

**AN INVESTIGATION OF STUDENTS' PERFORMANCES IN
COLLABORATIVE ENGLISH WRITING USING GOOGLE DOCS
AT SENIOR HIGH SCHOOL OF 1 CAMPALAGIAN**



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ABSTRAK

NURUL MAULIDA : Investigasi terhadap Performa Siswa dalam Menulis Bahasa Inggris secara Kolaboratif Menggunakan Google Docs. **Skripsi Sarjana. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Tujuan dari penelitian ini adalah untuk menyelidiki performa siswa dalam menulis bahasa Inggris secara kolaboratif menggunakan Google Docs. Subjek penelitian ini adalah 32 siswa kelas XI di SMAN 1 Campalagian. Penelitian ini menggunakan pendekatan metode campuran (mixed-method) dengan desain sequential explanatory. Instrumen yang digunakan meliputi tes menulis (pre-test dan post-test), Wawancara. Tes menulis dilakukan untuk mengukur performa menulis siswa sebelum dan sesudah penerapan penulisan kolaboratif dengan Google Docs. Wawancara digunakan untuk menggali persepsi siswa terhadap penggunaan Google Docs dalam proses pembelajaran. Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan pada performa menulis siswa setelah perlakuan. Nilai post-test meningkat dibandingkan nilai pre-test. Selain itu, siswa menunjukkan persepsi positif terhadap Google Docs, karena membantu mereka dalam berbagi ide, berkolaborasi secara langsung, dan merevisi tulisan dengan lebih efektif. Dapat disimpulkan bahwa Google Docs merupakan alat yang efektif untuk meningkatkan performa siswa dalam penulisan bahasa Inggris secara kolaboratif.

Kata Kunci: Penulisan Kolaboratif, Google Docs, Performa Siswa, Persepsi.

ABSTRACT

NURUL MAULIDA : An Investigation of Students' Performance in Collaborative English Writing Using Google Docs. **Undergraduate Thesis. Majene: Faculty of Teacher Training and Education, University of Sulawesi Barat, 2025.**

The purpose of this research is to investigate students' performance in collaborative English writing using Google Docs. The subject of this research was a group of 32 eleventh-grade students at SMAN 1 Campalagian. This study applied a mixed-method approach with a sequential explanatory design. The instruments used were writing tests (pre-test and post-test), Interviews. The writing tests were conducted to measure students' writing performance before and after the implementation of collaborative writing using Google Docs. Interviews were used to explore students' perceptions toward the use of Google Docs in the learning process. The results showed that there was a notable improvement in students' writing performance after the treatment. The post-test scores increased compared to the pre-test scores. In addition, the students expressed positive perceptions toward Google Docs, stating that it helped them share ideas, collaborate in real time, and revise their writing more effectively. It can be concluded that Google Docs is an effective tool for enhancing students' performance in collaborative English writing.

Keywords: Collaborative Writing, Google Docs, Students' Performance, Perception.

CHAPTER I

INTRODUCTION

A. Background

English serves as a crucial means of global communication and remains an integral subject across all educational stages. Among the four essential language competencies listening, speaking, reading, and writing, writing stands out as the most critical, particularly in higher education where academic work often relies heavily on written output. Herman et al. (2020) highlight that writing plays a pivotal role in communication, enabling individuals not only to articulate thoughts and emotions but also to interact with others and retain information. Writing is regarded as a productive skill because it requires students to compile and structure their ideas into coherent written form. As noted by Nabhan & Sa'diyah (2021), writing allows learners to express themselves in a comprehensible and organized manner.

To write effectively, learners must command a range of linguistic and structural components, including grammar, vocabulary, punctuation, spelling, content clarity, and logical organization. Nunan (1991), as cited in Durga and Rao (2018), explains that writing is a highly demanding mental process, requiring the simultaneous control of various elements. Writers must not only construct grammatically correct sentences but also integrate ideas cohesively into well-structured paragraphs. Developing writing proficiency remains a challenge for many students, largely due to the complexity of the skill. Several factors contribute to these challenges, such as limited vocabulary, weak grammar, difficulties in idea development, and lack of motivation to write. Pratiwi et al. (2021) observe that these aspects often hinder students from successfully engaging in writing tasks. Consequently, educators must seek innovative methods or technologies to enhance writing instruction.

At SMAN 1 Campalagian, the writing curriculum for eleventh-grade students emphasizes the ability to compose functional texts such as recounts, narratives, and descriptive texts using appropriate grammar, diction, punctuation, spelling, and structure. However, according to an English teacher at the school, writing instruction has primarily relied on conventional

approaches and printed worksheets. Student interviews further reveal that these traditional methods have reduced learners' interest in the subject. Suprijono (2014) supports this view, arguing that without suitable teaching techniques, strategies, and tools, improving students' writing skills is unlikely.

