

**USING GOOGLE DOCS ON COLLABORATIVE WRITING
ACTIVITY IN SMPN 1 DRIYOREJO - GRESIK**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Widyastanti, Monica. (2019). "Using Google Docs on Collaborative Writing Activity in SMPN 1 Driyorejo - Gresik". A "Thesis" of English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University Sunan Ampel Surabaya. Advisor: Rakhmawati, M.Pd.

Keywords : Descriptive writing, Collaborative writing, Google Docs. Students' response

In writing skill, students are able to write descriptive text by implementing Google Docs on collaborative writing activity. Collaborative writing can also be encouraged with the use of Google Docs. Google Docs is a free web based application which documents and spreadsheets can be created, edited and stored online. The purpose examined in this thesis is to implement Google Docs in students' descriptive text on collaborative writing and find out the students' responses by implementing Google Docs in students' descriptive text on collaborative writing. This research used qualitative descriptive since the focus of the research to make descriptive text through Google Docs collaboratively. The data was collected through observation interview technique using lesson plan, documentation and interview guideline as instrument of the research. Their progress from the first meeting and the second meeting showed they can make descriptive text success through Google Docs on collaborative writing. For the scoring of the students, it showed that they got the score more than KKM (75). The writer also found the positive students response. Almost of them were strongly agree with Google Docs for helping descriptive text in collaborative writing. The data showed that the students who answered strongly agree was 53% from ten students randomly. And 47% from ten students who agreed with Google Docs as the tool to finish descriptive text in collaborative writing activity. The use of Google Docs in descriptive text probably give the strongest contribution for the students, specifically in achieving the score.

ABSTRAK

Widyastanti, Monica. (2019). “Penggunaan Google Docs Pada Kegiatan Menulis Kolaboratif di SMPN 1 Driyorejo – Gresik”. Skripsi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Rakhmawati, M.Pd

Kata Kunci : Menulis Deskriptif, Menulis Kolaboratif, Google Docs, Respons Siswa.

Pada kemampuan menulis, siswa dapat untuk menulis teks deskriptif dengan mengimplementasikan Google Docs pada aktifitas menulis kolaboratif. Menulis kolaboratif dapat juga dikerjakan dengan menggunakan Google Docs. Google Docs adalah aplikasi web based yang bebas dengan dokumen dan sheets yang dapat ditulis, diedit, dan disimpan secara online. Tujuan dari skripsi ini adalah untuk mengimplementasikan Google Docs di teks deskriptif siswa pada menulis kolaboratif dan menemukan respon siswa. Dengan mengimplementasikan Google Docs pada teks deskriptif siswa secara kolaboratif. Penelitian ini menggunakan kualitatif deskriptif yang berfokus pada penelitian untuk membuat deskriptif teks melalui Google Docs secara kolaboratif. Data yang dikumpulkan melalui tehnik observasi interview menggunakan rencana pembelajaran, dokumentasi dan wawancara sebagai instrument penelitian. Progress mereka dari pertemuan pertama dan pertemuan kedua menunjukkan mereka dapat membuat teks deskriptif sukses melalui Google Docs pada menulis kolaboratif. Untuk menilai siswa, itu menunjukkan bahwa mereka mendapatkan nilai lebih dari KKM (75). Penulis juga menemukan respon positif siswa. Kebanyakan dari mereka sangat setuju dengan Google Docs untuk membantuteks deskriptif di menulis kolabortif. Data menunjukkan bahwa siswa yang menjawab sangat setuju adalah 53% dari sepuluh siswa secara acak. Dan 47% dari sepuluh siswa yang setuju dengan Google Docs sebagai alat untuk menyelesaikan teks deskriptif di aktivitas menulis kolaboratif. Penggunaan Google Docs di Deskriptif teks memberikan kontribusi yang kuat untuk siswa, khususnya pada perolehan nilai.

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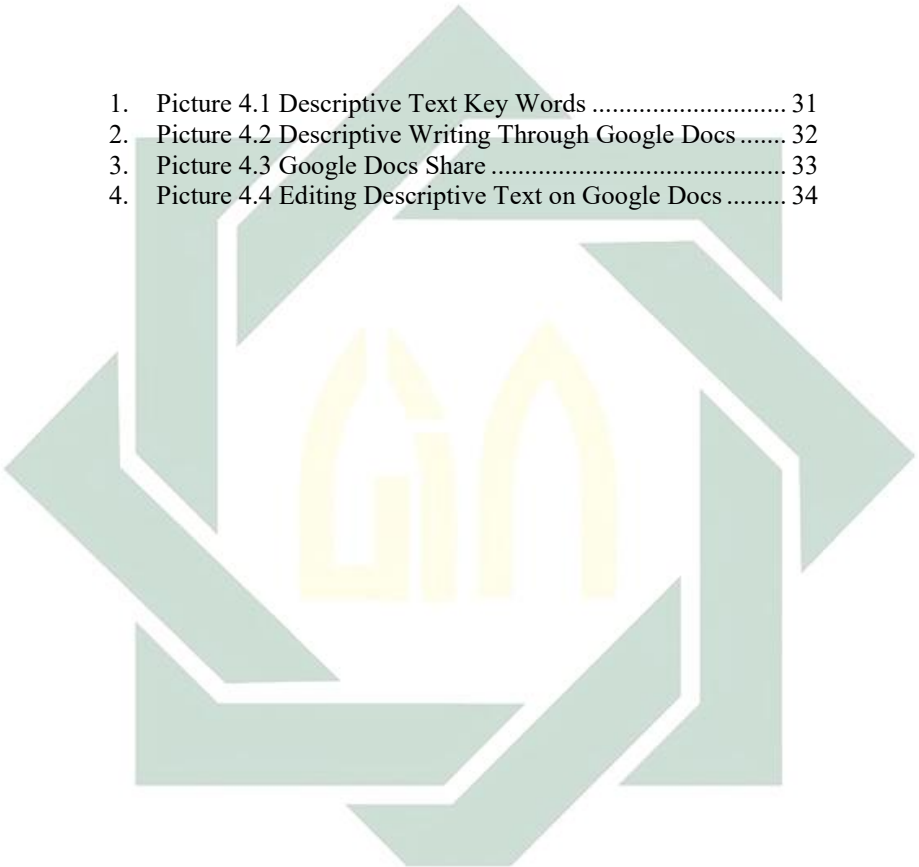
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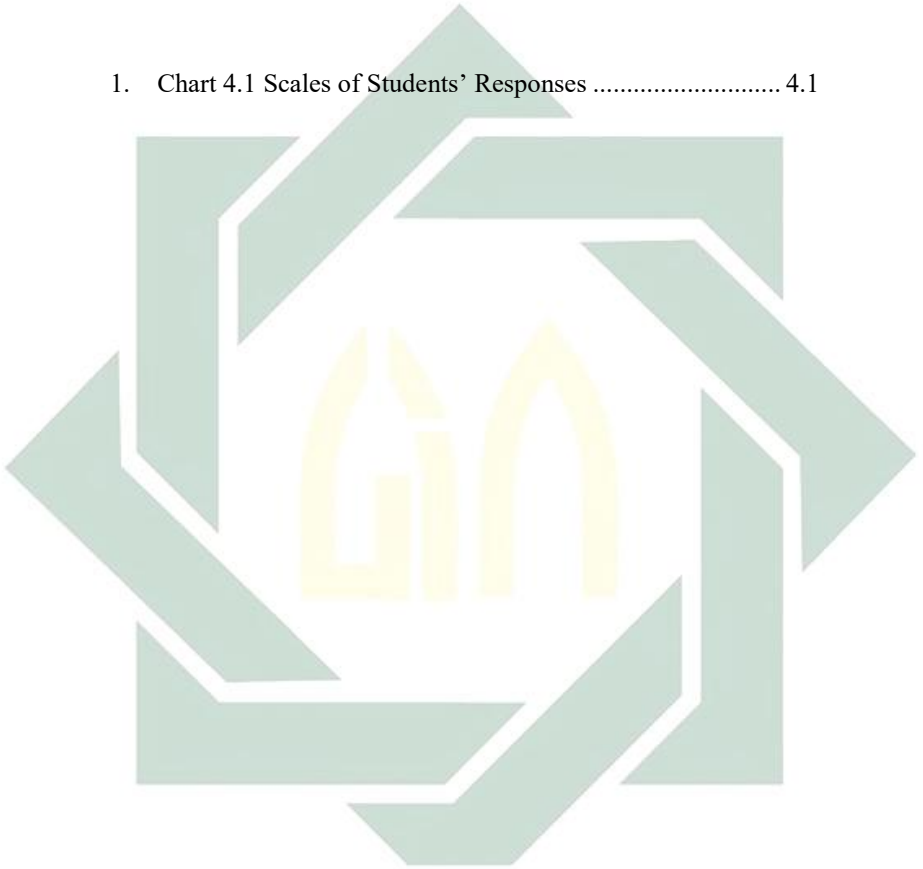
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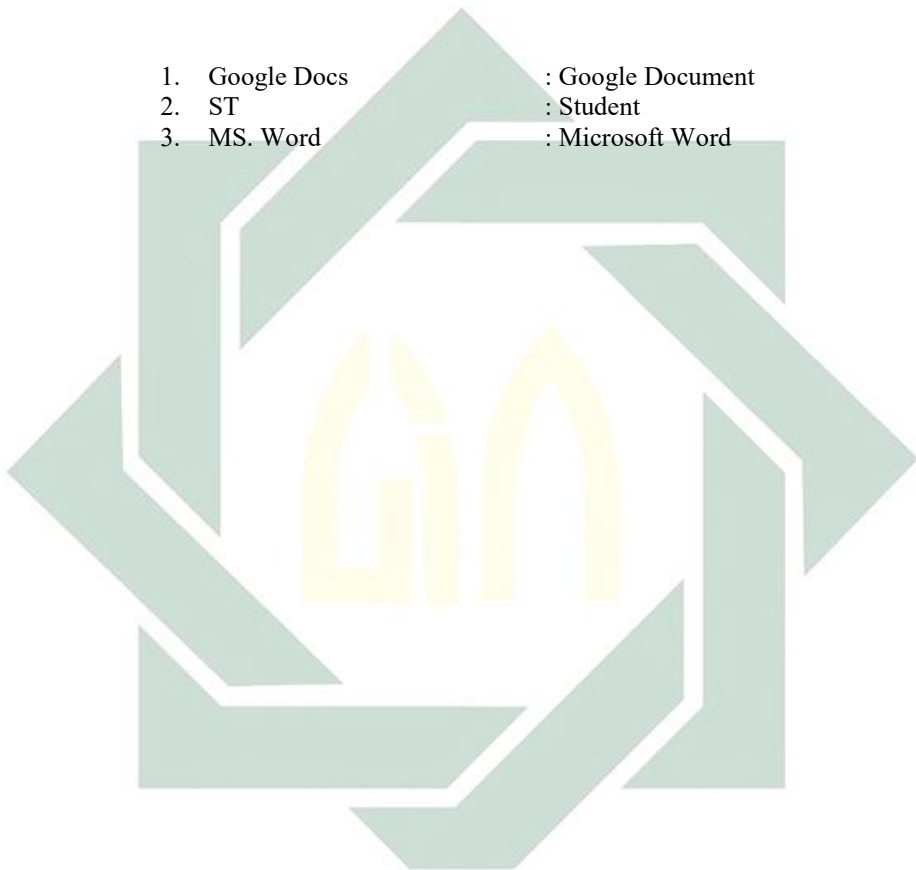
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LIST OF ABBREVIATION

