagement
	C3	4	5	5	4	5	Extremely
							High
							Engagement
	C4	4	5	5	4	5	Extremely
			·	7			High
							Engagement
D	D1	4	4	3	4	4	High
							Engagement
	D2	4	5	4	4	4	High
							Engagement
	D3	4	5	5	4	5	Extremely
							High
							Engagement
E	E1	3	5	5	4	4	High
							Engagement
	E2	3	5	3	4	4	High

							Engagement
	E3	4	5	3	4	4	High
							Engagement
F	F1	3	4	3	3	3	Moderate
	F2	4	4	3	3	4	High
							Engagement
	F3	3	4	3	3	3	Moderate

Based on the table above, there are different explanations for every students based on the cognitive engagement rubric as below:

b. Analyzing Cognitive Engagement of Good Essay (Group A and Group B)

In action stage, there are 2 students who get high score, they are student A3 and student B2. They got 5 points. There are also 2 students who got 4, they are: student A1 and B3. Meanwhile there are 3 students who get 3 points, they are student A2, A4 and B4. Besides that, there was only one student who get points in action. This is student B1. From those explanations, it can be said that, the average of students action are 3 points.

In contribution stage, there are 5 students who get 5 points, those students are: student A1, A2, A3, A4 and B2. The students who get 2 points are

student B1 and B4. Meanwhile the students who get 4 points only student B3. From those explanation, the average of students contribution are 5 points.

In participation stage, there are 3 students who got 5 points, they are student A1, A3, and B2. It is the same amount with the students who got 3 points, they are: student A2, A4 and B4. Meanwhile there are 2 students who got 4 points, they are: student B1 and B3. From those explanations, the average of students' participation are 5 and 3 points.

Furthermore, In critical thinking stage, there are only one student who got 5 points, the student is A1. Meanwhile, there are 4 students who got 4 points, they are: student A3, A4, B2, and B3. Besides that, there are 3 students who got 3 points, they are: student A2, B1, and B4. From those explanations, the average of students critical thinking are 4 points.

In level of engagement, there are 3 students who got 5 level (extremely high engagement), they are: student A1, A3 and B2. Meanwhile, there are 3 students who got 4 level (high engagement), they are: student A2, A4 and B3. Besides that, there are two students who got 3 level (moderate), they are: student B1 and B4. From those explanations, the average of students' level of engagement is 4 points. (high engagement)

c. Analyzing Cognitive Engagement of Moderate Essay (Group C and Group D)

In action stage, there are 6 students who get 4 points, they are: student C1, C3, C4, D1, D2, and D3. Meanwhile there is only one student who got 3 points. The student is student C2. From those explanations, the average of students' action is 4 points.

In contribution stage, there are 6 students who got 5 points, they are: student C1, C2, C3, C4, D2, and D3. Meanwhile there is only one student who got 4 points. The student is student D1. From those explanations, the average of students' contribution is 5 points.

In participation stage, There are 4 students who got 5 points, they are: student C1, C3,C4 and D3. Meanwhile, there are 2 students who got 4 points, they are: student C2 and D2. Besides that, there is only one student who got 3 points. The student is student D1. From those explanations, the average of students' participation is 5 points.

Furthermore, in critical thinking stage, all of the students get 4 points. So, the average of students' critical thinking is 4 points.

In level of engagement, there are 4 students who got 5 level (extremely high engagement), they are : student C1, C3, C4 and D3. Meanwhile, there are 3 students who got 4 level (high engagement), they are: student C2, D1

and D2. From those explanations, the average of students' level of engagement is 5 points (Extremely high engagement).

d. Analyzing Cognitive Engagement of Bad Essay (Group E and Group F)

In action stage, there are 2 students who get 4 points, they are: student E3 and F2. Meanwhile there are 4 students who got 3 points, they are: student E1, E2, F1 and F3. From those explanations, the average of students' action is 3 points.

In contribution stage, there are 3 students who got 5 points, they are: student E1, E2 and E3. Meanwhile there are 3 students who got 4 points, they are: student F1, F2 and F3. From those explanations, the average of students' contribution is 5 and 4 points.

In participation stage, there is only one student who got 5 points. this student is student E1. Meanwhile, there are 5 students who got 3 points, they are: student E2, E3, F1, F2 and F3. From those explanations, the average of students' participation is 3 points.

