

**THE EFFECT OF USING GOOGLE DOCS AS MEDIA FOR
COLLABORATIVE WRITING ACTIVITY ON STUDENTS' WRITING
SKILLS**

(Quasi-Experimental Research at 9th Grade Students of SMPN 15 Bengkulu)

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana Pendidikan* (S.Pd)
in English Study Program



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MOTTO

“If People can do that, I can do too”

DEDICATION

I would like to dedicate my thesis to my one and only beloved parents Mr
H. Syamsudin and Mrs Hj. Susmairi, my beloved Brothers and Sisters,
and My beautiful and handsome nephew. Without you I am nothing and I

Love You So Much!

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "The Effect of Using Google Docs as Media for Collaborative Writing Activity on Students' Writing Skills (Quasi-Experimental Research at 9th Grade Students of SMPN 15 Bengkulu)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher hopes that this thesis can be useful and become a bridge for further researchers. The researcher also realizes that the preparation of this thesis is still far from perfect.

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ABSTRACT

Lestari Veniri, 2022. *The Effect of Using Google Docs as Media for Collaborative Writing Activity on Students' Writing Skills.*(Quasi-Experimental Research at 9th Grade Students of SMPN 15 Bengkulu). Thesis. English Education Study Program, Tarbiyah and Tadris Faculty. UIN Fatmawati Sukarno Bengkulu.

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This study aims to determine whether there is an effect on students' ability to write descriptive text after being taught using Google Docs as media for collaborative writing. This research was conducted on 54 9th grade students of SMPN 15 Bengkulu in the 2021/2022 academic year. This research method is a quasi-experimental with a nonequivalent design. Students were divided into 27 students as the experimental group and 27 students as the control group. The results of the F-test calculation show that there is a significant difference in students' ability to write descriptive texts taught using Google Docs as media for 9th grade students of SMPN 15 Bengkulu. Based on the data above, it can be concluded that the use of Google Docs as media has a significant effect on the ability to write descriptive texts for 9th grade students of SMPN 15 Bengkulu. This means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

Keywords: Google Docs, Writing Skill, Descriptive Text

ABSTRAK

Lestari Veniri. 2022. *Pengaruh Penggunaan Google Docs sebagai Media Kegiatan Kolaboratif Menulis terhadap Kemampuan Menulis Siswa (Penelitian Eksperimen Semu di Kelas 9 SMPN 15 Bengkulu)*. Skripsi. Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris. UIN Fatmawati Sukarno Bengkulu.

Pembimbing: 1. Dr. H. Ali Akbar Jono, M.Pd., 2. Feny Martina, M.Pd.

Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh pada kemampuan siswa dalam menulis teks deskriptif setelah diajar dengan menggunakan Google Docs sebagai media kolaboratif menulis. Penelitian ini dilakukan terhadap 54 siswa kelas 9 SMPN 15 Bengkulu tahun ajaran 2021/2022. Metode penelitian ini ialah kuasi eksperimen dengan desain nonequivalent. Siswa dibagi menjadi 27 siswa sebagai kelompok eksperimen dan 27 siswa sebagai kelompok control. Hasil perhitungan F-tes menunjukkan bahwa terdapat perbedaan yang signifikan pada kemampuan siswa dalam menulis teks deskriptif yang diajar dengan menggunakan Google Docs sebagai media pada siswa kelas 9 SMPN 15 Bengkulu. Berdasarkan data di atas, dapat disimpulkan bahwa penggunaan Google Docs sebagai media sangat berpengaruh signifikan terhadap kemampuan menulis teks deskriptif siswa kelas 9 SMPN 15 Bengkulu. Ini berarti bahwa hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak.

Kata Kunci: Google Docs, Kemampuan Menulis, Teks Deskriptif

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing as one of the communication instruments, this ability is extremely important for students. Writing in education is a mechanism for students to interact professionally with classmates and teachers while also engaging in learning activities (Al-Hammadi & Sidek, 2015). Writing can help students in the development of social skills and the promotion of critical thinking. It helps students to think critically when presenting an argument and making a decision.

The Descriptive text is kind of the texts that should be learned for Junior High School students. By utilizing its general framework, such as identification and description, students can advance their understanding of how to write a descriptive text and shed light on a certain person, place, or object. Before the students make a descriptive text, they should know how to convey the description of their writing, structure and spelling. Then, rule of writing descriptive text.

There are many problems that are faced by the students in the process of improve their writing skills. Some of the problems students found in writing were related to the social context and some related to the writer's knowledge. The other problems lie on the planning, evaluation or revision, and self-regulation (MacArthur, 2009). These issues are consistent with the findings of Graham (Graham et al., 1991), who found that there are several barriers to writing,

including a lack of understanding of the writing process, difficulty in generating topics and ideas, a lack of planning, a lack of strategy to produce and organize text, and difficulties in the writing mechanism. Another common problem in classroom writing is the duration of the learning in the classroom. Since there is limited time in the classroom, it is not surprising that many teachers leave the tasks of writing as home works (Katie, 2006).

Based on observation made by researchers at the ninth grade students of Junior High School Number 15 Bengkulu city, the researcher found that the students got low scores in writing assignments and tests. The low writing skills of students are shown through indicators. The indicators of the problems are: (1) the students have difficulty expressing and developing ideas. Students are able to create topics or ideas in their writing, but they do not know how to develop their ideas; (2) the students often make mistakes in choosing words in writing descriptive texts. The limited choice of words makes students have difficulty in applying the right words to express their ideas, especially for writing descriptive texts; (3) the students have difficulty in cohesiveness and coherence; (4) the students often write sentences with the wrong structure (grammatical error); (5) the students ignore the use of capital letters and punctuation; (6) sometimes the students misspelled some words and sometimes they know the words they want to use, but they do not know how to spell the words correctly.

The problems mentioned above are in line with the findings of research has conducted by Sipayung. Sipayung in Rezeki & Rahmani (Rezeki & Rahmani, 2021) says that there are four common problems in writing: content, organization,

vocabulary, and grammar. First is content, students face a problem when they are not able to formulate topics into controlling ideas and topic sentences into supporting sentences. Second is organization, students do not make good paragraphs because the coherence between the two paragraphs is not connected. Then, the supporting sentences for the paragraph are not clear. Third is vocabulary, students only has a little vocabulary. So, students make paragraphs using vocabulary recursion. Fourth is grammar, students have basic level grammar. So, students find it difficult to write good paragraphs, because they must be in accordance with grammar.

Actually, the students can write a good descriptive text by technology such as Google Docs on collaborative writing activity. But the students have limitation knowledge about IT. Actually, collaborative writing can also be encouraged with the use of the Google Docs.

Collaborative learning is an active process that incorporates a variety of factors, including the use of media and technology as a tool. According to Barkley, Cross, and Major (2005), there are seven guidelines for teachers / lecturers in the process of collaborative writing. These guidelines are: (1) the students form a group or stay in pair and they are directed to put forward his ideas together (2) students organize their ideas in the form of outline to create a writing frame; (3) The students divide tasks in order to form early draft of writing. (4) then the draft that has been created will be discussed within the team to resolve any significant difference in the sound, content and style; (5) the team combines each piece into a single document; (6) then the team revises and edits the work,

check its content and clarity as well as it's the structure, grammar, punctuation, and spelling; and (7) at the end of the revision, team submits their work to the professor for assessment and evaluation.

According to Gleeson (2006), collaborative learning method has been well-received by the students in the learning and skill development process. (Gokhale, 1995) researched the collaborative learning technique, claiming that it supports to develop of critical thinking through debate, clarification of ideas, and evaluation of other people's ideas. These critical thinking skills improve their retention and interest in digging deeper information of the subject matter. However, there are some limitations of the collaborative learning in the class. For example, the students do not have much time to read and to collaborate together. The solution for this limitation is online learning. It also aligns with Macdonald's (2006) research, which found that online learning is quite beneficial at this time.

According to Zhou et al (Zhou et al., 2012) in their jurnal, they found that (1) many students have no familiar with Google Docs, (2) Google Docs has changed the means of communication used in collaborative writing, (3) 93% of students has concluded that Google Docs a useful tool for group work, (4) there was no effect using Google Docs on students' paper grades, and (5) half of the students have reported they like to use Google Docs in the future. Their results suggested that Google Docs was a useful tool for collaborative writing and influenced student learning. It is motivated the researcher to implement Google

Docs as media for collaborative writing to Junior High School at the 9th grade students'.

There are several strategies to achieve better students' academic achievement, especially the ability to write in descriptive texts. This is greatly influenced by the strategies used by the teacher to be in the classroom. In this study, the researcher wants to use other strategies or approaches that can make students' writing skills more effective.

Based on these previous issues, the researcher suggests using Google Docs as a tool to improve students' writing abilities. Google Docs is a free web-based application that can allow users to create word processing documents. The Google Docs application can allow access to documents from another computer and enhances collaboration by providing a way to share documents with others as, or by placing them on the web. Google Docs can allow users to edit documents written by other students and suggest modifications by writing comments instead of editing the document itself. Among many technologies, Google Docs is a learning medium that helps to apply a learner-centred approach in a shared learning environment. However, teachers frequently assign students to groups and have them use Google Docs for group writing. As a result, the need for writing in the context of technology like Google Docs seems to be crucial.

Researchers assume that Google Docs is appropriate to be applied in learning to write descriptive texts as a solution to answer problems that occur at school. By doing this research, the researcher hopes that there is an effective

significance for students' writing ability in writing descriptive texts, especially for the ninth grade students of SMPN 15 Bengkulu city.

So, based on the background, the researcher investigates whether there is a significant difference in the use of Google Docs as a media on students' writing skills. Therefore, the researcher presented this research with title: "The Effect of Using Google Docs as Media for Collaborative Writing Activity on Students' Writing Skills (Quasi-Experimental Research at 9th Grade Students of SMPN 15 Bengkulu).

B. Identification of the Problem

1. Students have difficulty expressing and developing ideas. Students are able to create topics or ideas in their writing, but they do not know how to develop their ideas
2. Students often make mistakes in choosing words in writing descriptive texts. The limited choice of words makes students have difficulty in applying the right words to express their ideas, especially for writing descriptive texts
3. Students have difficulty in cohesiveness and coherence
4. Students often write sentences with the wrong structure (grammatical error)
5. Students ignore the use of capital letters and punctuation
6. Sometimes the students misspelled some words. Sometimes, they know the words they want to use, but they do not know how to spell he words correctly.

C. Research Question

Based on this background, the researcher can take the problem in this study which can be formulated as follows:

1. Is there a significant effect of using Google Docs as media for collaborative writing activity on students' writing skills?

D. Research Objectives

1. To know whether or not Google Docs as media for collaborative writing has a significant effect on students' writing skills.

E. Limitation of the Research

This research focuses on descriptive text in writing class. The major data is derived from the results of students using Google Docs to create descriptive text in a collaborative writing project at SMPN 15 Bengkulu's 9th Grade Students.

F. The Significance of the Research

1. For the Trainer and Teacher

Hopefully, this insight will benefit all trainers and teachers in implementing effective ways for teaching students to produce written content. It can also provide information regarding a student's writing challenges.