1. Google Docs : Google Document
2. ST : Student
3. MS. Word : Microsoft Word



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CHAPTER 1

INTRODUCTION

This chapter discusses about background of the research that explains the reasons of this research, research questions, objectives of the study that show the aims of this research, scope and limitation of the study, significance of the study, and definition of key terms.

A. Background of the Study

Students are expected to be able to master all language skills of English: listening, speaking, reading and writing. To be able to use English well, writing is one of the important skills. There are some problems in writing for students to write the text such as the creation of the text. The problem that can be found is the method used by the teachers. So, many students are hard to get the idea to make writing text.

Descriptive is one of the texts that should be learned for the eighth grade of Junior High School students according to 2013 syllabus, “*Menganalisis fungsisosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya*”.¹ The students can improve their knowledge how to write a descriptive text and reveal in particular person, place or or thing by using its generic structure, such as: identification and description. Yet, to write descriptive text, they must know how to convey the description of their writing, structure and spelling. Then, these rules is applied to their descriptive writing text.

Meanwhile, students can make a good descriptive text by technology such as Google Docs on collaborative writing activity. But students have knowledge limitation on IT. Actually, collaborative writing can also be encouraged with the use of the Google Online Document (Google Docs). Google Docs is a free web based application which documents and spreadsheets can be created, edited and stored online. However, teachers often divide students in group and applicant Google Docs in collaborative writing. Therefore, the need for writing by the technology such as Google Docs seems to be extremely important.

According to the researcher’s observation at the eighth grade students of SMPN 1 Driyorejo- Gresik, it was found that the students were

¹Cahyaningtyas, Ellia. 2006*Silabus Bahasa Inggris SMP kelas VIII Wajib*.p.81

still confused in writing text. They did not have idea to write the text in Descriptive. The ideas was developed by the students a hour. The teacher's information in that school, it was reported that most of students still write the text monotonous. They had difficulties to make interesting text. It happened because the teachers did not use good technique or method in the class. Then, the students must needed long to working to create descriptive text. For instance, they were not consistent with the use of one tense (simple present tense). The teachers can improve their teaching strategies when the students show they low performance in learning. It means that the method of the teacher determines a succes in learning.

After the research analized the students' problem, the research suggested that each students could be better by implementing Collaborative writing strategies. The writer applied Google Docs as the application to facilitate students in their Descriptive especially in collaborative writing activity. The use of Google docs in Collaborative writing is one of learning strategies which is considered applicable and useful in increasing students' writing and make the students active during the learning process². Students worked in group (collaborative) to make a good descriptive text. The teacher's role changed from giving information to facilitating students' learning. Collaborative writing by Google Docs had some techniques; they are creating, editing and sharing with their group on one work by online.

In this research, the writer made a situation where the students felt enjoy in learning process so they were motivated to write a good descriptive text. The writer tried to apply the technique that may be effective to improve the students' writing ability to solve the problem in writing Descriptive text. Google Docs allows students to create, edit and store their documents online³. Sharp writes that collaborative editing tools allow a group of individuals to edit a document simultaneously while they can view the changes made by others in real time⁴. So Google Docs made it easy for students to create a good text.

After the students implemented Google Docs, Students response become one of the important things. Students' response as an

²Neomy, Storch, *Collaborative writing: Product, process and students' reflections*. (Australia: The University of Melbourne. 2005) p.155

³Thompson, J. (2008). *Don't be afraid to explore Web 2.0. Education Digest*, 74(4), 19-22.

⁴Sharp, V. (2009). *Computer education for teachers: Integrating technology into classroom teaching* (6thed). Hoboken, N.J.: John Wiley.

evolving in-class-student-polling to create an engaging and inviting learning environment that will maximize active learning⁵. So, the students can reach the objective of the lesson given.

According to explanation above, the implementation of Google docs on collaborative writing can help students to make descriptive text in the classroom. They also work together with their friends and solve the descriptive text problem such as: an ideas, spelling, punctuation, capitalization and grammar. Therefore, the research conducts a research at the eighth grade students of SMP Negeri 1 Driyorejo - Gresik under the title: **“USING GOOGLE DOCS FOR COLLABORATIVE WRITING ACTIVITY IN SMPN 1 DRIYOREJO - GRESIK”**.

B. Research Question

Based on the background above, existing issue can be formulated as two research questions:

1. How is the implementation of Google Docs in students' descriptive text on collaborative writing?
2. What are the students' responses by implementing Google Docs in students' descriptive text on collaborative writing?

C. Objectives of the Study

Based on the research questions, this research is conducted to find the objectives of the study:

1. To implement Google Docs in students' descriptive text on collaborative writing.
2. To find out the students' responses by implementing Google Docs in students' descriptive text on collaborative writing.

D. Scope and Limitation of The Study

1. The scope of this research is descriptive text in writing class. The main data is taken from the result of students by implementing Google Docs on descriptive text in collaborative writing and the

⁵Lowery, R. C. (2005). *Teaching and Learning with Interactive Student Response System*, University of North Carolina.

students' response from the interviews at A class in SMPN 1 Driyorejo – Gresik.

E. Significance of The Study

1. For the Trainer and Teacher

Hopefully this observation gives the advantages for all the trainer and teacher to applied the good strategies to teach students in producing written text. And it can give the information about student' difficulties in writing text

2. For the Learners

This observation aimed to make easy when they create the text by technology especially Google Docs. By Google Docs, the students feel how is the advantages by using Google in their work collaboratively. Students also can finish their next assignment later.

