

CHAPTER I

INTRODUCTION

This chapter presents the foundation and general outline of the research which consists of the background of the research, the research questions, the purposes of the research, the significance of the research, and the clarification of the terms.

1.1 Background of the Research

Proficiency in writing is an essential ability that students must acquire while learning the English language. Writing is the process of expressing thoughts, ideas, and emotions using written language and constructing sentences to create written work (Al-Atabi, 2020). Proficiency in writing is necessary for multiple facets of written communication, encompassing the organization of ideas, the choice of suitable vocabulary, the construction of logical phrases, and the arrangement of sentences into cohesive paragraphs. Writing in English as a foreign language (EFL) is a comprehensive and challenging task that needs the use of several cognitive skills. This sequential process entails continuing planning, drafting, and editing (Crossley et al., 2016). Writing is a cognitive process, and teachers can assist students in enhancing their writing skills (Javadi-Safa, 2018). Technology integration into writing classes has significantly improved writing classrooms in recent years. The use of technology in the educational system is crucial to helping students to work more easily. The fourth industrial revolution has revolutionized the learning process by utilizing technology. In this context, the use of technology aids students in project completion and helps teachers in achieving learning goals (Wahyuningsih, 2021).

The post Coronavirus-19 outbreak has emphasized the importance of using technology-based interactive learning systems to assist with continuous teaching and learning. Coronavirus 19 is a global health crisis affecting the World Health Organization (WHO), the Environmental Protection Agency (EPA), and all countries in the world, causing environmental degradation and increasing daily

mortality rates due to its latest model throughout 2020 (Sawicka et al., 2022). The post Coronavirus 19 outbreak has significantly impacted the lives of people around the world. The Big Indonesian Dictionary (KBBI) defines a pandemic as an epidemic that spreads simultaneously across a wide geographical area (Herawati, 2021). Indonesia's government has issued regulations aimed at accelerating the handling of the post Coronavirus-19 outbreak, including large-scale restrictions on activities in infected areas. Law Number 21

of 2020, implemented in Jakarta in March 2020, aims to reduce transmissions (Azmi & Kusumasari, 2021).

The post pandemic has affected the education system in Indonesia, leading to school closures in yellow, red, and black zones (Kristyanto et al., 2021). The Indonesian government ordered all schools to conduct distance teaching and learning (Churiyah et al., 2020). The School from Home (SFH) policy was used for distance teaching and learning. It has led to the transition from conventional to fully online learning, where all learning interactions and material distribution are conducted online, replacing physical meetings (Agung et al., Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino, 2020). E-learning promotes independent learning and provides a creative space for teachers to effectively present engaging virtual classes using technology. Based on (Sewandono et al., 2022) E-Learning offers advantages such as self-directed learning, information accessibility, adaptability, efficient interaction, collaboration, reduced costs, improved teaching quality, and ease of student activity management, positively impacting teachers and students. The change from conventional to E-Learning models necessitates responsiveness and adaptiveness from teachers and students. E-learning platforms enable teachers to deliver material and assignments anytime and anywhere, ensuring optimal teaching and learning processes.

The Ministry of Education and Culture has announced the implementation of various online learning systems, namely Google Classroom, Google Zoom Cloud, Edmodo, WA Group, email, and academic portal systems (Susanto et al., 2023). Related to English writing, students and teachers commonly use online writing platforms like Microsoft Office, Google Docs, and Grammarly to enhance their writing motivation and writing ability (Az Zahra & Febria, 2023). Online word processors can facilitate flexible discussions even when face-to-face meetings are unavailable, enhancing the collaborative writing process and facilitating comfortable communication among students (Cunningham et al., 2019). Utilizing online word processors for collaborative learning can incentivize students to actively engage with their peers to accomplish group goals (Wijayadi & Ihsan, 2023). Collaborative learning facilitates students' engagement in inquiry-based

learning, cultivates an increased sense of independence, improves their interpersonal skills, and encourages teamwork among peers in completing specific tasks (Yonanda et al., 2023). Along with the development of E-Learning, one appropriate media that can be used by teachers and students in teaching and learning English writing is Google Docs as one of the online word processors (Metilia & Fitrawati, 2018). Google Docs is an online tool that allows several users to work together in real-time on various stages of the writing process, such as planning, co-writing, editing, and producing the final written document (Li, Computer-Mediated Collaborative Writing in L2 Contexts: An Analysis of Empirical Research, 2018). Using Google Docs for collaborative writing, students can improve their writing abilities while reducing the necessity for physical interactions. Google Docs' versatility and simplicity enable students to complete assignments outside the classroom and establish learning objectives (Lee & Hassel, 2021).

Students can work together on writing projects, while teachers can analyze, modify, and provide feedback on these activities in real-time. The revision history feature enables users to monitor and record all contributions and alterations made to the text. Moreover, Google Docs facilitates extensive outside-of-school discussions among students, streamlining the process of completing writing tasks efficiently (Woodrich & Fan, 2017). Additionally, teachers can view these assignments at any given moment. Although evidence supports the advantages of using Google Docs in writing classrooms, students' opinions on its usefulness could differ (Jiang & Eslami, 2021).