Furthermore, in critical thinking stage, there are 3 students who got 4 points, they are: student E1, E2, and E3. Meanwhile there are also 3 students who got 3 points, they are: student F1, F2 and F3. From those explanations, the average of students' critical thinking is 4 and 3 points.

In level of engagement, there are 4 students who got 4 level (high engagement), they are: student E1, E2, E3 and F2. Meanwhile, there are 2 students who got 3 level (moderate), they are: student F1 and F3. From those explanations, the average of students' level of engagement is 4 points (high engagement).

2. The benefits of collaborative writing essay using Google Docs

In this research, the researcher determine to investigate the students through interview to know the benefits of collaborative writing essay that have been got by seventh semester students. In this case, there are seven collaborative writing benefits through Google Docs. The researcher described the benefits of collaborative writing essay by using Google Docs as follows:

Table 4.3
Result of Students' Interview

Questions	Students' Answers	Categorization
Question 1	A1: "Google."	
"What is your title	A2 : "Google."	
of your	A3: "Google."	
collaborative	A4: "Google."	
writing essay by	B1: "The Most Visited Websites"	
using Google	B2: "The Most Visited Websites"	
Docs in CALL 2	B3: "The Most Visited Websites"	

course?"	B4: "The Most Visited Websites"	
	C1: "About social media."	
	C2: "Social media"	
	C3: "Social media"	
	C4: "Social media"	
	D1: "The most Visited Websites"	
	D2: "The most Visited Websites"	
	D3: "The most Visited Websites"	
	E1: "The websites that we visit often"	
	E2: " The websites that we visit often"	
	E3: "The websites that we visit often"	
	F1:" Study Zone."	
	F2: "Study Zone."	
	F3: "Study Zone."	
Question 2	A1: "Yes, because it was their first	A1, A2 and A3: First
"When you do	time to write together through online	time in doing
collaborative	program. It was Google Docs."	collaboration make the
writing essay, Did your friends	A2: "All of my friends participate in	students feel
participate in	doing collaborative writing, because it	enthusiasm
collaborative	was their first time to do collaborative	A4: problem of
writing essay or maybe there was	writing through online tools. We	collaborative writing

usually ask about the time and the	B1, B2, B3, B4:
place to meet directly."	Increase students'
A3: "All of my friends are participate,	responsibility towards
maybe it was their first time to do	the task
online collaborative writing."	C1, C2, C3 and C4:
A4: "There was one of the students	Increase students'
who do not participate, maybe she got	responsibility towards
trouble internet connection."	the task
B1: "Yes, all of my friends follow to	D1: Increase students'
do coll <mark>abo</mark> rativ <mark>e writin</mark> g."	responsibility towards
B2: "Yes, all"	the task
B3: "Yes, all"	D2: First time in doing
B4: "Yes, all"	collaboration make the
C1: " all of my friend participate."	students feel
C2: "there were 4 members, all of my	enthusiasm
friends are participate"	D3 and D4: Increase
C3: "Yes all."	students'
C4: "Yes all."	responsibility towards
D1: " Yes"	the task
D2: " all of my friends join together,	E1, E2 and E3:
because it was their first time."	Increase students'
	place to meet directly." A3: "All of my friends are participate, maybe it was their first time to do online collaborative writing." A4: "There was one of the students who do not participate, maybe she got trouble internet connection." B1: "Yes, all of my friends follow to do collaborative writing." B2: "Yes, all" B3: "Yes, all" C1: "all of my friend participate." C2: "there were 4 members, all of my friends are participate" C3: "Yes all." C4: "Yes all." D1: "Yes" D2: "all of my friends join together,

	D3: "Yes"	responsibility towards
	E1: "Yes all"	the task
	E2: "Yes all"	F1, F2 and F3:
	E3: " Yes"	Increase students'
	F1: "yes"	responsibility towards
	F2: "yes, participate all"	the task
	F3: Yes, participate all.	
Question 3	A1: "Yes, they were very enthusiasm"	
"Are your friends	A2: "Yes, they were very enthusiasm"	
very enthusiasm	A3: "Yes, they were very enthusiasm"	
in doing	A4: "Yes"	
collaborative writing?"	B1: " <i>No</i> "	
	B2: "only few of my member"	
	B3: " very enthusiasm"	
	B4: "Not all the students enthusiasm"	
	C1: "Yes, very enthusiasm, because it	
	was the first time."	
	C2: very enthusiasm, because it was	
	the first time."	
	C3: "very enthusiasm."	
	C4: "Yes very enthusiasm, because it	