F. Definition of Key Terms

1. Descriptive Text

Gerot and Wignell define descriptive text is kind of text which is aimed to describe particular person, place or things.⁶In this study, descriptive stands for describe a person, place or a thing by visual experience and to create visual image of people, place, even of time days or season. It may also be used to describe the outwards appearance people. It may tell about their traits or character and personality.

2. Collaborative Writing

Interaction between participants throughout the entire writing process. Whether it is brainstorming, writing a draft of the project, or reviewing.⁷In this study, Collaborative writing is a social activity, and students who participated in group writing experiments felt it was a good learning exercise. The two parts of collaborative writing that researchers indicated were most influential were peer reviewing and brainstorming.

⁶Kane, Thomas. S. (2000). *The Oxford Essential Guide to Writing*. [Online]. Available in http://en.wikipedia.org/wiki/Text_linguistics.

⁷Storch, Neomy (2013). *Collaborative Writing in L2 Classrooms. Multilingual Matters*.

3. Google Docs

The application allows users to create and edit files online while collaborating with other users in real-time.⁸ Google Docs is an online suite of digital tools that provides teachers with some powerful features to help students develop collaborative writing skills. In this study, since Google Docs are collaborative and available, the tool is well-suited for facilitating digital writing that combine peer editing with cooperative grouping and small group fine-tuned writing instruction in a classroom.

4. Students' Response

Students' response as an evolving in-class-student-polling to create an engaging and inviting learning environment that will maximize active learning. Thus, improving students response become one of the big work for teacher along conducting teaching and learning process because its effect to the classroom activities and classroom environment⁹. In this study, student must have engagement in the teaching learning process. Student's response is effective to know the success of teaching and learning process. In particularly Wesley stated that there are learning experiences in the students' response, such as: (1) strongly agree, (2) agree, (3) disagree, (4) strongly disagree. Regarding to the understanding in students' responses, the complete explanation about the level of learning experiences are presented in theoretical framework section.

⁸About Fusion Tables". *Fusion Tables Help*. Google. Retrieved July 14, 2018

⁹Lowery, R. C. (2005). *Teaching and Learning with Interactive Student Response System*, University of North Carolina, 36

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some related information topic of the recent research`. It is intended to provide some theoretical concepts which could support this investigation. The discussion is presented under the following sub headings: 1) Descriptive writing, 2) The Descriptive Text Generic Structure, 3) The language features of Descriptive text, 4) The purposes of descriptive text, 5) Google Docs Collaboration, 6) Students' response toward Google Docs on collaborative writing.

A. Descriptive Writing

Descriptive text is recognized well in teaching reading to the eight grade students. In this research be explained more descriptive text, the definitions, generic structure, language feature, and the purpose of descriptive text. Descriptive text is purposed to imagine somebody, something, a place, and an animal¹⁰.By applying this genre, the writer is sure that students will be interested and be motivated in taking part in classroom activities, because the student wants to tell something to their friends.

As statement of Anderson and Anderson, descriptive text clarify people, location or thing. For the meaning, descriptive text is designed especially about a place, a person, an animal or things. Their statement also explain that descriptive text is to tell about subject by describing its feature withput including personal opinions.¹¹

In conclusion, descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. So, it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others.

¹⁰Djuharie, OtongSetiawan. 2001. *Genre*.YramaWidya: Bandung,p.98

¹¹Mark Anderson and Kathy Anderson, *Text Type in English III*, (Sydney: MacMillan 1998), 26

1. Generic Structures of Descriptive text

According to Wardiman, specifies the generic structure of descriptive text into two parts, which are:¹²

- 1) Introduction; is the part of paragraph that introduces the character. It means that identifies the things to be described.
- 2) Description; is the part of paragraph that describes the character. It means that describes features in order of importance:
 - a. Parts/things (physical appearance)
 - b. Qualities (degree of beauty, excellence, or worth/value)
 - c. Other characteristics (prominent aspect is unique)

Bamanti and Oktaviani also classified the generic structure of descriptive text into two parts, there are:¹³

- 1) Identification
It is generic part of paragraph which introduces or identifies the character.
- 2) Description
It is a part of paragraph which describes the character.

The descriptive generic structure is different from two source. But, the general concept is same. The first and the second experts state that for the first paragraph, the author has to introduce the character. For the second paragraph, the author describe and give information about the character.

Table 2.1:
The Example of Descriptive Text

Generic Structures	Paragraph
Identification	Panda Have you ever visited to the zoo? What do you think about Panda? When we visit to the zoo, we can see a fat animal and eat the grass. Panda has many unique characteristic and

¹²Wardiman, Artono et al. 2008. *English in Focus*. Jakarta: Pusat Perbukuan, Depdiknas

¹³Ikhsan Bamanti dan Rizki Dwi Okataviani, *Ringkasan Teori & Evaluasi Bahasa Inggris SMA/MA*, (Jakarta: Grasimndo, 2011), 50

	funny action. Here is the description about Panda.
Description	Panda are bear-like animal. Panda originally live in Center and Western part of China. There are some differences between Panda and bear. Panda has white thick fur which covers all of the Panda's body. In the body, there are black eyes patches, nose, ears, shoulders, legs and arms. Panda has blackmark that make Panda unique and funny. Panda has big head, rounded ears, a short tail and a long muzzle with a big nose. However, Panda likes to eat bamboo and it is about 90%. Panda has a big jaw with tough muscle and strong molars to crush all of the bamboos. So, Panda can extract the nutrients that they need.

2. The Generic Language Features

The generic language features of description based on Mark Anderson¹⁴:

- a. Verb in the present tense
- b. Adjective to describe the features of the subject
- c. Topic sentences to begin paragraphs and organize the various aspects of the description.

¹⁴Mark & Anderson, Kathy. 1997. *Text Type in English 1-2*. Australia:Macmillan Education Australia PTY LTD,95

3. The Purposes of Descriptive Text

As the Fink statement that the goal descriptive text it to draw readers by applying a photo of personal, setting, or subject¹⁵. The reader can visualize it by using picture. Febriani said that the goal of descriptive text is to grab the student imagination with the tale to grab information and pleasure. For all the explanation, the purpose of descriptive text is to describe something, a place, someone or the specific of plants all.

B. Google Docs Collaboration

1. Collaborative Writing Technique Purpose

As derived from Kelly in collaborative writing some values from expert thinking of view. According to Bishop Statement it helps the students to combine their strength of the difficulties. After that, Phillip give the statement it can push the students to be cooperative and supportive with their friend to write responsibility. The last point is added by Robinson that it allow the students to learn about authority.¹⁶

On the whole, collaborative used learn the students to create ext writing. The student obliged to help each other; the students must minimize emotional to write text. To create structure texts, the students combine the skill.

2. The advantages of Collaborative Writing

Mulliga and Garofalo argued the positif effect of collaborative writing:¹⁷

a. *First, Collaborative writing increase social of skills*

A good communication interaction that produced students want increase students' social of skill.

¹⁵Lila Fink, et al, *Choices a Text for Writing and Reading*, (new York: Little, Brown and Company Limited, 1983), 41

¹⁶Sue Grief, *Collaborative Writing*, (London: NRC Institute of Education, 2017), p. 4

¹⁷Christopher Mulligan and Russell Garofalo, *A Collaborative Writing Approach: Methodology and Student Assessment*, JALT, 2011, p. 8

b. Second, it motivate the students

Support & interaction from team work give example students' knowledment.

c. Third, Collaborative writing increase Descriptive Text

The student will deliberate which content should be removed or added by adapting writing process for example revision.

C. Google Docs Used in Collaboration

1. The Definition of Google Docs

Measurer Fifth explain that Google Docs is a tool from Google Company. Keep the document and to work with Google Docs, students must be stay online. There are many parts it is different from Microsoft word. Rochsantiningsih Setyawan stated that Google Docs is named as processor of word, presentation compiler.¹⁸

Wichadee Suwantarathip explained in Google Docs is Google Document, Google Presentation, Google Spreadsheets and Google Drawing.¹⁹

Generally, Google Docs as a tool that runs by company of Google to complete academic purposes. Google Docs gives facilitate the students to editing, viewing and sharing the documents if needed. Finally, Google Docs enables lot of participants to do collaboration.

2. Steps of Star Collaboration

Create the text using Google Docs in collaboratively, the students must have to know how Google Docs works and how to invite and share the document with their partner to writing text. The steps mentioned, as follows:

1) The first : Creating an account of Google Docs

When the pupils do not have an account on Google Docs yet, then the pupils have to register to an Gmail account. But, ir the pupil have a Gmail account, the pupil has log in. The reason that

¹⁸GelegarYudhaSetyawan, Martono, DewiRochsantiningsih, *Optimizing Google Docs to Improve Students' Writing Skill of Descriptive Text*, SebelasMaret University, 2012, p. 236

¹⁹OrmprapatSuwantarathip, SaovapaWichadee, *The Effect of Collaborative Writing Activity Using Google Docs on Students' Writing Ability*, TOJET: The Turkish Online Journal of Educational Technology, 2014, p. 150

they have to have an Gmail account, because of Gmail account is be able to used to log in Google Docs.