Understanding students' perceptions is one step that can be taken to find out how students feel about using Google Docs in online learning. According to Agung et al (2020) states students' perceptions of the Google Docs implementation are the most relevant since they have experience with it. Teachers need to know how students view, use, and respond to it. According to Asrori (2009), perception is the outcome of the individual's stimulation of the environment and the condition they are experiencing. These outcomes take the shape of impressions that go through an interpretation, analysis, translation, and evaluation process in order to give them meaning. Student perceptions are a dynamic indicator because a combination of internal and external factors typically gives perception.

This topic requires further extensive investigations, specifically regarding the impact of technology on the collaborative writing process. Students have a preference for using alternative platforms like Google Docs. Hence, the examination of students' perceptions regarding the use of Google Docs as a medium for collaborative writing is of utmost importance, as it has the potential to greatly influence their motivation and active engagement in collaborative writing during lectures (Khalil, 2018). Analysis of the discussion features reveals that the availability of writing tools could be more optimal, decreasing students' interest, motivation, and participation in collaborative writing tasks. This research is focused on investigating how students' perceptions of using Google Docs as a collaborative writing tool during online learning in the English subject. Interviews are necessary to get comprehensive information about the advantages and challenges of implementing online learning. The research participants consisted of 10th-grade students majoring in Science 1 around 26 students at SMAN 1 Majalengka were engaged in online learning during the Covid-19 pandemic. SMAN 1 Majalengka is a public senior high school located at Jalan Raya K.H Abdul Halim No. 113, Majalengka, West Java. It has received an A accreditation. Students of Science 1 were selected based on their good level of ICT compared to other classes. Besides, this research aims to investigate students' perspectives on using Google Docs as a collaborative writing tool during the Covid-19 pandemic.

1.2 Research Questions

Based on the background of the study, the questions of the study are:

1. In what ways does the use of Google Docs facilitate collaborative writing tools?
2. What are the students' perceptions of using Google Docs as a collaborative writing tool?
3. What are the benefits and drawbacks faced by the students in using Google Docs as a collaborative writing tool?

1.3 Purpose of The Study

Based on the research questions, the purposes of the study are:

1. To find out how the use of Google Docs facilitates collaborative writing tools.
2. To find out the students' perceptions of using Google Docs as a collaborative writing tool.
3. To find out the benefits and drawbacks faced by the students in using Google Docs as a collaborative writing tool.

1.4 Significance of The Study

By conducting this research, it is expected that:

Practically, the teacher can comprehend the students' perceptions of using Google Docs and discern the benefits and drawbacks encountered by students when using Google Docs. Moreover, this study will hopefully help teachers determine the most appropriate learning platform for English writing. Amidst this pandemic, teachers can assess whether students can effectively engage with Google Docs for their studies.

Furthermore, students can optimize their collaborative writing by understanding Google Docs' benefits and drawbacks. Collaborative writing with Google Docs has the potential to enhance students' engagement in collaborative writing. Theoretically, this research can serve as a point of reference for future researchers who conduct research related to using Google Docs as a platform for collaborative writing.

1.5 Scope of The Study

This research only focuses on investigating the perceptions of grade 10 students in Science 1 at SMAN 1 Majalengka with an A-accreditation who were currently using Google Docs as a collaborative writing tool in the subject of English during the COVID-19 pandemic.

1.6 Definition of Key Terms

Below are the definitions of the key terms provided in order to explain the meaning of the key terms and avoid misapprehension to the readers.

Perception is the cognitive process by individuals who comprehend and derive a sense of items in their surroundings by organizing and interpreting sensory inputs. It can be concluded that perception is a procedure in which the brain receives and interprets messages or information, resulting in the experience and understanding of things, events, or relationships (Sahrawi, 2017).

Writing is the act of utilizing symbols, such as letters, punctuation, and spaces, to convey ideas and thoughts legibly. It serves as an instrument of human communication by representing language through symbols (Al-Atabi, 2020).

Narrative Text is a text that retells stories from past events in a sequential and chronological form to both inform and entertain the reader (Falihah et al., 2022).

E-learning is organized learning that employs electronic systems or computers to support learning. It is a flexible learning method since e-learning facilitates teachers' and students' access at any time and location (Yustanti & Novita, 2019).

Google Docs is a free web-based tool, that facilitates collaborative writing and cooperative learning, hence enhancing teacher-student and student-student interaction in collaborative writing (Colaco & Antao, 2023).

Collaborative Learning is a type of learning in which students are organized into small groups to collectively share knowledge, solve problems, accomplish tasks, and produce a final output where technology is utilized as a tool to facilitate. This approach is mainly utilized in writing classes (Ningsih P. S., 2023).

Collaborative Writing is a process of integrated contributions of ideas and thoughts from every group member at each stage of the writing process. It can also enhance students' motivation in the learning process and foster the development of their advanced critical thinking skills (Veramuthu & Shah, 2020).

Covid-19 Pandemic first emerged in December 2019 in the city of Wuhan, China. It has had a substantial effect on human health and poses a significant challenge for healthcare systems globally (Lixing, 2020).