

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sub-chapters: conclusion and suggestion. The conclusion of this research was based on the research results, while the suggestion was based on the conclusion of this research.

5.1 Conclusion

The researcher comes to the following conclusion based on the findings and discussions. It can be concluded that 10th-grade students in Science 1 had positive perceptions of using Google Docs as a collaborative writing tool. However, almost all students face obstacles related to their connection to the internet, which need to be carefully managed. Students conceived Google Docs as being beneficial for their online collaborative writing. Furthermore, the interview findings revealed that Google Docs enhanced students' performance by enabling them to collaborate at any time, regardless of where they were, and by implementing a single online platform, thus improving the effectiveness and ease of their work.

5.2 Suggestion

Based on the conclusions stated above, the researcher would like to give some suggestions for English teachers, students, and future researchers.

5.2.1 The Teachers

This research attempts to assist English teachers in understanding students' perceptions of using Google Docs as a collaborative writing tool. It encourages teachers to determine the appropriate educational tool for their students. Considering that students express agreement opinions of using Google Docs for their collaborative writing assignments, it has become

imperative for teachers to maximize the use of Google Docs to facilitate online collaborative writing and gain all its advantages efficiently. The teachers ought to optimize the use of electronic equipment to create engaging online learning environments. Moreover, an immense majority of students consider writing as a challenging subject to study. The pupils occasionally indicate problems with finding it hard to engage in collaborative writing. Teachers must create a lively and interactive learning environment to deal with this concern. The easiest way to do this can be by integrating appropriate material or tools into the teaching-learning process, for instance, by enhancing the regularity with which teachers utilize Google Docs in the classroom. It is expected that the Google Docs tool could encourage students to engage in writing lessons. Therefore, the students will achieve the learning objectives, and the teaching and learning activities will continue effectively.

5.2.2 The Students

Hopefully, students can enhance their enthusiasm for learning English, and they should actively seek help if they face any challenges during their studies. Students are encouraged to seek out multiple sources to enhance their knowledge of the given lesson and improve their English proficiency so that they can use this knowledge effectively in daily conversations. Furthermore, teachers and students are crucial in shaping the student's learning process. The active participation of students in class is necessary for enhancing their skills, despite their usage of various media or their perceptions of the teachers. Engaging in activities is required for students to take an active role in learning and teaching. Students need to set their objectives to improve their writing skills. Regardless of how they work collaboratively or independently, students should participate in every aspect of the teaching and learning process and try to enhance their writing skills outside the classroom. Through participating in these activities, students can improve their

abilities for critical analysis and develop their creative talent in all aspects of written texts.

5.2.3 Other Researchers

This study is expected to be a helpful reference for future researchers interested in doing similar studies on Google Docs, particularly within online collaborative writing. Future studies will be conducted to further research the additional three English skills, which involve listening, reading, and speaking. In addition, further research can assess the influence of other Google programs, such as Google Forms, Google Sheets, and Google Slides, on students' academic performance.