	was their first time."	
	D1: "Yes"	
	D2:" yes they were very enthusiasm"	
	D3: "yes, they were very enthusiasm."	
	E1: "very enthusiasm"	
	E2: "they were very enthusiasm"	
	E3: very enthusiasm	
	F1: "yes they were very enthusiasm."	
	F2: "Yes."	
	F3: "Ve <mark>ry</mark> enthusias <mark>m"</mark>	
Question 4	A1: "I wrote sentences and also edit	A1: Promoting the
"How was your	the sentences because I want share	sharing of new
role in	idea by using Google Docs."	information
collaborative	AO "I C . III	A2: Allowing sharing
writing essay? Did you only	A2: "I prefer to add the sentences"	expertise.
write the	A3: "I edit and add the sentences, but	A3: Promoting the
sentences, edit	I prefer to edit the grammatical	
your friends'	error."	sharing of new
sentences or	A4: "I prefer to write sentences."	information
other? Why?"	B1: "I added all of aspects if I feel it	A4: Promoting the
	need to be added."	sharing of new
	B2: "add and edit grammar"	information

B3: "Only add sentences, because it B1and B2: Allowing was easier." sharing expertise. B4: "only add sentences" Promoting the C1: "all of roles, add and edit sharing of new sentences and also grammar." information *C*2: "Sometimes I add and edit B4: Allowing the sharing expertise. sentences and also edit the grammar. C1, C2, C3 and C4: Sometimes I add sentences and my friends edit my sentences and so on." Allowing sharing C3: "I did all of roles" expertise. C4: "I did all, but I more focus in D1, D2, D3: Allowing adding and editing the sentences." sharing expertise. D1: "I all the role" E2, E3 E1. and D2:" I did all, start from add and edit Promoting the sharing sentences until edit the grammar of new information D3: "*I did all*" F3: F1. F2. and E1: "I only add and edit the Allowing sharing sentences." expertise. E2: I only add the sentences. E3: I add sentences and also edit the sentences

	F1:" only add the sentences, because	
	the sentences of my friends are clear	
	and easy to understand."	
	F2: "only add the sentences"	
	F3: "add and edit the sentences	
	together."	
Question 5	A1: "Yes, I discussed about the word	A1, A2, A3, A4:
Did you ever	choice and also the grammar."	Allowing the students
discuss with	A2: "Yes, discuss about the	to discuss together
your friend when you did	gramm <mark>ati</mark> cal error"	through online
collaborative	A3: "Yes, we usually discussed about	collaboration tool
writing? If	the word choice and grammatical	B1, B2, B3, B4:
yes, What the things that	error."	Allowing the students
you discuss	A4: "Yes, about the theme"	to discuss together
with your friends?"	B1: "Yes, we discusses about the	through online
menus?	content that we want to write"	collaboration tool
	B2: "We do it at the same time. About	C1, C2, C3, C4:
	the content."	Allowing the students
	B3: "Yes, about the things that we	to discuss together
	want to write"	through online
	B4: "Yes about the content"	collaboration tool.

	C1: "Yes about the content"	E1, E2, E3, E4:
	C2: " Yes about add and edit	Allowing the students
	sentences."	to discuss together
	C3: "Yes, about the content".	through online
	C4: "Yes, about the content."	collaboration tool.
	D1: "No"	F1, F2, F3, F4:
	D2: "No"	Allowing the students
	D3:" No"	to discuss together
	E1: "Yes, about the content."	through online
	E2: "Yes, about the content."	collaboration tool
	E3: " about the sentences that we	
	want to write."	
	F1:" about the content."	
	F2: "about the essay."	
	F3: "about the content."	
Question 6	A1: "Yes, but there was only one	A1, A2, A3, A4:
"Did you ever	sentences. Our group usually	Helping narrow down
find the paragraph	discussed together. All members of	information
or sentences from	our group also help us. So, not only	B1, B2 and B3:
your friend that	one of my friend who have wrong	Helping narrow down
too general that	sentences that help us but also all of	information.