2. For the Learners

The purpose of this research is to make it easier for students when they want to create text with technology, especially Google Docs. With Google Docs, students can experience the benefits of using Google in their collaborative work. Students can also complete the next assignment later

G. The Definition of Key Terms

1. Descriptive Text

According to Gerot and Wignell, descriptive text is short of the text that is used to describe a person, location, or item. In this research, it refers to using visual experience to describe a person, location, or item, as well as to construct a visual representation of people, places, and even time days or seasons. It can use to describe a person's outer appearance. It could reveal information about their characteristics, character, and personality.

2. Collaborative Writing

According to Skaf-Molli, Ignat, Rahhal, & Molli in Hafour & Al-Rashidy (Hafour & Al-Rashidy, 2020) Collaborative writing became common place in academics and various professional and practical contexts. Haring-Smith in Hafour & Al-Rashidy (Hafour & Al-Rashidy, 2020) defines collaborative writing as a writing process that involves more than one individual so that they help to create the final product and hence share responsibility for it.

3. Google Docs

Google Docs is part of a larger web program from Google, according to (ÓBroin & Raftery, 2011). It contains online word editing, presentation software, spreadsheet software, and the ability to build basic online forms with the results immediately saved in a Google spreadsheet.

CHAPTER II

LITERATURE REVIEW

A. English Writing Skills to Junior High School Student

According to Abbas (2006), Writing Skills is a person's capacity to communicate ideas, thoughts, and feelings to others through written language. To organize the correct composition, a good writer would utilize tactics in planning, drafting, and enhancing his writing. This ability is extremely important for the students as one of their tools to communication (Dombey, 2013; Nassi & Nasser, 2018; Salma, 2019), and it cannot be isolated from the language learning process since it allows students to convey their ideas, emotions, and feelings in writing. Writing in education, according to (Al-Hammadi & Sidek, 2015), is a mechanism for students to interact professionally with classmates and teachers while also engaging in learning activities. Writing may aid in the development of social skills and the promotion of critical thinking in kids. It helps pupils to think critically when presenting an argument and making a decision. As a result, pupils must be taught how to write.

Writing is a method of interacting with others in which a writer uses written forms to transmit and express thoughts and information. Writing, according to (Hidayati, 2018), is a written communication technique. In addition, there is English competency in teaching writing,

which contains grammatical proficiency, vocabulary mastery, and an understanding of how to structure a good English paragraph (Brown, 2004, p.233 as cited in Hidayati, 2018).

Similarly, when students submit thoughts and facts, the teacher should give advice. The teacher needs numerous elements in order to effectively teach writing, including structure in order to create and build ideas, arguments, and facts (Ahlsén & Lundh, 2007). Furthermore, teachers should be aware of and pay attention to rhetorical patterns in writing EFL (English as a Foreign Language) in order to aid students with the writing process in the classroom (Nasser, 2016)

According to Hyland (2003), there are four stage-processes in teaching writing as a basic language structure:

- a. Familiarization: learners are frequently taught grammar and vocabulary through a book.
- b. Controlled writing: the students modify a predetermined pattern created from substitution tables.
- c. Guided writing: students copy model texts.
- d. Free writing: students produce essays, letters, and other documents using patterns they've established.

Teaching writing, according to Rovikasari, Suparno, and Supriyadi (Rovikasari & Supriyadi, 2019), is a difficult task for an EFL instructor. For example, lack of student motivation, vocabulary, language use,

organization, and providing feedback as a reflection for students' writing assignments relating to various students' experiences while completing the assignment are all examples. Furthermore, Hidayati (Hidayati, 2018) discovered that teachers encountered internal challenges in terms of vocabulary mastery, grammatical understanding, student motivation, and reading habits. Externally, instructors were confronted with issues such as the huge classroom format, physical discomfort, hostile atmosphere, and unbalanced attention and criticism.

Most of teachers believe that teaching writing is a difficult skill to teach, so teachers must arm themselves with knowledge and skills (Almubark, 2016). Teaching writing in a foreign language classroom entails linguistics knowledge, word choices, syntactic patterns, and coherent devices, which are the key components of texts (Hyland, 2003)

Based on the explanation above the researcher found that English writing skills for Junior High School student is a mechanism for students to interact professionally with classmates and teachers while also engaging in learning activities, it is one of the communication methods used in written form to describe a person's ideas, thoughts, or feelings with four stage-processes in teaching writing as a basic language structure, namely familiarization, controlled writing, guided writing, and free writing.

The indicators of students' writing abilities are grammar, content, organization, punctuation, and style.

B. Descriptive Text

In this study we will explain in more detail the descriptive text, definitions, general structure, linguistic aspect, and purpose of the descriptive text. According to Djuharie (2001) Descriptive text is intended to consider a person, an object, a location and an animal. By using this genre, the researcher believes that students will be interested and motivated to participate in class activities, because the reader wants to tell his friends something.

A descriptive text is one that uses words to describe person, a location, an emotion, a circumstance, and so on. Descriptive writing, according to Diane A. Wilbur (1966) in Lesnussa & Bugis (Lesnussa & Bugis, 2017), is used to generate a distinct image or impression of a person, place, or item. Descriptive writing, according to Fred D. White (1986), draws in words.

Like the statements of Anderson and Anderson (1998), descriptive text defines a person or group, place or thing. By definition, the purpose of descriptive text is to describe a place, person, animal, or object. They also state that the descriptive text addresses the topic by describing its feature in a set that includes personal opinions.

Descriptive text is a text that describes anything that appeals immediately to the senses, as John E. Warriner (1982) put it (sight, sound, smell, touch, taste). Its paragraph, according to him, must be full of clear

verbs and accurate adjectives. To keep the reader's attention, the author relies on details rather than action.

1. Generic Structures of Descriptive Text

According to Wardiman (2008), he defines the generic structures of descriptive text into two parts, namely:

a. Introduction

It is the stage to introduce the character. It means pointing to things that need to be explained.

b. Description

It is the part of the role to define a character. It defines the elements in order of importance:

- 1) Components/items (physical appearance)
- 2) Characteristics (degree of attractiveness, excellence, or worth/scores)
- 3) Additional attributes (prominent aspect is unique)

The structure of descriptive text, according to Bamanti and Oktaviani (2011), is separated into two parts:

a. Identification

It is a generic paragraph element that introduces or identifies the character.

b. Description

This is a section of the paragraph that discusses the character.

A typical descriptive structure can be found in two places. However, the general concept remains the same. According to the first and second experts, the writer should introduce the character in the opening paragraph. The author describes and provides information about the character in the second paragraph.

Table 2.1

The Example of Descriptive Text

Generic Structures	Paragraph
Identification	<p style="text-align: center;">My New Little House</p> <p>It's been a week since we moved to a new house. My house is a tiny house right in front of the park. The house only has an area of 36 square meters and a land area of 60 square meters. Not too big and not too small for me.</p>
Description	<p>We have a small garden on the front porch filled with plants in colorful pots. Every plant thrives, there are flower and fruit plants. In fact, the chili plant has produced a lot of fruit.</p> <p>The inside of my house is not too</p>

	<p>wide. In my house, there are some 3 bedrooms, 1 living room, kitchen, dining room, and 2 bathrooms. In the living room only contains a carpet as a seat and a bookshelf mounted on the wall. To make the atmosphere fragrant, there is an automatic spray deodorizer installed on the wall. The white tiled floor makes this tiny house look spacious</p> <p>That's my new little house. Even though this house is new, the memories in this house are still the same. This is where my family and I will live happily together</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2. The Generic Language Features

According to Mark and Anderson (1997), common language features:

- a. Verb in the present tense,
- b. Topic sentences to begin paragraphs and connect the numerous elements,

- c. Topic sentences to begin paragraphs and connect the numerous elements,

3. The Purposes of Descriptive Text

The descriptive goal is written to attract readers through a personal image, setting, and topic (As Fink, 1983). The reader can visualize it using a picture. According to Febriani, the aim of the descriptive text is to capture the reader's imagination with a myth so that they can capture information and entertain themselves. In every definition, the purpose of a descriptive text is to describe a thing, a place, a person or a specific one of all plants. Diane A. Wilbur (1966) says that the purpose of descriptive writing is to make a clear picture or impression about people, places or objects.

Meanwhile, according to Fred D. White (1986), descriptive text serves multiple purposes:

- a. To perceive means to assist the reader in seeing the objects, people, and experiences you are describing; as you might expect, description is vital for all rhetorical purposes, not only expressiveness.
- b. To explain means to provide information to the reader about a topic. A scientific writer, for example, may describe the form of an airplane wing to help readers understand how mechanical flight is feasible.

- c. To convince implies that the writer describes something in order to pique the reader's attention. An attorney could, for example, detail the damage to a bedroom window in order to establish forcible entrance and persuade the jury that the accused committed burglary.
- d. The term "re-create" refers to the act of causing a reader to create something. For example, the description helps the reader to mentally re-create the experience – particularly the sensory delights – so increasing their enjoyment of the subject at hand.
- e. To demonstrate implies that the writer wishes to show something to the reader. When a writer depicts the thawing of Waldeng Pond after a long, cold winter, he or she is demonstrating nature's dynamic aspect and how its processes are more intricate and beautiful than non-observers can comprehend.

Based on the explanation above the researcher found that a descriptive text is a description of what people or thing is like, its purpose is to define a person, place, or thing, it can be said that the descriptive text is a description of a person or an object being alike, regardless of its shape, its characteristics, its scores, and so on.

The indicators of writing descriptive text are:

- a. Determine the main idea of paragraphs with different topics

- b. Determine detailed information in each paragraph with different topics
- c. Determine all key nouns in the text with different topics
- d. Determine all state verbs in the text with different topics
- e. Determine the use of singular and plural nominals in texts with different topics
- f. Using word stress and intonation correctly
- g. Use correct spelling and punctuation. Students frequently write sentences in the incorrect structure (grammatical mistakes);
- h. Students disregard capitalization and punctuation.