- 2) The second process: click www.docs.google.com
The next process is to visit Google Docs.
- 3) The third step: Creating a new docs
Click a new document display of Google Docs
- 4) The fourth step : Giving access to collaboration
For the first, student find the icon “share” and click it. By click the “share” icon, the students allow to invite the friend by typing friends’ Gmail account, then students choose one of visibility options.

D. Student’s Response

Students’ Response is an interactive communication that allows formative assessment by enabling the teacher to pose questions and receive students’ answer immediately. Teaching and learning are process for involving students in enhancing soft skill and hard skill. In the teaching and learning there is material which is tough as part of the objectives that will be aimed. Muhammad in his thesis stated that teacher need students’ participation to make the teaching and learning success. Not only material but also the activities which support the learning process in a classroom. Response means a deep attention of main ideas and reply to more difficult comprehensive. Enhancing the students’ response is important to all subject matter in school including teaching English. It concerns on the students response to the teaching and learning process.

Students’ response is primarily to support the successful learning and increasing the students’ achievement, positive behaviors, and a sense of belonging in all students. Over time, the teacher need good strategies to develop and implemented the good managing classroom behaviors. Moreover, recently the construct of student response is quite ubiquitously incorporated into district plans with the hopeful intention of enhancing all students’ abilities to *learn how to learn* or to become lifelong learners in memorizing knowledge. There are several types / categories of response. They are academic, cognitive, intellectual, institutional, emotional, behavioral, social, and psychological. In this case, the area of

students' response in teaching and learning may focus on the emotional and behavioral cases which influence the students' activity in the classroom.²⁰ Moreover, it also invites the students to show up the performance ability.

Duncan said that the factors hugely impact is how students pay out in classroom, the kinds of question that teacher pose, and type of classroom that teacher use. The key strategies based on research and experience on how to make sure students engaged the learning. The strategies that may be used: Go beyond quizzes, get the students' talk, use questions that challenge student thinking, mix up your questions, the technology is not the pedagogy, keep the mystery and start small.

E. Previous Study

The third related study was conducted by Ivana Arlene Wellington in her Jurnal with the title "Students' Perception in Learning English Using Group Work Activities"²¹. The purposes of this study was focused on students' perceptions about group work activities. The participants were 60 students of high school. The study shows that the most of the participants had the same perspective forward group work activities and most of their attitude toward it was positive. Although the most of the students saw it differently. When it comes to the problems they encountered in doing group work activities, most of them responded that many students' were not actively involved the group work activities. The participants also stated that group work activity was not very effective because it required a lot of time.

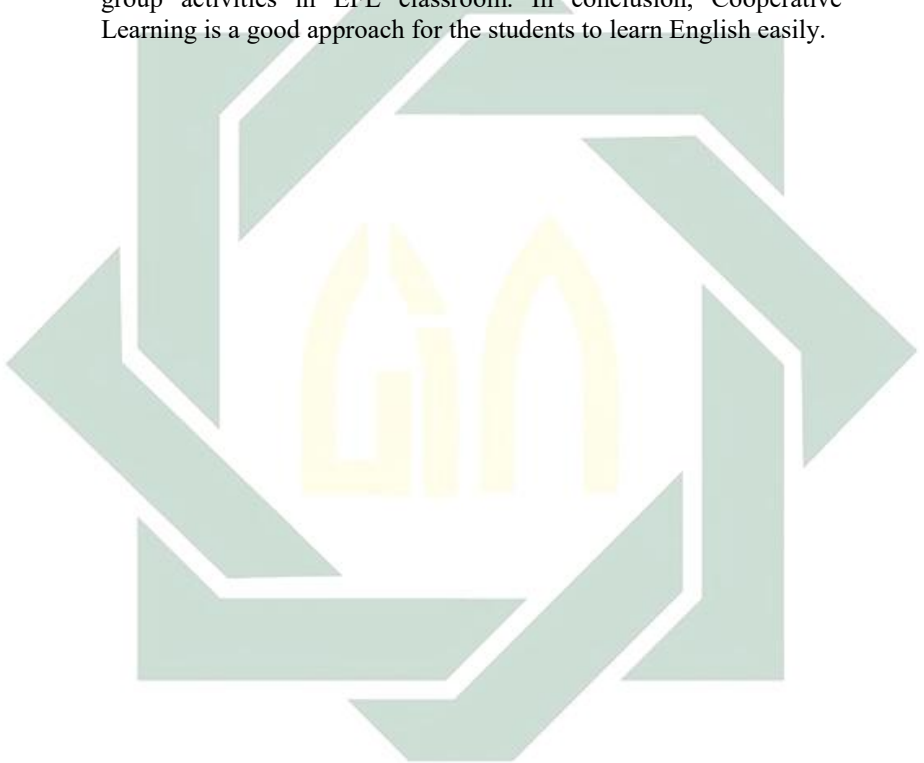
The forth related study was conducted by Liza Andhani Hidayati in her Jurnal with the title "Students' Perception in Applying Cooperative Learning in EFL Classroom"²². The aim of this research was focused to know students' opinion about applying cooperative learning in the classroom especially in EFL classroom. Case study was

²⁰Muhammad, R. N. (2012). *Improving Students' participation In a Speaking Class*, State University of Surabaya.

²¹ Wellington, Ivana Arlene. *Students' Perception in Learning English Using Group Work Activities*. 2010. p.78-80

²² Hidayati, Liza Andhani. *Students' Perception in Applying Cooperative Learning in EFL Classroom*. 2018.Vol.4.p.16

chosen as an approach in this study. The participants of this research were the final year students of Indonesian Education Study Program. A numbers of participants were 33 students. The data was taken by questionnaire consisted of twenty questions. The result showed that the students had positive responses toward the implementation of Cooperative Learning. In other hand, students were familiar with group activities in EFL classroom. In conclusion, Cooperative Learning is a good approach for the students to learn English easily.



CHAPTER III RESEARCH METHOD

This chapter presents about the researcher's step in conducting the study. The explanation consists of Research Design, Research Subject, Data and Source of Data, Data Collection Technique, Instrument Research, Data Analysis Technique and Checking Validity of Findings.

A. Research Design

The researcher uses qualitative descriptive to find out the research question. This method is appropriate for this study because this study aims to implement Google Docs on descriptive text and look for positive students' responses to the use of Google Docs, so this group phenomenon can be clearly revealed and accurate.

B. Research Subject

Research location takes place at SMPN 1 Driyorejo Gresik. It is located on Jl. Raya Tenaru Driyorejo, Gresik. The study takes place in a English Class, SMPN 1 Driyorejo Gresik. The participants will focus on eight grader (A class).

The subject of the research is the students who followed English Course especially writing lesson. The student of eighth grader (A class) who took English course is 32 students in D class 2017/2018.

C. Data and Source of the Data

The data of descriptive text by implementing Google Docs is taken from the field note which is writing class. The researcher uses questions to gather the data and Students' response of listed questions in exercise is the data of students' response level.

D. Data Collection Technique

1. Observation

Observation is an activities look for data that can be used to provide conclusions or diagnoses.²³A data collection technique with

²³Herdiansyah, Haris. 2011. "*Metode Penelitian Kualitatif untuk Ilmu-ilmu Sosial*" Jakarta: Salemba Humanika. 131

observation method is more effectively using the observation list. The observation in this study is researcher takes part in teaching and observing activities. Observation is held for two meetings at Class VIII A. The observation activity in this study aims to find out the implementation of Google Docs in descriptive text in collaborative writing activity.

1. The Interview

In qualitative research method, interview becomes a method main data collection.²⁴ Interview is a meeting of two people to exchange information and ideas through questions and answers, so the meaning can be constructed in a certain topic. The interview used in this study is structured interview. Interview in this study is conducted to 10 students of A class. Retrieving data using interview technique in this study is expected to be able to gain the data deeply related to student responses to the implementation of Google docs in descriptive text on collaborative writing activity.

2. Documentation

Documentation method is a method to find the data about variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, briefs, and agendas.²⁵ Document study is a complement to the use of observation and interview in qualitative research. For the teaching activities use written documents
Such as lesson plan, learning media, learning resources, assessment tools and photos of learning activities.