makes you	my friends help us."	C1, C2, C3 and C4:
difficult to	A2: "Yes, she help me"	Did not have
understand about	A3: "Yes, but not all sentences. All of	difficulties.
that sentence? If	my friend help us when we got the	D1, D2 and D3:
yes, Did your	difficulties."	Helping narrow down
friends help you	A4: "No."	information.
to make you	B1: "Yes, I give a comment through	E1, E2: Helping
understand about	the chat in Google Docs"	narrow down
the sentences?"	B2: "yes, so I edited it, sometimes."	information.
	B3: "Yes, my friends help me."	E3: Did not have
	B4: "Yes, but not always, because	difficulties.
	most of the sentences easy to	F1, F2, F3: Helping
	understand."	narrow down
	C1: "all of the sentences are clear and	information.
	easy to understand."	
	C2: "The sentences are clear. The	
	sentences are to the point."	
	C3: "No. the sentences are clear."	
	C4: "No, all the sentences are clear."	
	D1:" Yes, my friends help me to	
	explain the meaning of the sentences."	

	D2: "my friends help me"	
	D3: "Yes, my friends help me."	
	E1: "Sometimes. I found the	
	sentences. My friends help me and	
	explain me about the sentences."	
	E2: "No, all sentences are clear."	
	E3: "yes, my friends help me."	
	F1: "Yes, my friends help me."	
	F2: "Yes all my friends help me."	
	F3: "Yes, we discuss together. All of	
	my frie <mark>nd</mark> s h <mark>elp me."</mark>	
Question 7	A1: "If we share Idea only through	A1: Negotiating
"When you did	Google Docs, but for the other,	successfully by using
collaborative	such as ask about the assignment,	
writing, Did you	we did it by using WA and BBM."	Google Docs, WA and
discuss and share	A2: "Only through Google Docs."	BBM.
idea only through	A3: " If we share idea only through	A2, A3, A4:
Google Docs or	Google Docs"	Negotiating
other? (for example:	A4: "Only through Google Docs"	successfully by using
facebook, Whats	B1: "Through all media that can be	Google Docs.
App, BBM and	used for communication, SMS and	B1: Negotiating
others)."	telephone."	successfully by using

B2: "yes, sometimes BBM, WA and SMS and telephone. Google." B2, **B**3 B4: and B3: "Through Google Docs, WA and Negotiating *BBM*. " successfully by using B4: " All of media, Google Docs, Google Docs, WA and BBM and WA." BBM. C1: "If discuss about the content we C1: Negotiating successfully by using use Google Docs. If we ask about the other context such as ask about have Google Docs, WA and done or not in collaborative writing, BBM. we use BBM and WA." C2: "First, through Facebook, we C2: Negotiating successfully by using discuss about the time and place. Not only in Google Docs but also in Google Docs and facebook." facebook. C3: "Only through Google Docs." C4: C3 and C4: "only Google Docs." Negotiating D1: "Only Google Docs." successfully by using D2: "Only use Google Docs." Google Docs. D3: "Use Google Docs." D1, D2 and D3: E1: "Google Docs" Negotiating

	E2: "Only by using Google Docs."	successfully by using
	E3: "Through Google Docs."	Google Docs.
	F1: "Google Docs, WA and BBM."	E1, E2 and E3 :
	F2: "Google Docs and also meet face	Negotiating
	to face."	successfully by using
	F3: Google Docs and also Whats App.	Google Docs.
		F1: Negotiating
		successfully by using
		Google Docs, WA and
		BBM.
		F2: Negotiating
		successfully by using
		Google Docs and meet
		face to face.
		F3: Negotiating
		successfully by using
		Google Docs and
		Whats App.
Question 8	A1: "In my opinion, I think the	A1: make the
"What are the	benefits of collaborative writing is	sentences effectively
benefits of	giving more in the content, we can make effective sentences together,	A2: Easier to share

collaborative idea. we can choose the better words that we used in sentences, may be A3: can make think writing by using like that." Google Docs? critically. A4: Discuss without (for example: A2: "It makes me easier to share the working in group meet face to face. idea. I should not meet directly if I is the best way to B1: Easy and fast. want to share idea." B2: We can do task in help me in writing A3: "It can make my friends think sentences different place. critically to write and continue the effectively)." B3: We can discuss paragraph, which one is better and everytime and which one is not because there were everywhere. many ideas from my friends." B4: easy and manage A4: "through Google Docs, we can time well. discuss without meet face to face." C1: manage time well B1: "Easy and fast." C2: make the B2: "we can do the task together in sentences efficiently different place and time." C3: manage time well B3: "we can discussed every time and and make the every where if there was internet sentences efficiently. connection." D1: manage time well B4: "Easy and manage time well" and make the C1: "manage time well, we can