C. Google Docs as Media

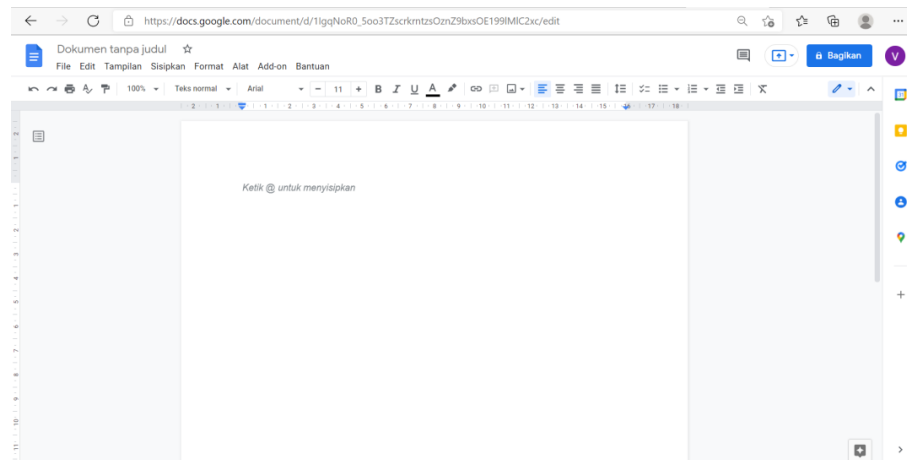
1. The Definition of Google Docs

There are many important Internet services and tools, such as blogs, wikis, Mozilla and Google, have emerged as a result of the Web 2.0 period. Blogs have been used to exchange information for a decade, however wikis enable anybody to edit, alter, or remove material (Lamy & Hampel, 2007). Google Docs is another digital tool that combines the capabilities of blogs and wikis. According to Google Docs, "a free, web-based word processor, presentation, form, spreadsheet, and data storage tool provided by Google" (Wikipedia, 2010). Users may use it to make or create, modify, and online document storage (Thompson, 2008). A comprehensive revision history is kept. The complete document may be viewed as it was at any

point in the past. An author has the option of reverting to a previous version. Google Docs consists of four main components: Documents, Spreadsheets, Presentations, and Drawing, all of which perform comparable tasks. There are also tools for comparing any two document versions. The focus of this evaluation is on Google Documents and how it might help students collaborate on writing in the English language classroom.

Google Docs is part of a larger web program from Google, according to Daire Broin and Damien Raftery (2011: 3). It contains online word editing, presentation software, spreadsheet software, and the ability to build basic online forms with the results immediately saved in a Google spreadsheet. According to Bradley in Claire Couillard (2011), the latest version of Google Docs allows users to share documents with up to 200 individuals and work on them simultaneously with up to 50 people. "If multiple users are updating the same document at the same time," Bradley explains, "a box at the top of the screen will show the current collaborators."

Figure 2.1
Appearance of Google documents on screen



According to Daire Broin and Damien Raftery (ÓBroin & Raftery, 2011), the following is the approach for using Google Docs in language teaching:

- Introducing students to Google Docs
- Setting up a Gmail account
- Creating a document
- Sharing the document
- Looking at the revision history

2. The Function of Google Docs

a. Create documents anywhere and anytime

In the past, when you wanted to create a document, you had to be in front of your computer or laptop and have Microsoft Office programs installed. However, currently creating or editing documents can be anywhere and anytime, whether through a computer, laptop, smartphone, or tablet. Google Docs makes it easy for users to save all tasks and work to Google Drive Cloud Storage.

Users no longer need to carry a USB Drive everywhere, just upload documents to Google Drive and then reopen the document at the office or campus if needed later.

b. Support large Cloud Storage

Google is one of the technology companies that provides the largest free cloud storage compared to other technology companies. So users don't have to worry about running out of space when creating documents in Google Docs. In one file, Google Docs limits each file to a maximum size of 1GB. Documents are relatively small in size so getting to 1GB per file is very rare.

Google Drive provides up to 15GB of storage space, which if only used for storing documents would be more than enough. If it still feels lacking, users can upgrade to a bigger package. Or it could be by using other Cloud Storage such as Dropbox which also supports Google Docs Cloud storage.

c. Can be used for PDF file conversion

Editing files is indeed quite difficult to do without additional applications / software such as Adobe Acrobat and the like. However, by using Google Docs, users can convert it into .docx format so that editing can be done. To do this, users simply open the file using Google Docs then click File » Download » Microsoft Word (.docx).

d. Support Microsoft Office formats

No need to worry when creating documents using Microsoft Word and then switching to Google Docs. Because basically Google Docs supports various formats from Microsoft Word. There are many document formats that support Google Docs such as .doc, .docx, .docm, .dot, .dotx, .dotm, .html, plain text (.txt), .rtf, .odt, .pdf, .epub, and many more.

The author's experience when creating documents using Microsoft Word and then switching to Google Docs did not cause any problems at all, even the functions of the table of contents, headings, images, layouts, and others did not change and were not damaged.

3. The Features of Google Docs

Google Docs brings many features that can make it easier and faster for users to complete work/tasks. Check out some of the main features of Google Docs below.

- a. Integration with Google Drive automatically. The convenience offered by Google Docs is that users can save all documents to Google Drive. When entering the Google Docs worksheet, users do not need to click Save or CTRL + S, Google Docs works automatically in saving documents in *real-time*.
- b. Share documents to collaborate. Through the Share feature, users can add members by *email* or write their name. Users can also share the

link so that it can be accessed publicly. This collaboration feature will make it easier for users to complete documents more quickly and efficiently.

- c. History for each change. Users can see changes from each edit or revision made. Click File » Version history, in that section you can see all the logs that the user did.
- d. Add-on support for Google Docs. Currently, Google Docs is equipped with an Add-on (Plug-in) feature that can later help users solve problems or things that Google Docs cannot do by default.
- e. Spelling and grammar. Users can take advantage of spelling and grammar to reduce word/sentence writing errors. This kind of feature is also available on Microsoft Office products.

4. The Advantages of Google Docs

- a. No installation required. Because it is cloud-based, users do not need to install Google Docs on a computer or laptop. This is certainly a distinct advantage so that users do not have to worry about *errors* when the program is run or have problems in the future.
- b. Support on many browsers. Users can access Google Docs from a variety of *browsers* popular today like Microsoft Edge, Internet Explorer, Google Chrome, [Mozilla Firefox](#), Opera, and others.

- c. A mobile version is available. Google Docs is also available for Android and iOS based mobile devices. Users can download the Google Docs application from [Google Play](#) (Android) and the [App Store](#) (iPhone).
- d. Access documents with friends/teams. Users can collaborate with teams in working on documents. Grant document access via Share feature and add team/friend/member email.

Based on the explanation above the researcher found that Google Docs is one of Google's facilities that can create and save documents, it means that users can use Google docs to store backup data, it is also an online usable word processor, spreadsheet, and presentation editor created by Google that allows teachers and students to make and create, store, and securely and instantly share, and collaborate online.

The indicators of Google Docs are:

1. By using Google Docs, students will be interested in taking writing classes during teaching and learning process,
2. Google Docs can improve students' and class' descriptive text writing skills during the teaching and learning process.

D. Collaborative Writing

According to Skaf-Molli, Ignat, Rahhal, & Molli in Hafour & Al-Rashidy (Hafour & Al-Rashidy, 2020) Collaborative writing became common place in academics and various professional and practical context. Haring-Smith in Hafour & Al-Rashidy (Hafour & Al-Rashidy,

2020) describes collaborative writing as a writing process in which multiple people participate in the development and so share responsibility for the final output. According Erkens, Jaspers, Prangmsma, and Kanselaar In Hafour & Al-Rashidy (Hafour & Al-Rashidy, 2020) describe that it is a very complex process in which the phases (i.e., planning, drafting, rewriting, and editing) are "complicated and amplified by the author" during individual writing.

The collaborative learning technique has been well-received by students in the learning and skill development process, according to Gleeson (2006). (Gokhale, 1995) examined the collaborative learning technique, claiming that it promotes critical thinking development through discussion, clarification of concepts, and evaluation of other people's points of view. Their recall and enthusiasm in diving further into the topic matter improves as a result of these critical thinking abilities.

Collaborative writing (CW) is a derivation of cooperative learning (CL), which is defined by Jacob (1999:13) as a learning technique in which students participate in small group activities (at least two persons), each of whom has a distinct degree of ability. Each group member is accountable not just for learning what is being taught, but also for assisting their peers in learning and comprehending the contents.

Students gain additional opportunities to be personally involved in the learning process and learn to take responsibility for the proper running

of the learning process through learning approaches such as discussions and exchange of ideas. As a result, CW does not collaborate or write together. Students gain additional opportunities to be personally involved in the learning process and learn to take responsibility for the proper running of the learning process through learning approaches such as discussions and exchange of ideas. As a result, CW does not collaborate or write together.

Based on the explanation above the researcher found that Collaborative writing is a collaborative writing process that involves more than one person, which goes through a process of planning, drafting, revising, and editing.

1. The advantages of Collaborative Writing

According to Alwasilah (2000), this CW method provides the following benefits:

- a. Encourage students to learn from each other in group work, and provide a working environment that they will experience in the professional world in the future
- b. Instill an attitude of writing as a process because group work emphasizes revision, allowing students who are slightly weaker to recognize the writings of stronger peers
- c. Encourage students to learn from each other in group work, and provide a working environment that they will experience in the professional world in the future

The positive effect of collaborative writing (Mulligan & Garofalo, 2011):

- a. Collaboration in writing improves social skills. A productive verbal exchange made students aspire to develop their social skills,
- b. It encourages the students. Students' knowledge is demonstrated through the support and interaction of teamwork,
- c. Group writing improves descriptive text. By modifying the writing process, such as editing, the student will decide whether content should be included or omitted.

2. Collaborative Writing Strategy

In this research uses a process approach, the main focus is how the process of students activities in producing the final text. Writing is a process or a negotiation of meaning between writers and readers that involves a continuous process from design to revision (Cuming in Reid, 1993). According to him, the stages in writing consist of pre-writing, compiling, and revising. In pre-writing, students come up with ideas to find the topic they will write about. After finding an idea, they make a draft which will be revised and rewritten until it is finished. This process will develop students' ability to express their ideas in writing. According to Murray in Aswadi (Aswadi, 2009) writing learning activities using a process approach are characterized

by the use of collaborative brainstorming, free writing, the choice of writing topics is left to the author, peer group editing, and learning steps in the process. Approaches include: developing ideas, drafting, revising, and editing.

E. Google Docs Used in Collaboration

Create text using Google Docs collaboratively, readers should know how to using Google Docs and how to invite and share the document with colleagues in writing text. The steps are as follows:

a. Creating a Google Docs account

When students do not yet have an account in Google Docs, students must sign up for a Gmail account. However, if the student has a Gmail account, the student is logged in. The reason you need to have a Gmail account, because of the Gmail account you can log in to Google Docs.

b. click www.docs.google.com

The next step is to visit Google Docs.

c. Creating new documents

Click on the new Google Docs document display

d. Giving access to collaboration

The students find the "share" icon and click on it. By clicking on the icon, the students agree to invite their friends by typing Gmail Friends account, and students choose one of the visibility options.

F. Related Studies

The First related study was conducted by Olesen Mogens in his Jurnal with the title “Cooperative Collaboration in the Hybrid Space of Google Docs Based Group Work”. This research has looked into how Google Docs is utilized in the classroom and how it influences group work. Google Docs group collaboration has envisioned as a hybrid learning environment, it is inspired by networked learning theory and the notion of learning spaces in education theory. The analysis focuses on what students really do when mixing oral and written communication, how the hybrid Google Docs environment influences collaborative and cooperative behavior, and the function of the group's social setting, and is based on close video ethnographic studies of group work sessions. While Google Docs is frequently associated with collaboration, the findings of this study suggest that: (1) Google Docs assisted single group members in establishing multimodal leadership in order to dominate the hybrid learning space of group work settings; and (2) Google Docs allowed non-leaders to contribute cooperatively. This prompts a reconsideration of collaboration and cooperation as working patterns, which is followed by a discussion of the educational implications of using Google Docs in group work.