E. Instrument of the Research

1. Observation Sheet

The observation sheet is used as a guideline for observing the activities of researcher and students in the implementation of Google docs in descriptive text. To get the relevant observation results, it needs to be done gradually and systematically based on the observation previously.

²⁴Sugiyono (2015). "*Metode Penelitian Kombinasi (Mix Methods)*". Bandung: Alfabeta. 317

²⁵Arikunto, Suharsimi. 2013. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. 274

Table3.1:
Observation Guidelines for Implementing Google Docs in
Descriptive Text

No	Activities
Preliminary Activities	
1	Motivation
2	Warming Up
Main Activities	
3	Dividing the Member Groups
4	Ideas
5	Drafting
6	Reading
7	Editing
8	Students' scoring
Closing Activities	
9	Reviewing
10	Closing the Activities

The guidelines for Implementing Google Docs in descriptive text are inspired by Teo's design. Teo explained how to apply collaborative writing by using peer - assisted writing activity. Here, Teo's design consists of four phases which are dividing member group, warming up, the main activity (ideas,

drafting, reading, editing) and students' scoring.²⁶ So it is related to implement Google Docs in descriptive writing on collaborative writing activity.

After the students finish the descriptive text, the researcher took a students' score to measure their ability after implementing Google Docs by rubric²⁷. According to Brown, those components can be assessed by the following scoring rubrics Here was the rubric of student's assessment:

Tabel3.2:
Students' Scoring After Implementing Google Docs in Descriptive Text

ASPECT	CRITERIA	SCORE
CONTENT	Excellent to very good: knowledgeable – substantive –etc.	30 – 27
	Good to average: some knowledge of subject – adequate range –etc.	26 – 22
	Fair to poor: limited knowledge of subject – little substance – etc	21 – 17
	Very poor: does not show knowledge of subject – not substantive – etc	16 – 13
ORGANIZATION	Excellent to very good: fluent expression –ideas clearly stated – etc.	20 – 18
	Good to average: somewhat choppy – loosely organized but main ideas stand out –etc	17 – 14

²⁶Teo, Adeline (Lei) K. 2006. *Using a Peer Assisted Writing Activity to Promote ESL/EFL Students' Narrative Writing Skills*. The Internet TESL Journal, Vol. XII.

²⁷Brown, H Douglas. 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy (Second Edition)*.New Jersey: Addison Wesley Longman Inc.p.157

	Fair to poor: non fluent – ideas confused or disconnected – etc.	13 – 10
	Very poor: does not communicate –no organization –etc.	9 – 7
VOCABULARY	Excellent to very good: sophisticated range – effective word/ idiom choices and usage –etc.	20 – 18
	Good to average: adequate range – occasional errors of word/ idiom form, choice, usage but meaning not obscured.	17 – 14
	Fair to poor: limited range –frequent errors of word/ idiom form, choice, usage –etc.	13 – 10
	Very poor: essentially translation –little knowledge of English vocabulary.	9 – 7
LANGUAGE USE	Excellent to very good: effective complex constructions –etc.	25 – 22
	Good to average: effective but simple constructions –etc.	21- 19
	Fair to poor: major problems in simple/ complex constructions – etc.	17 – 11
	Very poor: virtually no mastery of sentence construction rules –etc.	10 – 5

MECHA NICS	Excellent to very good: demonstrates mastery of convention –etc.	5
	Good to average: occasional errors of spelling, punctuation – etc.	4
	Fair to poor: frequent errors of spelling, punctuation, capitalization –etc.	3
	Very poor: no mastery of conventions –dominated by errors of spelling, punctuation, capitalization, paragraphing –etc.	2

The formula of the students' score of the test can be calculated as follow:

Total Score = 100; maximal score = 100; minimal score = 34

Students' score = $\frac{\sum \text{acquisition score}}{\text{Maximal score}} \times 100$

2. Interview

An interview guide was a design that is structured to explore further about things that have not been known or less clear during observation. The interview used in this study was structured interviews, by asking questions to students. To ask questions, it needs to be done gradually and systematically based on the grid that has been made before.

In the interview technique, researchers used a closed-ended questions in the category in-depth interviews.²⁸ The purpose of this interview was to find the students' responses level and the reason. In conducting interviews, researcher needed to listen carefully and took note of what stated by the informant based on the questions attached below.

²⁸*Ibid.*, p.254

Table 3.3:
Data of Interview Result

No	Data of Interview
1	Are you very enthusiastic and glad when Google Docs comes to collaborative activity in class?
2	Does Google Docs help you to finish descriptive text in collaborative class?
3	Does Google Docs help you to increase your English writing?
4	Does Google Docs help you in increasing your social skill?
5	In Google Docs activity, Do you think your friend help you in making descriptive text?
6	Does Google Docs help you in increasing your problem solving on descriptive text?

3. Documentation

Guidelines for supplementary documentation of the use of observation and interview methods. The documentation guidelines in this study were used to review documents in the form of Lesson Plan (See Appendix 2).

F. Data Analysis Technique

Technical data analysis in this study is a data analysis model of Miles and Huberman, activities in qualitative data analysis are carried out interactively and take place continuously until complete, so the data is saturated.²⁹ Activities in data analysis are data reduction, data display, and conclusion drawing / verification.

1. Data Reduction

²⁹Sugiyono, (2008). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung. Alfabeta.

Reducing data in this study meant summarizing or searching important points of each data obtained. If the data was obtained in the field more and more so the researcher focused on the subject matter. Thus the reduced data provided a clearer picture, and make it easier for researchers to carry out further data collection, and search if needed. Data reduction be assisted with electronic equipment such as mini computers, by giving code to certain aspects.³⁰

2. Data Display

The next step after reducing data was displaying data. In qualitative research, the presentation of data was done in the form of brief descriptions, charts, relationships between categories, flowcharts.³¹

3. Verification

The third step in analyzing qualitative data according to Miles and Huberman was a conclusion and verification. The initial conclusion was still temporary and will change if no strong evidence was found that supports the next stage of data collection. The conclusions in qualitative research were new findings that had never before existed. Findings can be in the form of a description or description of an object previously it was dim or dark so that after being examined become clear, can be either a formal or interactive relationship, a hypothesis or a theory.

G. Checking Validity of Findings

In checking validity of the findings, the researcher used triangulation technique. As explained by Angen, triangulation in qualitative research is generally used as technique to ensure that data of the research is rich, robust, comprehensive, and well-developed.³² Additionally, Creswell also revealed that using a single method can never adequately shed light on a phenomenon; therefore multiple

³⁰Sugiyono, (2008). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung Alfabeta. 247

³¹Sugiyono, (2008). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung. Alfabeta. 249

³²Angen, M., J. (2000) *Qualitative Health Research*, Vol. 10, Page: 379.

methods or techniques are needed in order to get deeper understanding.³³

In Denzin, there are four types of triangulation; those are methods triangulation, triangulation of sources, analyst triangulation, and theory/perspective triangulation.³⁴ When analyzing data, the researcher also crosschecked the findings using theory/perspective triangulation; as many grammar of English theories were regarded. After that, the researcher analyzed triangulation.



³³Creswell, J. W. (1998). *Qualitative Inquiry and Research Design Choosing Among Five Traditions* Thousand Oaks, CA: SAGE Publications Inc. Page: 57.

³⁴Denzin, N., K. (1978). *Sociological Methods* (New York: McGraw Hill) Page: 72.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter explains the research result and discussion of the findings that consist of data analysis and findings which explains about the result from data which have been analyzed.

A. Research Finding

1. The Implementation of Google Docs on Collaborative Writing

The aim of this study is to implement Google Docs on descriptive text by collaborative writing. Meanwhile, the data in this research was the students of VIII A class which consisted of 32 students in total. This research was conducted for three meetings. The first meeting was held on February, 5th 2018 to February, 12th 2018. The processes of the activities in two meetings were explained furthermore, as follow:

a. Meeting 1

To be more specific, there were three phases in this meeting:

1). Motivation and Warming Up

In the warming up activity, the writer told students to do fun activities intended to create a learning atmosphere that helped students spirit. Warming up was worked to create a familiar atmosphere between the helper and the writer. The researcher made some fun game for the students. That game was “Tongue Twister”. A tongue-twister is a sentence or expression which is very difficult to say properly, especially when you try to say it quickly. The example of tongue twister is: “Peter Piper picked a peck of pickled peppers. How many pickled peppers did Peter Piper pick”. After this activity, the writer showed the video and power point about how to implementing Google Docs to make a good descriptive text.