discuss everytime and everywhere." sentences efficiently. C2: "Very efisien. We can discuss in D2: make the cyberscape. sentences effectively. C3: "Very efficient, start from manage D3: make the time well until the result of the sentences effectively content." E1: Did together C4: "it was easier to share idea without meet face to together and arrange the sentences face well. Allow to discussed together." E2: the make D1: "Manage time well and also help sentences effectively me to make sentences effectively." E3: make the D2: Help me to write sentences sentences effectively effectively and also help me to get F1: can edit the essay more knowledge." without meet face to D3: "Help me to write sentences face. effectively." F2: make the E1: Can did together without meet sentences effectively face to face. F3: make the E2: " we can know the sentences sentences effectively which is better or not and all of the aspects that we want to write, we can

know from the collaborative writing."

E3: "can make the sentences

effectively. We can know the strength

and the weaknesses of the sentences."

F1:" we can edit the essay without

meet face to face."

F2: "It can make us easier to share

the idea, and writing sentences."

F3: " can share the idea together

without meet face to face."

Based on the result of interview, the benefits of collaborative writing are:

a. Increase students' responsibility toward the task

As the result of interview that the researcher got from the students, there are 17 students from 21 students said that through collaborative writing using Google Docs, they are very enthusiasm in construct the paragraph, begin from add the sentences, edit sentences and the other, while there were few of the students say that they were not interesting with the Google Docs. Besides that, the students also said that this is the first time they use online collaborative

writing, so they are help their friends as their responsibility in the task to construct the essay.

b. Promoting the sharing of new information

Based on the result of interview, there are 10 from 21 students said that that by using Google Docs, they can share new information about the grammar, choice of word and the other. Actually, they discuss the content of the paragraph, is the content is appropriate or not and the other, some of her friends also explain and help what is the sentences mean.

c. Allowing the sharing expertise

Based on the result of interview, there are 11 students from 21 students said that by using Google Docs, they can share the expertise such as: adding and editing sentences and so on.

d. Helping narrow down information

15 from 21 students said that by using Google Docs as a toll for collaborative writing, they can help each other to narrow down the information that related to the content, such as: when the one student got the difficulties about the content of essay, the other students would help her/him to explain what are the meaning of the sentences.

e. Negotiating successfully by using Google Docs

7 students from 21 students said that they can use Google Docs to discuss and negotiate with the other about the content of the essay.

f. Manage time well

The other advantage of collaborative writing is about the time. 7 students from 21 students said that with online collaborative writing through Google Docs, they can manage time well, because they can meet indirectly. They can discuss about the essay without meet directly. So, they can discuss anytime and anywhere.

g. Make the sentences become more effective

Through collaborative writing, many ideas of the students can be developed in this stage. 14 students said that the sentences of the essay are effective. Through collaborative writing, they can sharpen the critical thinking to choose the best words that they will add on the paragraph.

B. Discussion

To have the same interpretation between the readers and the researcher toward the findings above, this part discuss those findings by reflecting on some theories related to each following questions:

1. The cognitive engagement of seventh semester students in collaborative writing essay using Google Docs

a. Higher Order Thinking Skill

Students who think critically use writing as an important tool both for communicating important ideas and for learning. They use writing to deepen their understanding of important concepts and to clarify interrelationships between concepts. They consistently write in such a way as to become more clear, precise accurate, relevant, deep, broad, logical and significant as thinker.³

In writing, especially in critical thinking stage, the students are able to clearly and accurately analyze and evaluate ideas in texts and in their own thinking. During the students write collaborative essay, the researcher found that 15 from 21 students write clear, relevant and coherence sentences. It can be shown when the students write and continue the sentences between them and their friends, the sentences are coherence and accurate. It needs to think critically to continue between sentences. Based on the theory of Zhao, C-M., & Kuh, G. D said that higher order thinking students can be shown when they consistently write in such a way as to become more clear, precise accurate, relevant, deep,

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³ Zhao, C-M., & Kuh, G. D. (2004). Adding value: Learning communities and student engagement. *Research in Higher Education*, *45*(2), 115-138.

broad, logical.⁴ From this stage, the students had higher order thinking in collaborative writing.

b. Academic Integration

It is the action criteria of the rubric. During the research that has done by the researcher, the researcher found that, 14 from 21 students worked independently in their group without the border. It means that they are free to bring their ideas. After that, the other students can edit or change the ideas based without border too. It can be said that the students have done to bring idea together by writing and adding the sentences. Besides that, they also have done to consider diverse perspectives by changing and continuing the words of their friends.