The second related study was conducted by Setyawan Gelegar Yudha, dkk in their Jurnal with the title “Optimizing Google Docs To Improve Students’ Writing Skill of Descriptive Text”. This study intended

to determine how Google Docs may help students develop their descriptive text writing skills, as well as describe the classroom atmosphere when Google Docs has used in the writing class. The approach employed in this study was collaborative action research, which was done in two cycles at SMP Negeri 3 Sukoharjo eighth grade students from August 2nd to October 1st 2012, with three meetings in the first cycle and two sessions in the second cycle. Planning, implementing, evaluating, and reflecting were the four processes in each cycle. Observation, questionnaires, interviews, field notes, pictures, and tests were used to collect data for the study. The qualitative data was examined by putting it all together, coding it, comparing it, creating interpretations, and presenting the results. The quantitative data was examined by comparing the pre-test and post-test mean scores. The conclusions of the study, Google Docs can help students enhance their descriptive text writing skills and the English classroom atmosphere. The mean score improved from 62.39 to 77.04 during the pretest and post-test. The following are some of the things that may be done to improve the classroom situation: 1) students were always eager to start writing class right away; 2) students developed ideas smoothly without having to chat to other students; 3) students were completely focused on the course; 4) composing sentences did not take as long as before; 5) During the class, pupils were instructed to be quieter.

The third related study was conducted by Wulandari Dewi in her journal with the title "Improving Students' Writing Skill of Descriptive

Text by Google Docs” The goal of this study was to see how using Google Docs can help students enhance their descriptive text writing skills. The method employed in this study was collaborative action research. From March to June 2021, this study was done in two cycles with second-grade children at Politeknik Unggul LP3M Medan, with three sessions in the first cycle and two meetings in the second cycle. Planning, implementing, evaluating, and reflecting were the four processes in each cycle. Field notes and tests were used to collect data for the study. The qualitative data was examined by putting it all together, coding it, comparing it, creating interpretations, and presenting the results. The quantitative data was examined by comparing the pre-test and post-test mean scores. According to the findings, Google Docs can help students enhance their descriptive text writing skills. The mean score improved from 62.39 to 77.04 during the pretest and post-test. The classroom situation improved because: 1) students were always eager to have writing class right away; 2) students developed ideas fluently without talking with other students; 3) students paid full attention to the lesson; and 4) students did not take long to compose a sentence.

G. Hypothesis

1. There is no effect of using Google Docs as media for collaborative writing activity on students’ writing skill.

2. There is the effect of using Google Docs as media for collaborative writing activity on students' writing skill.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The kind of research was an experimental research. According to Sugiyono (2016:72) the experimental research method is a research method used to find the effect on something that is treated with another in controlled conditions.

This design of this research design was a quasi-experimental design in the form of a nonequivalent control group design. This design is almost similar to the pretest-posttest control group design, except that in this design the experimental group and control group are not chosen randomly. Two groups were given a pretest then treatment and posttest (Sugiyono, 2013:79).

Table 3.1

Nonequivalent Control Group Design

Groups	Pre-test	Treatment	Post-test
Experiment	O ₁	X	O ₂
Control	O ₃		O ₄

(Sugiyono, 2013:79)

Description:

O : Pretest = Posttest

X : treatment using google docs

In both the experimental and control groups, a pre-test is given before to treatment. The post-test is performed at the end of the treatment to determine how effective it was.

According to Sugiyono (2013:38), a research variable is an attribute, nature, or scores of people, objects, activities, etc that has particular variations that researchers choose to be researched and conclusions drawn.

In experimental design, there are two variables that have correlation each other. Variable is an object of study that becomes important points in research. In this research there are two variables:

1. Independent Variables: these variables are also known as stimulus, predictor, antecedent variables. The independent variable is a variable that affects or is the cause of the change or the emergence of the dependent (bound) variable.
2. Dependent Variables: often referred to as output variables, criteria, consequences. The dependent variable is the variable that is influenced or that becomes the result, because of the independent variable.

In this research, the independent variable was Google Docs as media for collaborative writing and the dependent variable is students learning outcomes.

B. Population and Sample

1. Population

According to Sugiyono (2013:80), a population is a generalization area made up of items or individuals with specific features and attributes chosen by the researcher to be examined and conclusions drawn from. According to this viewpoint, the participants in this study were 140 students from 5 classes of all 9th grade students at SMPN 15 Bengkulu.

2. Sample

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2013:81). From this understanding, it can be concluded that the sample is part of the population selected for a research process which is considered to be able to represent the entire population.

Based on a quasi-experimental method whose main characteristics are without random assignment and using groups, the researcher has taken samples from the population in the form of classes. The researcher took two classes as a sample. There were 27 students for one class.

C. Research Instrument

1. Writing Test

The first instrument was a writing test which was given to assess the writing ability of students in both groups. One writing test was given at the beginning which served as the initial test and the second test as the final test.

2. Handphone

In this research, the researcher used handphone as instrument for students to open Google Docs.

3. Documentation

This research involved written documentation or pictures/photos of learning activities during the process of writing descriptive text.

D. Techniques of Collecting Data

In this study has used pre-test and post-test to collect data. The pre-test has used to measure the initial ability before being given treatment and the Post-test will be used to measure the final ability after being given treatment.

E. Techniques of Data Analysis

1. Data Analysis for Paragraph Writing

To assess the paragraphs written by the two groups, an adapted rubric was used to assess the test papers. Students will earn a total of up to 100 points, with 40 points for a clear presentation of the main idea; 30 points for good organization; and 30 points for correct use of language.

Table 3.2

Rubrics for Paragraph Writing

Category	Point				
	0	1	2	3	4
Content	No supporting details and examples	The main idea is supported with inappropriate reasons and examples	The main idea is well supported with appropriate reasons but incorrect or inappropriate examples	The main idea is well supported with only one appropriate reasons and examples	The main idea is well supported with some appropriate reasons and example
Language Use	A lot of grammatic	Some grammatic	A few grammatic	No grammatic	-

	al mistakes or misspellin gs	al mistakes or misspelling	al mistakes or misspelling	al mistakes or misspellin gs	
Organiz er Ion	The paragraph includes some elements of paragraph (topic sentence, supporting details, and conclusion) but no or incorrect use of transitiona l words.	The paragraph includes some elements of paragraph (topic sentence, supporting details, and conclusion) with correct use of transitional words.	The paragraph includes all elements of paragraph (topic sentence, supporting details, and conclusion) but no or incorrect use of transitional words.	The paragraph includes all elements of paragraph (topic sentence, supporting details, and conclusion) with correct use of transitiona l words.	-

(Suwantarathip and Wichadee, 2014)

Table 3.3

The Classification of Students' Score

No.	Interval Percentages	Qualification
1	80-100	Excellent
2	70-79	Very Good
3	60-69	Good
4	50-59	Low
5	<49	Fail

(Arikunto, 2006)

2. Data Analysis for Pre-Test and Post-Test

Analysis of research data was the most important step in research activities. In this study, the research used quantitative data analysis. The statistic used is the T test.

a. Normality Test

The normality test was a test of a group of data to determine whether the distribution of the data is in the form of a normal curve or not. In this study, researchers used the Kolmogorov Simonov normality test. Kolmogorov Simonov was used to test the sample distribution and other distributions. This test compared a group of sample data with normally distributed mean scores and similar

standard deviations. Based on the statistics, the normality test was calculated with a confidence of $\alpha = 0.05$.

Formula:

No.	X_i	$Z = \frac{X_i - \bar{X}}{SD}$	F_T	F_S	$F_T - F_S$
1.					
2.					
3.					
4.					
5.					
Etc					

Description:

X_i = Number in data

Z = Transformation from number to notation in normal distribution

F_T = normal cumulative probability

F_S = Empirical cumulative probability

F_t = cumulative proportion of normal curve area based on Z_i

notation, calculated from the curve area starting from the left end

of the curve to point Z .

χ^2 = chi square test

F_o = frequency data obtained from sample x

F_h = Expected frequency in the population

b. Homogeneity Test

This test is used to determine whether the data meet the variance quality criteria. After getting the results of the normality distribution test, the researcher will conduct a homogeneity test with the Statistics Product for Service Solution (SPSS) 26 Program.

c. Hypothesis Test

To test the hypothesis in this study the author uses T test formula. T test which is intended to test the significance of the effect independent variables X as a whole against the Y variable. T-test this is done by comparing the T scores generated from calculation T_{count} with scores T_{table} . The null hypothesis will be accepted or rejected is determined as follows:

- 1) If $T_{count} < T_{table}$, H_0 is accepted where there is no effect independent variable with the dependent variable.
- 2) If $T_{count} > T_{table}$, H_0 is rejected where there is a variable effect independent with the dependent variable.
- 3) T test is used to partially test the effect of the independent variables to the dependent variable. If $T_{count} \leq T_{table}$, or $T_{count} \geq T_{table}$ then H_a is rejected and H_0 received.
- 4) If $T_{count} > T_{table}$, or $T_{count} < T_{table}$ then H_a is accepted and H_0

rejected.

The T-Test formula is:

$$t = \frac{X - \mu}{S/\sqrt{n}}$$

Description:

t = The calculated scores of t, hereinafter referred to as t count

X = Average X

μ = Hypothesized scores

S = standard deviation

n = Number of sample members

CHAPTER IV

RESULT AND DISCUSSION

A. Research Finding

1. Research Site Profile

State Junior High School 15 Bengkulu city is located at Jalan Cempaka X, Kebun Beler Village, Ratu Agung District, Bengkulu City. This school is very strategically located because it is close to long beach tourism and adjacent to one of the learning centers, Bengkulu Indah Mall (BIM). SMPN 15 Bengkulu City is located on a 5000 m² land by concrete walls and an entrance gate guarded by school security.

This State Junior High School (SMPN) 15 Bengkulu City was founded in 1990 and was originally named SMPN 13 Bengkulu City which is based at SMPN 10 Bengkulu City. Bukri. He served as principal of SMPN 13 Bengkulu City as well as Principal of SMPN 10 Bengkulu City. After a year of existence, in 1991 the Principal was replaced by Dra. Budi Hatuti. During his tenure as Principal, from 1991 to 1999, during this period also SMPN 15 Bengkulu City and officially stood alone, there were many significant developments, such as the addition of classrooms and so on. In 1990 to 2000 the principal was replaced again, namely Drs. Y. Sianturi. His term of office was

only 1 year in 2000 he was replaced by Drs. Syafei Atmaja and his tenure from 2000 to 2004.

After the end of Drs. Syafei Atmaja, finally in 2004 to 2007 the head of the school was held by Mambolifar, S.Pd. He gave a lot of meaningful motivation to the teachers and students of SMPN 15 Bengkulu City and in the end got various kinds of achievements. In 2007 to 2009 the principal was replaced by Zulmardi, S.Pd during his leadership he also made many brilliant achievements for the residents of SMPN 15 Bengkulu City. In 2009 to 2013 the Principal was replaced by Mrs. Hafnayet, S.Pd and in early 2013 the Principal was replaced by Mrs. Eti Viviarti, S.Pd for 6 months to be precise from January to July 2013. After that, she served as Principal. SMPN 15 Bengkulu City is the father of Iman Santoso, S.Pd during his leadership he also provided a lot of motivation for teachers and students of SMPN 15 Bengkulu City. In 2017 who served as the Principal of SMPN 15 Bengkulu City, Mr. Herman Bustami S.Pd, the achievements were also quite a lot, this could not be separated from his intelligence in leading and running school programs.