2). Dividing the Member Groups

After section of introduction, the researcher used her research by using lesson plans and using observation sheet. The research followed activities step by step with the lesson plans guided. And then, the writer divided students in pairs. The first student acted as writer (Student 1) and the second student acted as helper (Student 2). The helper played a role in helping the writer during the KBM process.

3). The Main Activities (Ideas)

First thing, the researcher explained about descriptive text with the media of power point. Then, the researcher gave the example of descriptive text and classified it into the generic structure. The example of descriptive text was:

Panda

Have you ever visited to the zoo? What do you think about Panda? When we visit to the zoo, we can see a fat animal and eat the grass. Panda has many unique characteristic and funny action. Here is the description about Panda.

Panda are bear-like animal. Panda originally live in Center and Western part of China. There are some differences between Panda and bear. Panda has white thick fur which covers all of the Panda's body. In the body, there are black eyes patches, nose, ears, shoulders, legs and arms. Panda has blackmark that make Panda unique and funny. Panda has big head, rounded ears, a short tail and a long muzzle with a big nose. However, Panda likes to eat bamboo and it is about 90%. Panda has a big jaw with tough muscle and strong molars to crush all of the bamboos. So, Panda can extract the nutrients that they need.

The first paragraph is identification that introduces about animal (Panda), and kinds of Panda. The second paragraph is description, that

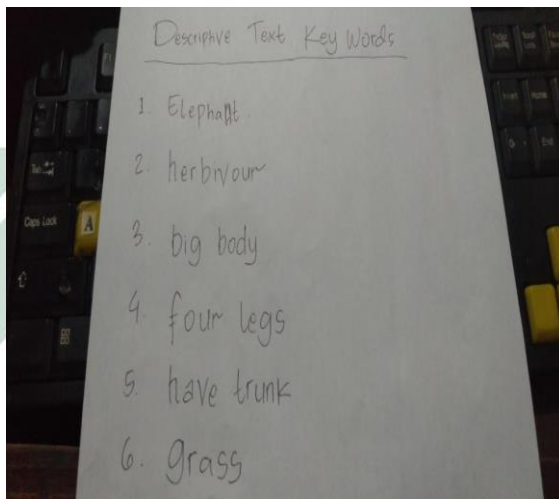
describe about the generally of Panda (food, live, etc).

To help students understand the importance of components in descriptive text such as describe about something such as person, animal, thing and place students were given the following complete questions, the majority of which begin with the question word "WH". The goal was to build the ideas of the students. Questions that can be given as follows:

- How are the main characters in your the descriptive text?
- What place do you want to talk about?
- What pet do you want to talk about?
- What person do you want to talk about?
- What is the characteristic of the character in your descriptive text?

After the writer had gotten an idea to make descriptive text, the writer made the key words in the notes. The writer was possible to write important information that she / he wanted to write. In this phase, the use of instrument was field note and observation sheet which addressed to the students. Field note was used to take the notes for classroom condition during the learning process. Observation sheet was used to observe the students' skill in descriptive text.

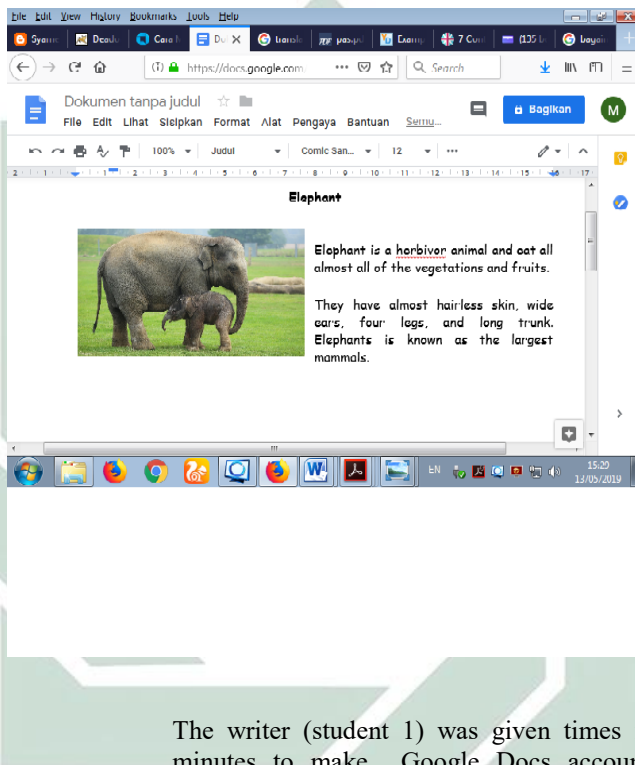
Picture 4.1:
Descriptive Text Key Words



2). Drafting

The keywords that were written in the first step then developed into a good descriptive text through Google Docs. Writer (Student 1) started to develop text (descriptive) on Google Docs. Researcher guided Writer (student 1) to write descriptive text on Google Docs. The students were free to choose what topic of descriptive text (person, animal, place or thing) that they wanted to make. Before started Google Docs, the writer (student 1) created a Google Docs Account. The students must have a Gmail account. After Google Docs account was made, the writer visited www.docs.google.com. Next, the writer (student1) created their descriptive text in a new document as interesting as possible.

Picture 4.2:
Descriptive Text through Google Docs on Collaborative



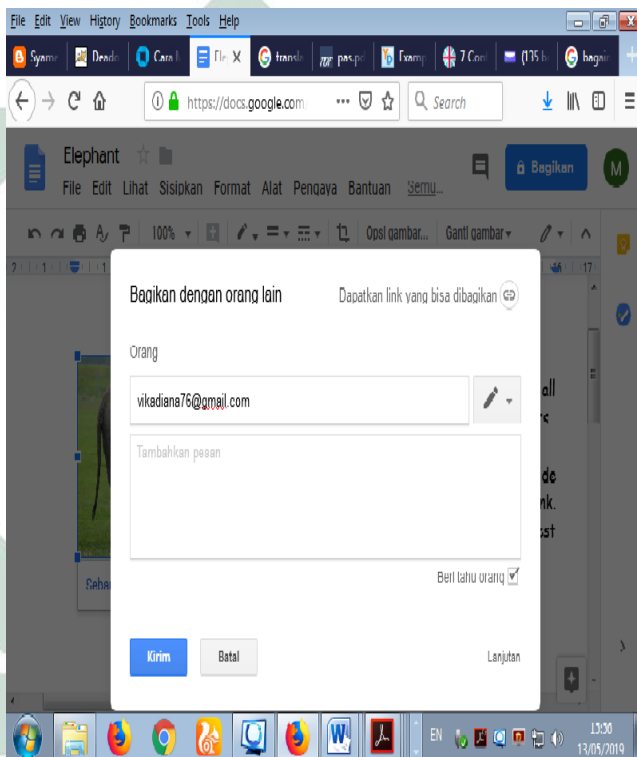
The writer (student 1) was given times for 25 minutes to make Google Docs account and created the descriptive text.

3). Reading

After the writer (student 1) created the descriptive text on Google Docs in last meeting, then the writer (student 1) gave an access to collaboration. First, she / he open their Google Docs account and find “share” icon and clicking it. By click it, the writer (student 1) enable to invite the helper (student 2) by typing helper Gmail account. After that, the helper (student 2) read text descriptive from the writer (student 2) and the

helper looked for the correction of text descriptive or thinks about the addition of text descriptive.

Picture 4.3:
Google Docs Share



In this phase, the instrument used in the classroom was observation sheet. This instrument was used to know students' ability to work in group. Several of the groups were to share the descriptive text on Google Docs. Here, the researcher helped them to share descriptive text on the helper Google Docs account. But, all of students discussed it with their team.

4). Editing

This phase, the helper (student2) was important role because this was the step of her / his to edit, add and delete which was not true. But they were enjoying doing this text. Here, the helper (student 2) edited, added and deleted the error words in Google Docs. The researcher helped them how to edit and add the text become perfect descriptive text.