According to Chris, academic integration is about how the students bring ideas together and consider diverse perspectives.⁵ Based on the findings, the students can bring ideas together and consider diverse perspectives. It can be shown when they change and continue the sentences of their friends.

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⁴ Ibid.

⁵ Chris Reading. *Recognising and measuring engagement in ICT-rich learning environments,* University of New England

c. Active and Collaborative Learning

In this research, it is the contribution and participation stage. During the research that have done by the researcher, 15 of the 21 students have high engagement in collaborative writing essay using Google Docs. They took the responsibility by helped their friends who get difficulties, besides that the sentences that they have written is clearly and easy to understand. Those students show their precision in adding and editing the context and content of the paragraphs. Besides that, they usually online two until three times and produce sentences to help their friends in completing the assignments.

According to Chris, active and collaborative learning is about how to work with peers.⁶ Based on the findings, the students show their active in doing collaborative writing by work with their friends to help them when they got the difficulties in writing. Besides that, the students also edit the sentences of their friends.

2. The collaborative writing benefits by using Google Docs

According to the findings of this research, the students got many collaborative writing benefits by using Google Docs. The researcher would explain as follows:

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^{6 6} Chris Reading. *Recognising and measuring engagement in ICT-rich learning environments,* University of New England

a. Through Google Docs, the users allow to create, edit and store their documents online.

In writing collaborative writing, the Google Docs give the students facilitate to create, edit the paragraph such as: add and edit the sentences, add and edit the grammar. Collaborative writing allows the students to share new information and ideas. Besides that, the sentences of the students become more effective when they do collaborative writing, because they can share idea together and choose which one is better to write on the essay.

According to Lien collaborative writing can be more benefits for other students to promote and share new information about the content. In this stage, 10 from 21 students said that through collaborative writing, they can share new information about the grammar, words choice and so on.

b. Google Docs is easy and fast, the tool is well-suited for facilitating digital writing workshops that combine peer editing with cooperative grouping

According to Omprapat and Saovapa, the Google Docs provided the chain story where an instructor begins a story which each learner

⁷ Lin Siew Fong, Benefits of Collaborative Writing for ESL Advanced Diploma Students in the Production of Reports. US-China Education Review B 4 (2012). p. 396-407

contributes to in turn. ⁸ Moreover, this tool is useful in group projects in general. 18 from 21 students did the peer editing in the Google Docs, they begun the paragraph by writing the title and the first sentences, besides that, they also continue the sentences of their friends. Based on the theory, the students got the benefits of collaborative writing in doing peer editing easily and fastly.

c. Collaborative editing tools allow a group of individuals to edit a document simultaneously and easily while they can view the changes made by others in real time.

The collaborative writing by using Google Docs have special feature that makes Google Docs can facilitate collaborative writing in the language classroom. It can be shown while the students help each other to narrow down information. The students who have the general sentences would explain to the other students when they got the difficulties with the sentences and make the sentences more clearly than before.

Besides that, when the students add and edit the sentences in collaborative writing by using Google Docs, automatically Google Docs save the history of the revision. The students can know the

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⁸ Omprapat Suwantarathip & Saovapa Wichadee, "The Turkish Online Journal of Educational Technology: *The Effect of Collaborative Writing Activity Using Google Docs on Students' Writing Abilities*. 13(2).148-156.2014

⁹ Ibid.,

revision of the sentences by look the history of revision in the right side of Google Docs layout.

Based on theory from Omprapat and Saovapa about the benefits of the collaborative writing, the seventh semester students got the benefits in editing document easily and can show their revision easily in history of revision on the right side of Google Docs layout.

d. Google Docs allows individuals to work on a common task without restrictions often imposed by traditional face-to-face contacts

The students can manage time well, because they can write together without met face to face and they can do it in everytime and everywhere. The students usually discuss the essay through online media such as: Google, facebook and Whatsapp.