2. Result

In this chapter, the researcher wants to explain the data. The research sample was 9th grade students of SMPN 15 Bengkulu city, as tested in this chapter the researcher took 2 classes as the control class and the experimental class. The first experimental class consisted of 27

students from class IX D and the second class was the control class which consisted of 27 students from IX E.

This study aims to determine the effectiveness of Google Docs as a media for students' writing and provide data description reports and analyze pre-test scores. Pre-test and post-test experimental and control classes. Researchers conducted quantitative data analysis. The data was obtained by giving tests to the experimental class and the control class.

Seen from the observation, the students have poor writing skills in several tests before using Google Docs. Students have difficulty in expressing and developing ideas, students also often make mistakes in choosing words in writing descriptive texts and they have a better understanding of writing after using Google Docs as a medium. This can be seen from the results of the pre-test and post-test as well as the results of student work during the learning process. In the process of learning to write using Google Docs as a medium, students understand the steps one by one using Google Docs.

To determine the effectiveness of Google Docs as a medium for students' writing, the researchers gave tests to the sample students in both the experimental class and the control class. The tests used in this study were divided into two types, namely pre-test and post-test. The pre-test was given before the treatment and the post-test was given

after the treatment. Both the writing test, pre-test, and final test that the writer gave to the students were descriptive text writing exercises.

The researcher describes the results of the pre-test and post-test of students in the experimental and control class through the table below:

3. The score of Pre-test and Post-test of Experimental Class

After collecting the data, the researcher analyzed the result of data from the test had been given to experiment group. The total score of students in pre-test and post-test of the experimental group can be seen on Table 4.1

Table 4.1

The Score Distribution in Experimental Class

No.	Interval	Qualification	Pre-test		Post-test	
			Frequency	percentage	Frequency	percentage
1	80-100	Excellent	0	0%	19	70%
2	70-79	Very Good	4	15%	8	30%
3	60-69	Good	12	44%	0	0%
4	50-59	Low	11	41%	0	0%
5	<49	Fail	0	0%	0	0%
Total			27	100%	27	100%

Based on the table 4.1, the pre-test in experimental class there was 0 (0%) students in excellent category, 4 (15%) students were in very good category, 12 (44%) students in good category, and 11 (41%)

students were in low category. While in post-test there was 19 (70%) students were in excellent category, 8 (30%) students were in very good category, 0 (0%) students were in low category, and 0 (0%) students were in fail category.

To facilitate understanding, the researcher applied the normality test in the form of a graph. Graphically, the normal histogram of the experimental scores can be seen in Figure 4.1.

Figure 4.1

Graph for Pre-test and Post-test Score in Experimental Class



4. The score of Pre-test and Post-test of Control Class

Same with the experimental group's score rating, the total score of students in pre-test and post-test of the control group can be seen on Table

4.2

Table 4.2
The Score Distribution in Control Class

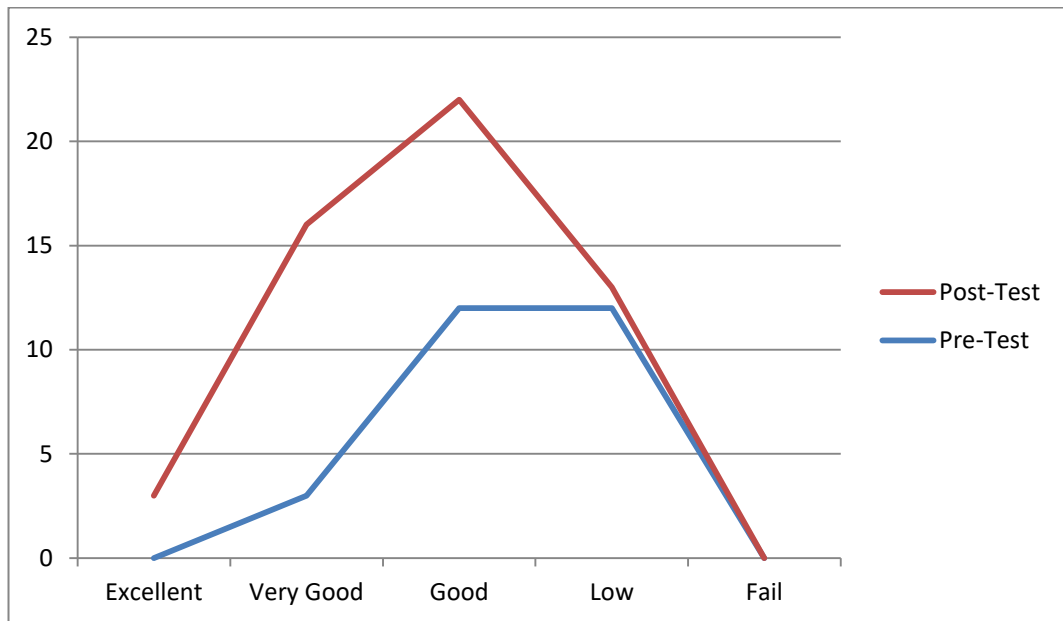
No.	Interval	Qualification	Pre-test		Post-test	
			Frequency	percentage	Frequency	Percentage
1	80-100	Excellent	0	0%	3	12%
2	70-79	Very Good	3	12%	13	48%
3	60-69	Good	12	44%	10	37%
4	50-59	Low	12	44%	1	3%
5	<49	Fail	0	0%	0	0%
Total			27	100%	27	100%

Based on the table 4.2, the pre-test in control class there was 0 (0%) students in excellent category, 3 (12%) students were in very good category, 12 (44%) students in good category, 12 (44%) students were in low category, and 0 (0%) students were in fail category. While in post-test there was 3 (12%) students were in excellent category, 13 (48%) students were in very good category, 10 (37%) students were in good category, 1 (3%) students were in low category, and 0 (0%) students were in fail category.

To facilitate understanding, the researcher applied the normality test in the form of a graph. Graphically, the normal histogram of the control scores can be seen in Figure 4.2.

Figure 4.2

Graph for Pre-test and Post-test Score in Control Class



B. Analysis of Data

1. Normality Test

To analyze the normality was needed the data of the two groups, one sample Kolmogorov-Smirnov test used since the data for each group was less than 50 data and the total data is 27 students per group. Normality test can be seen in Table 4.3

Table 4.3

Normality Test of Pre-test and Post-test Scores

One Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

Student's scores Control class (Pre-Test)	Student's scores Control class (Post-Test)	Student's scores experiment class (Pre-Test)	Student's scores experiment class (Post-Test)

N		27	27	27	27
Normal Parameters ^{a,b}	Mean	58.33	68.89	59.26	82.04
	Std. Deviation	6.651	7.511	7.430	7.372
Most Extreme Differences	Absolute	.154	.151	.153	.138
	Positive	.154	.145	.153	.127
	Negative	-.154	-.151	-.132	-.138
Test Statistic		.154	.151	.153	.138
Asymp. Sig. (2-tailed)		.097 ^c	.114 ^c	.106 ^c	.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The table above describes the results of the normality test of the data scores of control class students (Pre-Test), control class students (Post-Test), experimental class students (Pre-Test) and experimental class students' scores (Post-Test) using the *Kolmogorov Smirnov test*. From the table, it is known that the p-scores (Sig.) for the control class (Pre-Test) is 0.097, the p-scores (Sig.) for the control class (Post-Test) is 0.114, the p-scores (Sig.) is for the scores of the experimental class students (Pre-Test) is 0.106 and the p-scores (Sig.) for the experimental class (Post-Test) is 0.200. Because all p scores > 0.05 then the data scores of control class students (Pre-Test), control class students (Post-Test), experimental class students (Pre-Test) and experimental class students (Post-Test) are said to be normally distributed.

2. Hypothesis Test (T-Test)

Table 4.4

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Student's scores Control class (Post- Test)	68.89	27	7.511	1.445
	Student's scores Control class (Pre- Test)	58.33	27	6.651	1.280

The table above describes the average (*Mean*) and Standard Deviation (*Std. Deviation*) scores for the Control Class (Pre-Test) and Control (Post-Test) students' scores. From the table, it is known that the scores of the Control Class (Pre-Test) students with an average scores (*Mean*) is 56.33 and the Standard Deviation (*Std. Deviation*) scores is 6.651, while the Control Class (Post-Test) the average (*Mean*) is 68.89 and the Standard Deviation (*Std. Deviation*) is 7.511.

Table 4.5

Paired Samples Test

		Pair 1
		Student's scores control class (Post-Test) - Student's scores control class (Pre-Test)
Paired Differences	Mean	10.556
	Std. Deviation	9.936

	Std. Error Mean	1.912
	95% Confidence Interval of the Difference	Lower Upper
		6.625 14.486
T		5.520
Df		26
Sig. (2-tailed)		.000

The table above illustrates the results of the average difference test between Control Class Students' Scores (Pre-Test) and Control Class Students' Scores (Post-Test) using the *Paired Samples t-Test*. used *Paired Samples t-Test* was because the data for the Control Class (Pre-Test) and Control (Post-Test) students' scores were normally distributed. From the table it is known that the scores of the *Paired Samples t-Test* (t-count) is 5.520 and the t-table is 2.056 with a p-scores of 0.000. Because the scores of t-count > t-table or p scores < 0.05, it is said that there is an average difference between the scores of the Control Class students (Pre-Test) and the Control Class students' scores (Post-Test).

Table 4.6

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Nilai Siswa Kelas Eksperimen (Post-Test)	82.04	27	7.372	1.419
	Nilai Siswa Kelas Eksperimen (Pre-Test)	59.26	27	7.430	1.430

The table above describes the average (*Mean*) and Standard Deviation (*Std. Deviation*) scores for the Experiment Class (Pre-Test) student scores and the Experimental Class (Post-Test) student scores. From the table, it is known that the scores of the Experimental Class Students (Pre-Test) with an average scores (*Mean*) of 59.26 and the Standard Deviation scores (*Std. Deviation*) of 7.430, while the scores of Experimental Class Students (Post-Test) with a the average (*Mean*) is 82.04 and the Standard Deviation (*Std. Deviation*) is 7.372.

Table 4.7
Paired Samples Test

		Pair 1
		Nilai Siswa Kelas Eksperimen (Post-Test) - Nilai Siswa Kelas Eksperimen (Pre-Test)
Paired Differences	Mean	22.778
	Std. Deviation	9.129
	Std. Error Mean	1.757
	95% Confidence Interval	
	of the Difference	
	Lower	19.167
	Upper	26.389
T		12.965
Df		26
Sig. (2-tailed)		.000

The table above describes the results of the average difference test between the Experiment Class Student Score (Pre-Test) and the Experiment Class Student Score (Post-Test) using the *Paired Samples*

t-Test. The *Paired Samples t-Test* test was used because the data of the Experiment Class Student Scores (Pre-Test) and the Experimental Class Student Scores (Post-Test) were normally distributed. From the table, it is known that the *Paired Samples t-Test* (t-count) test scores is 12.965 and the t-table is 2.056 with a p-scores of 0.000. Because the scores of t-count > t-table or p scores < 0.05, it is said that there is an average difference between the scores of students in the experimental class (pre-test) and the scores of students in the experimental class (post-test).