Picture 4.4:
Editing Descriptive Text on Google Docs



observation. The instrument was used to know the students' responses.

b. Meeting 2

1). TheResearch Correction

In this phase, the research was done on February, 12th 2018. The researcher was a teacher. The researcher measured students' score by rubric and formula. With the help rubric and formula, the result of students' score by implementing Google Docs was:

Table 4.1:
The Students' Writing Test Score

Group	Students' Name	Total of Students' Score
1	ST 1	85
	ST 2	85
2	ST 3	87
	ST 4	87
3	ST 5	86
	ST 6	86
4	ST 7	84
	ST 8	84
5	ST 9	80
	ST 10	80
6	ST 11	77
	ST 12	77
7	ST 13	88
	ST 14	88
8	ST 15	82
	ST 16	82
9	ST 17	91
	ST 18	91
10	ST 19	83
	ST 20	83
11	ST 21	91
	ST 22	91
12	ST 23	88
	ST 24	88
13	ST 25	89
	ST 26	89

14	ST 27	81
	ST 28	81
15	ST 29	80
	ST 30	80
16	ST 31	84
	ST 32	84

(Data source: writing descriptive text, February 12th 2018)

In this students' score result of descriptive text in showed that 4 students got 100 – 90 (12,5%), 26 students got 80 – 89 (81,25), 2 students got 70 – 79 (6,26%). Based on the students' learning result, it showed that the students had improved in their idea in writing because they can write long paragraph than before by using collaborative writing in Google Docs. So, there was an improvement that can be examined from the criteria defined in this study. The scores this of test was higher than descriptive text learning before. Because KKM standard was 75 but the students who can reach KKM were only 40%. By implementing this collaborative method by using Google Docs, All of the students can reach KKM as 100%. It showed that by implementing Google Docs in Collaborative writing in Descriptive text was success.

2. The Students' Responses

The data was collected through interview provided the answer related to how students' responses toward the implementation of Google Docs in collaborative.

The research do interview (1) 'Are you very enthusiastic and glad when Google Docs comes to collaborative activity in class?' (2) 'Does Google Docs help you to finish descriptive text in collaborative class?' (3) 'Does Google Docs help you to increase your english writing?' (4) ' Does Google Docs help you in increasing your social skill?' (5) In Google Docs activity, Do you think your friend help you in making descriptive text?' (6) 'Does Google Docs help you in increasing your problem solving on descriptive text?'

The result indicated that the students showed positive attitude toward the activities. The result were mainly obtained from interview which was conducted to ten students chosen randomly presented the students' responses of the aspect of strongly disagree. In spite of this fact, observation also discovered students' behavior responses and provided the confirmation to enhance the findings from the interview.

The following table presented the result of interview and observation according to the component of responses suggested by Wesely such as:³⁵

Table 4.2:
Students' responses

Responses	Students' Responses									
	S T 1	S T 2	S T 3	S T 4	S T 5	S T 6	S T 7	S T 8	S T 9	S T 10
Strongly Agree	2	5	-	3	2	6	5	3	3	3
Agree	4	1	6	3	4	-	1	3	3	3
Disagree	-	-	-	-	-	-	-	-	-	-
Strongly Disagree	-	-	-	-	-	-	-	-	-	-

Specifically, Student 1 has answered 2 strongly agree answers and 4 agree answers. For making sure that these students' answer were different, Student 1 answered strongly agree for question number 1, as her reason "*Sure, I am very glad and enthusiastic when first time I know about Google Docs*". For question number 2 the student answered Agree and her explanation, "*yeah, by Google Docs, I am easy to finish descriptive text*". She also

⁴⁸Wesely, P.(2012). *Learner Attitudes, Perceptions and Beliefs in Language Learning*. Foreign Language Annals, 45 : S98 – S117

answered Agree for the question number 3 with the reason: *"I am agree that my English writing skill has increased by the Google Docs because it is fun"*. For the next question, she answered strongly agree because by Google Docs, she has done collaboratively with online and also it has learned social skill. Question number 5, she answered Agree with the reason: *" my friend has already helped me to make good descriptive text. We do it together until finish. I am very happy"*. The last question, she said that the confused of making descriptive text has finish and she do not worried.

Student 2 has answered 5 strongly agree answers and only 1 agree answer. With the first question, she said that she is very strongly agree with Google Docs in the class to make good descriptive text and she hope it can be continue to easy her learning in class. For the second question she also answered strongly agree about the use of Google Docs in descriptive text, and her statement: *"of course i am strongly agree with it because Google Docs help me to finish descriptive text on collaborative class and i do not make a text monotonouos"*. For the third question she answered agree because her explanation *"Google Docs is not only to increase writing skill but also it increase vocabulary, reading, etc"*. For the forth question, she answered strongly agree as her statement that she is strongly agree if descriptive text can build social skill through Google docs. I can finish it in pairs. The fifth question, she also answered strongly agree as her reason *" my friend can help me to make descriptive text so i do not work it alone"*. The sixth question is strongly agree because she said that Google Docs can solve the problem of write the text especially descriptive text.

Going with student 3, he answered all of the questions with agree answer. His reason in the interview session was only one. His reason was *"okay, now i have known about the advantages Google Docs on descriptive text. And at this time, I agree if Google Docs was implemented in our learning"*.

Next, student 4 answered 3 strongly agree and 3 agree. For the question number 1,2 and 3 she answered all

of the questions with strongly agree answer. It was with the reason *“I can finish my descriptive text and i am very glad. Sure, my writing skill is increasingly. Thank you Google Docs for helping me to make descriptive text is more easy than before”*. For the question number 4, 5 and 6, she answered agree with the reason *“may my social skill is increasingly, so i can do that with my friend and there is no problem when i do descriptive text”*

In addition, student 5 has answered 2 strongly agree and 4 agree. As his statement in the first question *“I am agree with Google Docs and I am glad”*. This state was same with the second question *“I am agree that Google Docs can finish my descriptive text on collaborative writing”*. But in question number 3, he state that *“I am very strongly agree if Google docs can increase my english writing skill”*. The next question, his reason was *“I am strongly if i can connected with my friend to finish our descriptive text”*. The fifth and sixth question was *“I am agree if my friend can help me to make descriptive text and there is no problem when I make descriptive text”*.

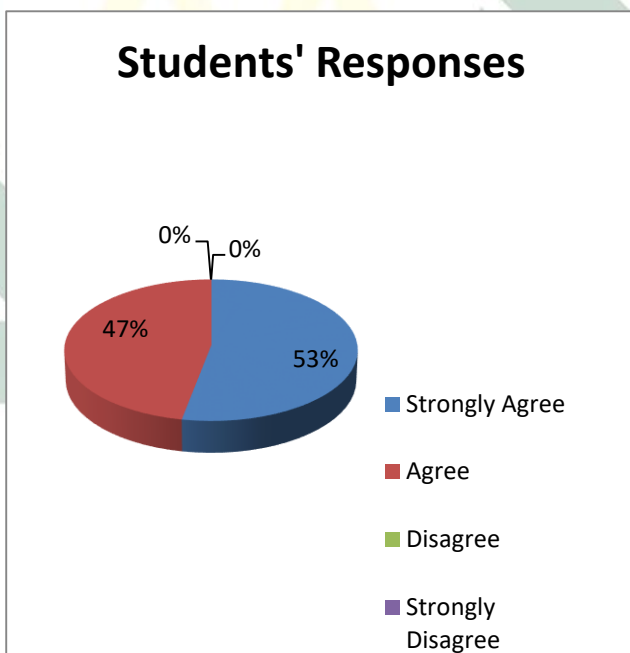
Furthermore, for the student 6 she has answered all of the question with strongly agree. She had reason that *“i am confused when I get the assignment “write the text”. Usually I write the text need long time, but when I know about Google Docs, I have already finish my text and I am so happy. After that, I can do it with my friends”*.

Student 7 has answered 5 strongly agree answers and 1 agree answer. For the first question she answered strongly agree because she is enthusiastic for the Google Docs. The second question she answered strongly agree because she has already finish her descriptive by doing Google Docs. The third question was strongly agree because now she liked writing lesson in her class because of Google Docs. The forth is agree because she was shy if she showed her text for other friend. The fifth and sixth question is strongly agree because she do not find the problem when she doing descriptive text with her friend.

For the student 8, 9 and 10 they all had same answers and reasons because they are best friend as their said. Question number 1, they said strongly agree because

they were very surprise and glad for the first time they met Google Docs in their learning. Question number 2 their reason was “*yeah, we can finish my descriptive text and we want to try again*”. Question number 3, they answered agree when Google Docs can help their writing skill increasingly. Question number 4, they were very strongly agree because they can finish their assignment by online. Question number 5, they can help each other to make creation text and the last answer was strongly agree for Google Docs can help and solve the problem to make a text expecially descriptive text.

Chart 4.1:
Scales of Students' Responses



The result of interview revealed that most of the students stated that the use of Google Docs in collaborative writing helped them to finish the descriptive text better.

The data showed that the result of strongly agree was 53% from ten students who answered six questions. And the result of agree was 47% from the total six questions to ten students randomly.

