

CHAPTER V

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

The last chapter of this study describes the conclusions, limitations, and recommendations. Conclusion part presents the major findings of the research in terms of each research question. The limitation of the research outlines the weaknesses of study. Recommendations are given for teaching and learning practice and future studies.

5.1 Conclusions

This study identifies how Google Docs is used in collaborative writing activity, and analyzes the development of students' writing skill over collaborative writing activity using Google Docs. From the findings and discussions, as presented in the previous chapter, two major conclusions can be draw.

The first conclusion is that collaborative writing process using Google Docs takes place during the stages of writing which is begun with prewriting, drafting, revising and editing, and ended with publishing. The following is a concise explanation of how Google Docs is used in collaborative writing activity.

- 1) Prewriting stage, in which the students make the outlines of their essays. After the topic of the essay is discussed by the lecturer and students, then the students draw a map of ideas, and make the outlines of the essay containing thesis statement and relevant supporting details on Google Docs. After that, the students share the outlines to lecturer and their peers on Google Docs by inviting each of the lecturer and students' email addresses. In addition, the students choose 'read-only' option in sharing mode so that the lecturer and their peers can only read the outlines without being allowed to edit and or change the outlines.
- 2) Drafting stage, in which the students write the essay based on the outlines drawn previously. In this stage, one of the students imports and inserts the existing file of his writing in his laptop to Google Docs. Then, he also shares

his writing with his lecturer and peers by inviting their email addresses. The student chooses 'can edit' option in sharing mode so that his collaborators can read, comment, and edit the essay.

- 3) Revising and editing stage, in which the lecturer and students do online revising and editing collaboratively. The student and his collaborators, in this study refer to the lecturer and peers, revise and edit the essay by giving comments to the essay on the Google Docs. Comments given should be based on five aspects of writing covering content, organization, vocabulary, language use, and mechanics. Offline discussions also take place after online revising and editing on Google Docs. The offline discussions are managed in order to clarify, review, and discuss the comments given by the collaborators. Furthermore, the lecturer and students do online revising and editing as well as offline discussion more than once in order to produce a good writing product which is decent to publish.
- 4) Publishing stage, in which the student publishes the final version of the essay. The essay being published has been revised and edited collaboratively on Google Docs. When the student publishes the essay, he is given URL link by Google Docs. Therefore, he can publish and post the essay in any platforms including any social media such as Facebook, Twitter, BBM Messenger, WhatsApp, and so on.

Apart from the expectations; the collaborative writing activity using Google Docs do not go smoothly due to numbers of issues emerged during the process. First, there is a slight disagreement between the comments given, and the ideas and intention of the writer so that intensive offline discussions, which take hours to solve, are needed after online revising and editing on Google Docs. In addition, in the first time of online revising and editing, collaborators write the comments in English, and not all of the collaborators' comments are recognizable by the writer so that the writer has troubles to figure out the comments given. Hence, for the next online revising and editing process, collaborators give comments in Bahasa in order to avoid misunderstanding. Second, low achiever

students highly trust their lecturer and the high achiever students, but not the students who are in the same level as them. If the lecturer and high achiever students give comments to the essay, low achiever students will consider and follow the comments. Otherwise, the low achiever students will take times to consider comments and suggestions given by students who are in the same level as them. Third, some of the students are also not actively involved in collaborative writing activity. Some collaborators give unspecific comments for the essay on Google Docs, and remain silent during offline discussions. Fourth, the some students are irresponsible for commenting the essay on time. Half of the collaborators submit the comments when the time for submitting the comment is closed to end.

In addition, overall, all of the students show positive response during collaborative activity using Google Docs. First, collaborative writing activity using Google Docs is a new experience for them. Second, Google Docs is easy to use and operate. Third, collaborative writing improves students' interaction with the lecturer and other friends. Fourth, the students get comments and suggestions needed from the lecturer and students to improve their writing skill. Fifth, the students are willing to do collaborative writing using Google Docs later in the future.

The second conclusion is that the development of students' writing skill during collaborative writing activity using Google Docs can be seen from the development of the essay from the original version to its final version. There are five aspects of writing which are developed that are: (1) content, (2) organization, (3) vocabulary, (4) language use, and (5) mechanics. Each of the aspects has certain level and criteria from very poor to excellent. The essay goes from poor level to excellent level in all of the aspects. For the original version of the essay, the essay only is in level of poor. Then, the essay is revised and edited on Google Docs and discussed offline so that the essay is in the level of fair. The revised version, then, is re-revised and edited on Google Docs and discussed offline. As a result, the essay is decent to publish. Moreover, the development of students'

writing skill during collaborative writing process can also be seen from a decrease in the number of errors in student's essay from the original version to final version of the essay.

Based on the conclusions above, collaborative writing using Google Docs can be an alternative way to develop students' writing skill. The collaborative writing process can be done during the stages of writing. However, there are some obstacles while applying collaborative writing using Google Docs. In addition, students' writing skill has developed during collaborative writing activity using Google Docs in the aspects of content, organization, vocabulary, language use, and mechanics. Based on the certain criteria, the levels of student's essay goes from poor for the original version of the essay to excellent for the final version of the essay. Moreover, the numbers of errors found in the essay are decreasing from the original version of the essay to final version of the essay.

5.2 Limitations of the Study

Aside from the findings of the research, this study is limited to two aspects. First, this study involves small number of participants, and is limited time of research. In this study, the participants were only six students recommended by the teacher in one group. The results will be able to be generalized if the number of participants expands which are divided into several group of collaborative writing. In addition, this study is limited to one single month of research. In order to get deeper views of this study, longer-term research is suggested conducting. In this study, student and collaborators only revise and edit one essay from one student due to the limitation of time so that the development of students' writing can be seen from the development of one essay only. It will be reliable if students and lecturer may write collaboratively to produce more than one good writing products. Second, the investigation of using a Web 2.0 tool (Google Docs) as a collaborative writing platform is infrequently applied in Indonesian context, where the Web 2.0 tools have not been integrated widely into teaching and learning purposes by mostly educators and students in Indonesia. Hence, further research can be conducted to get numbers of perspective whether or not the Web

2.0 tools work to be integrated for teaching and learning purposes, especially in writing subject, in any other areas in Indonesia.

5.3 Recommendation

Considering the findings of this study, recommendations for the teaching and learning practice, and future studies are provided. For the teaching and learning practice, it is recommended to integrate technology, especially Web 2.0 technology, continually. It is not limited for certain subject only. Lecturer can utilize the use of technology to make the lecturing and learning process more interactive. Moreover, due to the problem of distrusting peers' competence during collaborative writing activity, it is suggested for instructors to explain the benefits of working collaboratively even with moderate and low achiever students. In addition, it is also recommended to evaluate the implementing of technology in teaching and learning process in order to overcome the obstacles happen during the implementing process.

For future studies, three recommendations are given. First, it is important for the future research to have a large number of participants in order the research to be able to be generalized. Second, it is also important to conduct the research more than one single month in order to get deeper descriptions of implementing Google Docs in collaborative writing process. Third, future longitudinal studies are needed to find out how students' response to the feedback given from the lecturer and the peers on Google Docs or other Web 2.0 tools.