3. Homogeneity Test

Table 4.8
Homogeneity Test
Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai Siswa	Eksperimen	27	82.04	7.372	1.419
	Kontrol	27	68.89	7.511	1.445

The table above describes the mean (*mean*) and standard deviation scores (*std. Deviation*) for the experimental class students' scores and the control class students' scores. From the table, it is known that the scores of the experimental class students with an average scores (*mean*) is 82.04 and the standard deviation scores (*std. deviation*) is 7.372, while the control class student scores with an average scores (*mean*) is 68.89 and the scores of Standard Deviation (*Std. Deviation*) is 7.511.

Table 4.9
Independent Samples Test

		Nilai Siswa	
		Equal variances assumed	Equal variances not assumed
Levene's Test for	F	.134	
Equality of Variances	Sig.	.716	
t-test for Equality of	T	6.492	6.492
Means	Df	52	51.982
	Sig. (2-tailed)	.000	.000
	Mean Difference	13.148	13.148
	Std. Error Difference	2.025	2.025
	95% Confidence Interval		
	of the Difference	Lower	9.084
		Upper	17.212

The table above describes the results of the homogeneity test of the experimental class students' scores and the control class students' scores using the Levene's Test (F test) and a p-scores of 0.716 was obtained. Because of the p scores > 0.05, the data of the experimental class students and the control class students' scores are said to be the same or homogeneous.

The table above also describes the results of the average difference test between the experimental class students' scores and the control class students' scores using the *Independent Samples t-Test*. The *Independent Samples t-Test* was used because the data for the

experimental class students' scores and the control class students' scores were normally distributed. From the table, it is known that the scores of the *Independent Samples t-Test* (t-count) is 6.492 and the t-table is 2.007 with a p-scores of 0.000. Because the scores of t-count > t-table or p scores < 0.05, it is said that there is an average difference between the scores of the experimental class students and the control class students' scores, meaning that there is a significant effect of using google docs as media for collaborative writing activity on students' writing skills.

C. Discussion

Based on the results above, several interpretations in the discussion can be drawn as follows:

First, the researcher must test the normality of each pre and post-test data for both the experimental and control groups before the researcher analyzes the data. According to Sugiyono (2016) said that quantitative research data must be normally distributed, before analyze the data. So, in determining the normality of the data, the result of alpha is higher than 0.05. This means that all data in the pre-test and post-test both the experimental and control groups are normally distributed. This is in line with Arikunto who said that the alpha scores of data normality must be higher than 0.05.

Second, from the results of the homogeneity test, it is known that the variance shows a higher significance than the alpha scores of 0.05. This means that the post-test data of both of classes are homogeneous and have variance. This is in line with Sugiyono's statement that if the researcher wants to determine the homogeneity of the data; the variance must be higher than the alpha scores.

Third, in terms of the F-test results, there is a significant effect of Google Docs on students' writing skills in descriptive texts. This result is evidenced by the results of the F-test calculation which shows that the calculated F scores is higher than the F-table scores. This means that there is an influence of Google Docs in improving the ability to write text descriptions.

From the discussion above, it was concluded that teaching writing using Google Docs as a medium is effective. It can motivate students to study, will increase their interest, will help students more easily to write paragraphs. In other words, the method of using Google Docs has a significant effect on writing descriptive texts for ninth graders at SMPN 15 Bengkulu city in the academic year 2022.

This result is in line with Wulandari's statement (2021), she said that Google Docs can improve students' abilities, especially in writing texts. descriptive. Using Google Docs as a medium is one of the best methods that can be done to write descriptive text, because; 1) The

students have been responsible for checking each other's work, 2) students develop ideas fluently without talking to other students; 3) Students pay full attention to the lesson; 4) It doesn't take long for students to write sentences; 5) Students make less noise during the lesson.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

1. First, this is a quasi-experimental research where students apply Google Docs as a medium in writing descriptive text. This research was conducted because the writing ability of class IX students of SMPN 15 Bengkulu city before being given treatment was low. This can be seen from the results of the researcher's observations and evidenced by the results of the students' pre-test and post-test. In the control class the lowest pre-test score was 50 and the highest pre-test score was 70, and the students' average was 58.33. Then the results of the experimental class pre-test. The lowest score is 50 and the highest score is 75 and the students' average score is 59.26.

2. Second, the effectiveness of using Google Docs as a medium for students' writing on descriptive texts can be seen from the results of the post-test scores being higher than the pre-test scores. The lowest post-test score in the experimental class was 70 and the highest score was 95 and the students' average score was 82.04. Then the results of the post-test in the control class, the lowest score was 60 and the highest score was 85 and the students' average score was 68.89. The results of the analysis of the conclusions of the data indicate that there is an effective use of Google

Docs as a medium for students' writing on descriptive text for class IX SMPN 15 Bengkulu city.

B. SUGGESTION

In today's era, technology has an important role to make the teaching and learning process easier and better. Here, the researcher wants students to apply technology not only to play games or entertain themselves, but also to use technology to meet their future learning needs.

Second, this research was one of the ways in improving students writing ability in descriptive text. It is expected that the findings will be used to conduct another research. Therefore, the next researcher can give contribution in conducting the research especially about writing ability in descriptive text.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Negeri 15 Bengkulu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX/2
Materi : teks ilmiah faktual (*factual report*), lisan dan tulis, pendek dan sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan social
Alokasi Waktu : 16 JP (8 pertemuan)

A. KOMPETENSI INTI

KI-1	:	Menghargai dan menghayati ajaran agama yang dianutnya
KI-2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI-3	:	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI-4	:	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR

1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3.13	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>factual report</i> dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, pendek dan sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas IX.
4.14	Menangkap makna dalam teks ilmiah faktual (<i>report</i>) lisan dan tulis, pendek dan sederhana, terkait dengan mata pelajaran lain di Kelas IX.
4.15	Menyusun teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, pendek dan sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN KOMPETENSI

1.1	1.1.1	Menunjukkan semangat dalam belajar
2.3	2.3.1	Menunjukkan perilaku tanggungjawab saat melakukan komunikasi fungsional mempresentasikan hasil kerja kelompok
	2.3.2	Menunjukkan perilaku kerjasama saat melakukan kerja kelompok
3.13	3.13.1	Menentukan ide pokok paragraf dengan topik-topik yang berbeda
	3.13.2	Menentukan informasi rinci pada masing-masing paragraph dengan topic-topik yang berbeda
	3.13.3	Menentukan seluruh kata benda kunci yang ada di teks dengan topic yang berbeda

	3.13.4	Menentukan seluruh kata kerja keadaan yang ada di teks dengan topic yang berbeda
	3.13.5	Menentukan penggunaan nominal singular dan plural yang terdapat pada teks dengan topic-topik yang berbeda
	3.13.6	Menggunakan tekanan kata dan intonasi dengan benar
	3.13.7	Menggunakan ejaan dan tanda baca yang benar
	3.13.8	Menulis tangan dengan rapi, dan jelas terbaca
4.14	4.14.1	Menceritakan kembali teks ilmiah <i>factual report</i> yang telah diperdengarkan
	4.14.2	Mempresentasikan kembali teks ilmiah <i>factual report</i> yang sebelumnya telah dipaparkan
4.15	4.15.1	Menyusun teks ilmiah tentang factual report lisan, pendek dan sederhana, binatang, benda, dan orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.15.2	Menyusun teks ilmiah tentang factual report tulis, pendek dan sederhana, binatang, benda, dan orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa diharapkan dapat dengan bersemangat, bertanggungjawab dan bekerjasama:

1	Menentukan ide pokok paragraf dengan topik-topik yang berbeda dengan benar
2	Menentukan informasi rinci pada masing-masing paragraph dengan topic-topik yang berbeda dengan tepat
3	Menentukan seluruh kata benda kunci yang ada di teks dengan topik yang berbeda dengan benar
4	Menentukan seluruh kata kerja keadaan yang ada di teks dengan topik yang berbeda benar
5	Menentukan penggunaan nominal singular dan plural yang terdapat pada teks dengan topic-topik yang berbeda benar

6	Menggunakan tekanan kata dan intonasi dengan benar
7	Menggunakan ejaan dan tanda baca yang benar
8	Menulis tangan dengan rapi, dan jelas terbaca
9	Menceritakan kembali teks ilmiah <i>factual report</i> yang telah diperdengarkan dengan jelas dan komunikatif
10	Mempresentasikan kembali teks ilmiah <i>factual report</i> yang sebelumnya telah dipaparkan dengan jelas dan komunikatif
11	Menyusun teks ilmiah tentang <i>factual report</i> lisan, pendek dan sederhana, binatang, benda, dan orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
12	Menyusun teks ilmiah tentang <i>factual report</i> tulis, pendek dan sederhana, binatang, benda, dan orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

E. MATERI PEMBELAJARAN

Jenis teks	Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial
Fungsi sosial	Memperoleh gambaran umum tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, secara objektif dan ilmiah.
Struktur teks	(gagasan utama dan informasi rinci) a. Menyebutkan jenis atau golongan dari obyek yang dipaparkan. b. Memaparkan deskripsi obyek termasuk nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/ dilihat.
Unsur kebahasaan	(1) Kosa kata tentang benda, binatang, tumbuh-tumbuhan: banyak peristilahan ilmiah (2) Kata kerja keadaan <i>be, have, look, need, breed</i> , dll., dalam Simple Present tense, atau Simple Past tense jika sudah punah atau tidak ada lagi (3) Penggunaan nominal singular dan plural

	<p>secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p>
Topik	Benda, binatang dan gejala/peristiwa alam dan sosial terkait dengan mata pelajaran lain di Kelas IX, dengan memberikan keteladanan tentang perilaku perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

F. METODE PEMBELAJARAN

Pendekatan : Saintifik

Metode : ceramah, diskusi, penugasan

G. KEGIATAN PEMBELAJARAN

1. PERTEMUAN PERTAMA

a. Kegiatan Pendahuluan

1)	Guru memberi salam (<i>greeting</i>);
2)	Guru memeriksa kehadiran siswa;
3)	Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4)	Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5)	Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6)	Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.
7)	Guru mengajukan pertanyaan tentang gambar: <ul style="list-style-type: none"> The title of this chapter is ... What is it?