Traditional teaching methods have contributed to the students' difficulties in learning to write. To address this, educators need to adopt media that are better suited to students' needs and learning environments. Research literature suggests that Google Docs is an appropriate tool, particularly for students in urban educational settings and for EFL learners in higher education who require collaborative support in their writing process.

Google Docs offers several features that make it an effective educational medium. It supports collaborative learning environments and facilitates group work. Chinnery (2008) describes Google Docs as a dynamic and productive platform for learning, allowing users to personalize document layouts and include multimedia elements. According to Seyyedrezaie et al. (2016), its chat function enables real-time feedback and clarification during the revision process, eliminating the need for in-class consultation with the teacher. Additionally, users can share images and videos, enhancing the overall learning experience. Gralla (2010) affirms that Google Docs is particularly useful for collaborative work, making it a preferred tool for educational contexts where joint effort is emphasized. Its ability to support both synchronous and asynchronous writing tasks enhances both classroom-based and remote learning experiences.

This study focuses on examining how students perform in writing when engaged in collaborative learning using Google Docs. As stated by Barkley (2005) in Yusron (2012), collaborative writing involves group interaction in every stage of the writing process from brainstorming and gathering ideas to organizing, drafting, and revising. This approach enables students to manage the writing process more efficiently and effectively. Based on this context, the present research aims to investigate the writing performance of second-grade students at SMAN 1 Campalagian using collaborative writing strategies supported by Google Docs. By identifying students' current obstacles and applying an engaging digital platform, this study seeks to improve the

effectiveness of writing instruction and promote the development of students' writing competencies

B. Problem Identification

1. The lack of students performances in students writings skill due to the lack effective media used in learning English writing.
2. The students' score of writing is low.

C. Research Problem

1. Can collaborative writing by using Google Docs improve the student's writing performances?
2. What are students' perceptions of the use of Google Docs in collaborative writing for students' performances

D. Research Objective

Based on the formulation of the problem above, Then the purpose and objective of this research are:

1. To find out whether or not collaborative writing by using Google Docs can improve students' writing performances.
2. To find out what are the students' perceptions on the use of Google Docs In collaborative writing for students' performances.

E. Research Benefits

Through this research, The writers hope that it can be beneficial for people who get involved, such as the teacher, the students, and of course the writer. The benefits that the researcher intends was be distinguished into two benefits as follows:

1. Theoretical benefits

The results of this study was help teachers to know the problems of students in writing with collaborative writing by using Google Docs so that teachers can provide a good way to teach students how to improve student writing skill with collaborative writing by using Google Docs so that students can learn well from teachers. Students can be more active in the classroom, and most importantly students dare to make a well-written text in English.

2. Practical benefits

a. For the trainer and teachers

This research hopefully would be beneficial and give advantages for all trainers and teachers to apply good strategies to teach students in producing written text. And it can give information about students' difficulties in writing text.

b. For the students

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

c. For the researcher

This research is used as a requirement for the writer to accomplish her study. Moreover, the writer hopes the use of Google Docs was be more familiar in the school to be applied, Especially when teaching students to work collaboratively.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the findings and discussion of this study, the following conclusions can be drawn:

1. Collaborative writing using Google Docs has a significant impact on improving students' writing performance. The statistical analysis showed a notable difference between students' pre-test and post-test scores, indicating that the use of Google Docs contributed to better learning outcomes. However, the effectiveness measured through N-Gain Percent was relatively low, suggesting that the implementation, while beneficial, was not fully optimal.
2. Students' perceptions toward the use of Google Docs in collaborative writing were generally positive. They appreciated the platform's features, including real-time editing, accessibility, and interactive feedback tools. Google Docs enhanced students' motivation, engagement, and comprehension of writing tasks. Despite this, several students faced challenges related to internet connectivity and tracking group contributions, indicating that technical support and digital readiness remain essential factors for success.

B. SUGGESTION

Based on the conclusions above, the researcher provides the following suggestions for further practice and study:

1. For Teachers:
Teachers are encouraged to integrate Google Docs into writing lessons, especially for group projects or peer feedback activities. However, proper guidance and training should be provided to ensure students understand how to use the platform effectively and collaboratively.
2. For Students:
Students should develop digital literacy skills and take an active role in collaborative writing processes. They are also encouraged to familiarize

themselves with the features of Google Docs to maximize its potential in improving their writing abilities.

3. For Schools and Administrators:

Schools should provide stable internet access and technical infrastructure to support the implementation of online collaborative tools. Workshops or training programs for both teachers and students can enhance the effectiveness of technology-based learning.

4. For Future Researchers:

Future studies are recommended to explore the long-term impact of Google Docs on different aspects of writing (e.g., grammar, coherence, idea development) and to conduct research across varied educational levels or with larger samples. Combining quantitative and qualitative approaches, as done in this study, is also advised to provide a comprehensive understanding.

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