B. Discussion

1. The Implementation of Google Docs on Collaborative Writing

Google Docs on descriptive text was success. Students finished descriptive text clearly. As accordance to Otong Setiawan Djuharic statement “*Descriptive text is purposed to imagine somebody, something, a place and an animal*”³⁶. Students made the ideas to determine the main characters, what pet want to talk about and what characteristic in the character. After that, they wrote to the Google Docs with their pairs. It was named by collaborative writing. As the stated of Luna and Ortiz “*Collaborative writing means the learners form a group consists of one or more individuals to work in writing project*”³⁷. The students worked together with their pairs, the student 1 acted as writer and the student 2 acted as helper.

The students worked collaboratively with the step of activities to make a good descriptive text through Google Docs. As the stated of Teo statement “*There are consists of four phases which are dividing the member groups, warming up, the main activities (ideas, drafting, reading, editing) ans students’ scoring*”³⁸. the students followed the activities with their pairs in two meetings. They were enjoying the activities.

By implementing Google Docs, the student followed the processes that consists of writing a Google

³⁶ Djuharic, Otong Setiawan. 2001. *Genre*. Yrama Widya: Bandung, 98

³⁷ Alma Milena Robayo Luna, Luz Stella Hernandez Ortiz. (2013). *Collaborative Writing to Enhance Academic Writing Development Through Project Work*, HOW: A Colombian Journal for Teachers of English, p. 132

³⁸ Teo, Adeline (Lei) K. 2006. *Using a Peer Assisted Writing Activity to Promote ESL/EFL Students’ Narrative Writing Skills*. The Internet TESL Journal, Vol. XII. p.67

Docs account, creating descriptive text on new document and then share the document to invite their pairs by typing their Gmail account. As the stated of Ahmad Zamri Mansor “*The students can follow the steps which consist of create a Google Docs account, visit www.docs.google.com, create a new document and give an access to collaboration*”³⁹. Furthermore, the implementation of Google Docs was essentially helpful to finish descriptive text by the steps collaboratively.

The implementing of Google Docs on descriptive text, the writing skill of students increased. They were easy to make descriptive text. As the same with previous study was stated by Saovapa Wichadee and Ornpapat Suwantarathip which the title “*The Effect of Collaborative Writing Activity Using Google Docs on Students’ Writing Ability*”⁴⁰.

2. Students’ Responses

Additionally, the findings also indicated that students responses was primarily to support the successful learning and increasing the students’ achievement, positive behaviors and a sense of belonging in all students. As the stated of Wesely “*The learners’ responses have been commonly associated with two targets: response of themselves has often been defined as how students understand and make sense of themselves and their own learning*”⁴¹. As the result, more than 50 percent students who agreed with Google Docs as an application for make descriptive text collaboratively.

This study was correlated with the previous study conducted by Ivana Arlene Wellington in her Jurnal with the title “*Students’ Perception in Learning English Using Group Work Activities*”⁴². The purpose of this research was focused on

³⁹ Mansor, Ahmad Zamri. *Google docs as a collaborating tool for academicians*, Procedia: Social and Behavioral Science, 2011, p.415-416

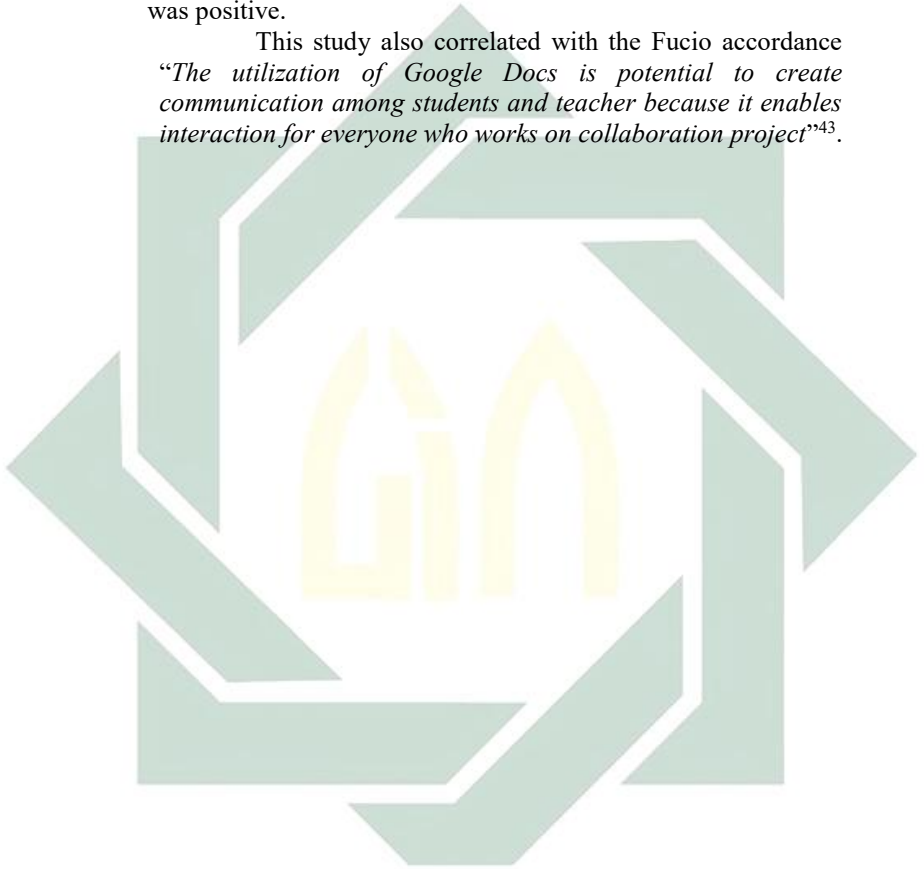
⁴⁰ Ornpapat Suwantarathip, Saovapa Wichadee, *The Effect of Collaborative Writing Activity Using Google Docs on Students’ Writing Ability*, TOJET: The Turkish Online Journal of Educational Technology, 2014, p. 150

⁴¹ Wesely, P. (2012). *Learner Attitudes, Perceptions and Beliefs in Language Learning*. Foreign Language Annals, 45 : S98 – S117

⁴² Wellington, Ivana Arlene. *Students’ Perception in Learning English Using Group Work Activities*. 2010. p.78-80

students' perception about group work activities. The study showed that the most of the participants had the same perspective forward group work activities and most of their attitude toward it was positive.

This study also correlated with the Fucio accordance *“The utilization of Google Docs is potential to create communication among students and teacher because it enables interaction for everyone who works on collaboration project”*⁴³.



⁴³ D. Stephanie Fuccio, *Cloud Power: Shifting L2 Writing Feedback Paradigms via Google Docs*, *Journal of Global Literacies, Technologies, and Emerging Pedagogies*, vol. 2, 2014, p. 216, 217, 220

CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion based on the findings. The conclusion discusses about the result of Google Docs implementation on collaborative writing and students' responses through Google Docs. For the suggestion discusses about the alternative ways that can be used for the all teachers to teach and give lesson to the students in the future.

A. Conclusion

1. This research showed that the students implemented Google Docs in the descriptive text in two meeting. For the first meeting, the activity was motivation, warming up, ideas, drafting, reading and editing. Student was divided into pairs. The first student acted as the writer and the second student acted as the helper. The writer wrote a key words about the clue, topic and vocabularies of descriptive text that want to make in the notes. After finishing the key words, the activity was drafting. The writer made Gmail Account to make an account Google Docs on www.docs.google.com. Then, the writer created descriptive text with the title "Elephant" (the researcher took one of students result of descriptive text). After drafting, the activity was reading and editing. In reading and editing, the writer share the account to their pairs. The writer clicked icon "share" and than wrote Gmail account the helper. After that, the helper open his/her Gmail account to read and edit the writer descriptive text. The helper read, edited, added, the descriptive text perfectly and correctly. After finished to edit, the helper share to the researcher (as the teacher) Gmail account to students' scoring. In the second meeting. The researcher counted students' scoring with the rubric and students assessment. The result was students got high score and more than the KKM (75). The data showed that 4 students got the score 90 – 100 (12,5%), 26 students got 80-89 (81,25), 2 students got 70-79 (6,26%). It meant that by

implementing Google Docs in collaborative writing in descriptive text was success.

2. The research also showed that this research had positive students' response. It meant that all of the students agreed with Google Docs as the tool to create descriptive text. From the data showed that the result of strongly agree was 53% from ten students who answered six questions. And the result of agree was 47% from the total six questions to ten students randomly. The final result was by implementing Google Docs on collaborative writing, students were easy and can write the text better.

B. Suggestion

The research can make the note of suggestions after doing this research as follow:

1. For this era, technology has the important thing to make the teaching and learning easier and better. Here, the researcher wants the learners to apply technology not only to play the games or entertain themselves, but also to fulfill their learning needs in the future.

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