	<p>It's a question isn't it?</p> <ul style="list-style-type: none"> • Do you know a cat? What is a cat? • You go to school everyday, don't you? Anyone knows what a school is? • Now we know that we don't know a bout things that we have everyday ... we have no or little knowledge about a cat or a school.
8)	<p>Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;</p> <ul style="list-style-type: none"> • You go to school to learn about many things, don't you? ... yes, you know about the world. • At school we learn a lot of knowledge in a sistematic way ... we read may texts about many things. We learn from book the knowledge about animals, plants and people. • When people say that you have good knowledge about a cat, what kind of information about it you have. • When people say that you have good knowledge about a school, what kind of information about it you have. • Look, everybody it is written here that we are going to learn to ...(look at page 225) ... yes, right ... we are going to learn to obtain and share information about things, animals, natural and social phenomena, in order to get the general knowledge about them. • Here, you will learn to read, talk about, listen to, and write texts about different objects in order to get the general

	<p>knowledge about them.</p> <ul style="list-style-type: none"> • Later, you will know what kinds of information you need to know, you need to present, in order to get the general knowledge about many things.
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

b. Kegiatan Inti

(1)	Peserta didik diberi motivasi atau rangsangan untuk mengingat hal yang terjadi antara guru dan warga sekolah terkait dengan penggunaan nominal singular dan plural
(2)	Guru menjelaskan sedikit tentang nominal singular dan plural dengan menunjukkan contohnya
(3)	Siswa diminta membuat beberapa contoh singular dan plural
(4)	Siswa diminta menyebutkan contoh yang sudah dibuat didepan kelas

c. Kegiatan Penutup

1)	Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2)	Peserta didik dan guru membuat resume pembelajaran hari itu
3)	Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4)	Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5)	Peserta didik dan guru mengucapkan salam perpisahan.

2. PERTEMUAN KEDUA

a. Kegiatan Pendahuluan

1)	Guru memberi salam (<i>greeting</i>);
2)	Guru memeriksa kehadiran siswa;
3)	Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4)	Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5)	Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6)	Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7)	Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

(1)	Peserta didik diminta menuliskan kata kerja yang sering digunakan sehari-hari. Pada saat menyalin peserta didik diminta untuk membaca setiap kalimat secara lisan untuk semakin memantapkan penguasaannya terhadap cara pengucapan dan penempatan tekanan kata dari setiap kata.
(2)	Masing – masing anggota kelompok saling bertukar untuk mengecek kebenaran tulisan masing-masing termasuk ejaan, penggunaan huruf besar dan tanda baca.

c. Kegiatan Penutup

1)	Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2)	Peserta didik dan guru membuat resume pembelajaran hari itu

3)	Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4)	Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5)	Peserta didik dan guru mengucapkan salam perpisahan.

3. PERTEMUAN KETIGA

a. Kegiatan Pendahuluan

1)	Guru memberi salam (<i>greeting</i>);
2)	Guru memeriksa kehadiran siswa;
3)	Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4)	Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5)	Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6)	Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7)	Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

(1)	Peserta didik diberi motivasi atau rangsangan untuk mengingat hal yang terjadi antara guru dan warga sekolah terkait dengan <i>Simple Present Tense</i>
(2)	Guru menjelaskan apa itu <i>Simple Present Tense</i> dan unsur kebahasaan, fungsi social dan konteks penggunaannya sehari-hari

(3)	Guru memberikan contoh kalimat <i>Simple Present Tense</i>
(4)	Siswa diberikan contoh kalimat kemudian mengevaluasi struktur kalimat <i>Simple Present Tense</i>

c. Kegiatan Penutup

1)	Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2)	Peserta didik dan guru membuat resume pembelajaran hari itu
3)	Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4)	Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5)	Peserta didik dan guru mengucapkan salam perpisahan.

4. PERTEMUAN KEEMPAT

a. Kegiatan Pendahuluan

1)	Guru memberi salam (<i>greeting</i>);
2)	Guru memeriksa kehadiran siswa;
3)	Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4)	Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5)	Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6)	Guru menjelaskan tentang tujuan pembelajaran

	atau kompetensi dasar yang akan dicapai;
7)	Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

(1)	Peserta didik diberi motivasi atau rangsangan untuk mengingat hal yang terjadi antara guru dan warga sekolah terkait dengan <i>Descriptive Text</i>
(2)	Guru menjelaskan apa itu <i>Descriptive Text</i> dan unsur kebahasaan, fungsi social dan konteks penggunaannya sehari-hari
(3)	Guru memberikan contoh kalimat <i>Descriptive Text</i>
(4)	Siswa diberikan contoh kalimat kemudian mengevaluasi struktur kalimat dan paragraf <i>Descriptive Text</i>

c. Kegiatan Penutup

1)	Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2)	Peserta didik dan guru membuat resume pembelajaran hari itu
3)	Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4)	Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5)	Peserta didik dan guru mengucapkan salam perpisahan.

5. PERTEMUAN KELIMA

a. Kegiatan Pendahuluan

1)	Guru memberi salam (<i>greeting</i>);
2)	Guru memeriksa kehadiran siswa;

3)	Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4)	Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5)	Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6)	Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7)	Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

(1)	Peserta didik diminta menuliskan beberapa kosakata tentang benda, binatang, tumbuhan. Dll
(2)	Peserta didik menyebutkan jenis atau golongan dari beberapa kosakata yang telah ditulis.
(3)	Beberapa peserta didik diminta untuk membaca teks, guru memberi masukan mengenai pelafalan dan intonasi.

c. Kegiatan Penutup

1)	Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2)	Peserta didik dan guru membuat resume pembelajaran hari itu
3)	Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4)	Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5)	Peserta didik dan guru mengucapkan salam

perpisahan.

6. PERTEMUAN KEENAM

a. Kegiatan Pendahuluan

1)	Guru memberi salam (<i>greeting</i>);
2)	Guru memeriksa kehadiran siswa;
3)	Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4)	Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5)	Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6)	Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7)	Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

(1)	Peserta didik diberikan tema <i>Animal</i> dan bebas memilih satu jenis hewan yang ingin mereka deskripsikan
(2)	Peserta didik mempelajari semua fakta definisi, ciri-ciri, dan fungsinya.
(3)	Peserta didik menganalisis fakta tentang hewan yang sudah mereka tentukan.
(4)	Setelah selesai anggota kelompok mengecek kembali kebenaran tulisan termasuk penggunaan huruf besar dan tanda baca.

c. Kegiatan Penutup

1)	Peserta didik dan guru melakukan refleksi terhadap
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	kegiatan pembelajaran dan manfaat-manfaatnya.
2)	Peserta didik dan guru membuat resume pembelajaran hari itu
3)	Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4)	Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5)	Peserta didik dan guru mengucapkan salam perpisahan.

7. PERTEMUAN KETUJUH

a. Kegiatan Pendahuluan

1)	Guru memberi salam (<i>greeting</i>);
2)	Guru memeriksa kehadiran siswa;
3)	Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4)	Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5)	Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6)	Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7)	Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

(1)	Bersama kelompoknya peserta didik bekerja sama untuk mempelajari semua fakta di setiap bagian teks (definisi, unsure, cirri-ciri dan
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	fungsi)
(2)	Dengan bekerja sama peserta didik merangkai semua fakta yang ada menjadi suatu paragraph.
(3)	Masing-masing peserta didik menuliskan dengan tulis tangan paragraph yang dihasilkan secara lengkap dengan ejaan, penggunaan huruf besar dan tanda baca pada selemba kertas.
(4)	Pada saat menyalin peserta didik diminta untuk membaca setiap kalimat secara lisan untuk semakin memantapkan penguasaannya terhadap cara pengucapan dan penempatan tekanan kata dari setiap kata.
(5)	Setelah selesai anggota kelompok masing-masing saling bertukar untuk mengecek kebenaran tulisan masing-masing termasuk ejaan, penggunaan huruf besar dan tanda baca.
(6)	Setiap anggota berlatih menyampaikan paragraph secara lisan secara berulang-ulang dan bergantian, mula – mula sambil membaca teks, namun secara perlahan dan bertahap kearah mandiri, tidak terlalu sering melihat teks.
(7)	Setiap kelompok menempelkan hasil kerja tertulisnya di dinding dan kemudian mempresentasikan hasil kerjanya secara lisan kepada anggota kelompok lain dan juga kepada guru. Presentasi lisan dapat diawali dengan “ I’ll present our teks about the school.”
(8)	Guru memberikan balikan dalam bentuk komentar, koreksi dan penghargaan terhadap pekerjaan peserta didik secara umum ke seluruh kelas.
(9)	Setelah selesai, setiap peserta didik menyimpan tulisannya dalam portofolio masing-masing.

c. Kegiatan Penutup

1)	Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
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2)	Peserta didik dan guru membuat resume pembelajaran hari itu
3)	Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4)	Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5)	Peserta didik dan guru mengucapkan salam perpisahan.

8. PERTEMUAN KEDELAPAN

a. Kegiatan Pendahuluan

1)	Guru memberi salam (<i>greeting</i>);
2)	Guru memeriksa kehadiran siswa;
3)	Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4)	Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5)	Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6)	Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7)	Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

(1)	Bersama kelompoknya peserta didik bekerjasama untuk menentukan fakta-fakta apa saja yang perlu dikatakan untuk membuat teks factual report tentang setiap obyek, untuk itu
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	peserta didik perlu menggunakan table yang sesuai untuk masing-masing jenis obyek.
(2)	Dengan bekerja sama peserta didik berusaha merangkai fakta-fakta yang telah direncanakan menjadi paragraph yang koheren.
(3)	Pada selembar kertas masing-masing peserta didik menuliskan dengan tulis tangan paragraph masing-masing secara lengkap.
(4)	Setelah selesai anggota kelompok masing-masing saling bertukar untuk mengecek kebenaran tulisan masing-masing termasuk ejaan, penggunaan huruf besar dan tanda baca.
(5)	Setiap anggota berlatih menyampaikan paragraph secara lisan secara berulang-ulang dan bergantian, mula – mula sambil membaca teks, namun secara perlahan dan bertahap kearah mandiri, tidak terlalu sering melihat teks.
(6)	Setiap kelompok menempelkan hasil kerja tertulisnya di dinding dan kemudian mempresentasikan hasil kerjanya secara lisan kepada anggota kelompok lain dan juga kepada guru. Presentas lisan dapat diawali dengan “ I’ll present our teks about the school.”
(7)	Guru memberikan balikan dalam bentuk komentar, koreksi dan penghargaan terhadap pekerjaan peserta didik secara umum ke seluruh kelas.
(8)	Setelah selesai, setiap pesertta didik menyimpan tulisannya dalam portofolio masing-masing.
(9)	Bersama kelompoknya setiap peserta didik merefleksikan hasil dan pengalaman belajarnya masing-masing dengan cara mengisi lembar refleksi, dengan saling memberikan masukan, mengingatkan, mengoreksi dan sebagainya.
(10)	Masing –masing peserta didik menuliskan hasil refleksi masing-masing, guru memberikan balikan dalam bentuk komentar, koreksi dan

	penghargaan.
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c. Kegiatan Penutup

1)	Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2)	Peserta didik dan guru membuat resume pembelajaran hari itu
3)	Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4)	Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5)	Peserta didik dan guru mengucapkan salam perpisahan.

1. The score of Pre-test and Post-test of Experimental Class

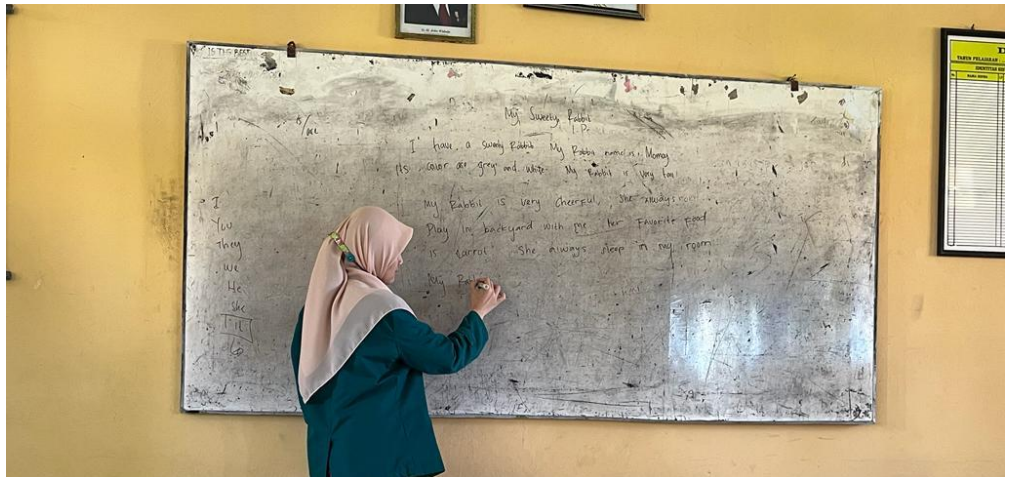
No	Name	Scores	
		Pre-test	Post-test
1	AM	50	80
2	DN	55	95
3	DH	65	90
4	ES	60	80
5	EMS	55	75
6	FM	70	75
7	FPP	50	85
8	FGA	50	85
9	FF	55	70
10	GN	70	90
11	HF	65	85
12	HFI	50	80
13	HJ	50	75
14	JA	75	95
15	KLS	60	85
16	LF	60	90
17	MAA	65	90
18	MF	60	90

19	MI	55	70
20	MIP	70	75
21	MZF	50	85
22	MW	60	80
23	N	65	70
24	OR	60	85
25	RR	50	75
26	RI	60	80
27	RBA	65	80

2. The score of Pre-test and Post-test of Control Class

No	Nama	Nilai	
		Pre-test	Post-test
1	AM	60	70
2	AR	55	65
3	AA	60	65
4	AFY	50	70
5	DLM	60	80
6	ER	60	65
7	EA	65	65
8	FA	60	80
9	JN	70	60

10	KDL	60	75
11	KP	55	60
12	M	55	50
13	MD	50	65
14	MZ	65	70
15	MB	70	70
16	NA	50	75
17	NK	65	85
18	RA	70	75
19	RAP	50	75
20	RH	60	65
21	RO	55	60
22	RB	50	70
23	SP	60	70
24	TO	65	60
25	VAR	50	70
26	VRM	50	75
27	VTL	55	70



Pemberian Materi di Kelas Kontrol



Pre-Tes Kelas Kontrol



Post-Tes Kelas Kontrol



Pre-Tes Kelas Eksperimen

Post-Tes Kelas Kontrol



11:44

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Nama Muh Rafli
Kls 9E

My Idol

My Idol is Denzel Washington, he is an Academy Award winning-actor. He plays in many films such as Flight, The Book of Eli, Crimson Tide and Unstoppable. Denzel was born in Mount Vernon, New York on December 28, 1954. He is a tall guy with a great warm smile. Denzel who is multi-talented also a family man, he loves his family so much and taking care of them. Being famous is not his goal, he is a person who is caring to others.]



Refa novelia sari

9e

Rizwan Fadilah

A man from Indonesian, his name is Rizwan Fadilah, he is the son of a famous comedian. Rizwan is the third of four children. He Has the same handsome face as his brother, Rizky Febian. The difference is, he is much more shy than his brother who is sociable and funny like his father. Very shy, he once turned down an endorsement offer from a well- known brand worth hundreds of millions. This was revealed by the eldest brother, Rizky Febia. He is very close to his brother and sister. The same goes for Nathalie Hoischer, the mother continued. Slowly his shyness began to diminish, he has also become an advertisement star with Rizky Febian for the chupa chups brand. Apart from singing, he is also good at playing the guitar. He likes basketball.]



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
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Website: www.iainbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 564 /In.11/F.II/PP.009/ 11/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Dr. H. Ali Akbarjono, M.Pd 197509252001121004	P I	Veniri Lestari 1811230164	TBI	The Use of Google Docs as Media For Collaborative Writing Activity to Improve on Writing Descriptive Text of Eight Grade Students of SMPN 15 Bengkulu
2	Feny Martina, M.Pd 198703242015032002	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Tanggal : 22 November 2021



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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UNIVERSITAS ISLAM NEGERI
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SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI
Hal : Permohonan Perubahan Judul Skripsi
Lamp :-

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
UINFAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:


Nama : Veniri Lestari
NIM : 1811230164
Jurusan/Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

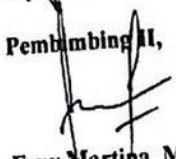
Adapun judul saya sebelumnya adalah : "The Use of Google Docs as Media for Collaborative Writing Activity to Improve Skills on Writing Descriptive Text of Eight Grade Students of SMPN 15 Bengkulu. (Classroom Action Research of Students' Eight Grade at SMPN 15 Bengkulu)" Menjadi : "The Effect of Using Google Docs as Media for Collaborative Writing Activity on Students' Writing Skills. (Quasi-Experimental Research at 9th Grade Students of SMPN 15 Bengkulu)".

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, Desember 2021
Dibuat oleh,


Veniri Lestari
1811230164

Pembimbing II,


Feny Martina, M.Pd
NIP.198703242015032002

Pembimbing I,


Dr. H. Ali Akbar Jono, M.Pd
NIP. 197509252001121004

Disetujui oleh,

Diketahui oleh,
Ketua Prodi/TBL


Feny Martina, M.Pd
NIP.198703242015032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

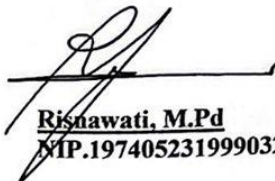
Proposal skripsi atas nama : Veniri Lestari, NIM : 1811230164 yang berjudul **“THE EFFECT OF USING GOOGLE DOCS AS MEDIA FOR COLLABORATIVE WRITING ACTIVITY ON STUDENTS’ WRITING SKILLS (Quasi-Experimental Research at Eight Grade Students of SMPN 15 Bengkulu)”**. Telah diseminarkan oleh tim penyeminar pada:
Hari/Tanggal : Selasa/ 22 Februari 2022

Pukul : 08.00 s/d selesai

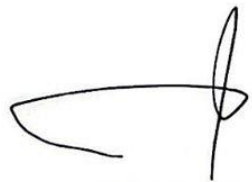
Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminardanpembimbingskripsi, oleh karena itu sudah layak untuk diberikan surat penelitian(SK Penelitian)

Bengkulu, Maret 2022

Penyeminar I


Rishnawati, M.Pd
NIP.197405231999032002

Penyeminar II


Andri Saputra, M.Sc
NIP. 199106262019031014



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Website: www.uinfasbengkulu.ac.id

Nomor : 1973 / Un.23/F.II/TL.00/04/2022
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

12 April 2022

Kepada Yth,
Kepala SMPN 15 Kota Bengkulu
Di -
Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul **"The Effect Of Using Google Docs As Media For Collaborative Writing Activity On Students' Writing Skills (Quasi-Experimental Research at 9th Grade Students Of SMPN 15 Bengkulu"**.

Nama : Veniri Lestari
NIM : 1811230164
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SMPN 15 Kota Bengkulu
Waktu Penelitian : 14 April s/d 27 Mei 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.



Dekan,

M. Mulyadi



**PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN KOTA BENGKULU
SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 15
KOTA BENGKULU
(AKREDITASI A)**

Jl. Cempaka X. Kel.Kebun Bler .Kec.Ratu Agung Kota Bengkulu Telp. (0736)25640

SURAT KETERANGAN SELESAI PENELITIAN
No.412.2/111/SMPN.15/2022

Yang bertanda tangan dibawah ini, Kepala SMPN.15 Kota Bengkulu, dengan ini menerangkan bahwa :

Nama : Veniri Lestari
NIM : 1811230164
Prodi : Tadris Bahasa Inggris (TBI)

Berdasarkan Surat izin penelitian dari Universitas Islam Negeri Kota Bengkulu Nomor: 1973/UN.23/F.II/TL.00/04/2022 tanggal 12 April 2022 yang bersangkutan benar-benar telah selesai mengadakan penelitian pada SMP Negeri 15 Kota Bengkulu dari tanggal 14 April 2022 sampai dengan 27 Mei 2022 dengan judul Penelitian **“The Effect Of Using Google Docs As Media For Collaborative Writing Activity On Students’ Writing Skills (Quasi-Experimental Research at 9th Grade Students Of SMPN.15 Kota Bengkulu”**.

Demikianlah surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Bengkulu, 08 Juni 2022
Kepala Sekolah

HERMAN BUSTAMLS.Pd
NIP.19640628 198601 1 003



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SURAT TUGAS
DEKAN FAKULTAS TARBİYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU
Nomor : 0959 /Un.23/F.II/PP.00.9/03/2022
Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:
Nama Mahasiswa : Veniri Lestari
NIM : 1811230164
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indicator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Hengki Satrisno, M.Pd.I	Kompetensi UIN	a. Kemampuan membaca alqur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad- Dhuha s/d An-Nas)
2	Zelvia Liska Afriani, M.Pd	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TEFL, LTR, ESP, CMD
3	Heny Friantary, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
 2. Pelaksanaan ujian dimulai paling lambat 1 (satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
 3. Skor nilai ujian komprehensif adalah 60 s/d 100
 4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
 5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)
- Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Bengkulu, 2 Maret 2022

Dekan,



Mulyadi



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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Veniri Lestari
NIM : 1811230164
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing II : Feny Martina, M.Pd
Judul Skripsi : The Effect of Using Google Docs as Media for Collaborative Writing Activity on Students' Writing Skills

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	Juma, 10/2021 /12	Judul	Ganti Judul	
2.	Rabu, 15/2021 /12	BAB I	Tambahkan Limitation dan Identification	
3.	Jumat, 24/2021 /12	BAB I dan II	Kembangkan lagi teori tentang Google Docs	
4.	Senin, 11/2022 /01	BAB III	Ganti Metode Penelitian	
5.	Senin, 17/2022 /01	BAB III	Materi RPP sesuai silabus dan RPP kelas eksperimen, soal dan kirinya.	
6.	Jumat, 21/2022 /01	Ace lengkap	Ace lengkap	

Bengkulu,

Pembimbing II

Feny Martina, M.Pd
NIP. 198703242015032002

Mengetahui,

Dekan



Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004



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 Website: www.uinbengkulu.ac.id

Nama Mahasiswa : Veniri Lestari
 NIM : 1811230164
 Jurusan : Bahasa
 Program Studi : Tadris Bahasa Inggris

Pembimbing I : Dr. Ali Akbar Jono, M.Pd
 Judul Skripsi : *The Effect of Using Google Docs as Media For Collaborative Writing Activity on Students' Writing Skills.*

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
	Senin, 31/01/2022	proposal	Review the suggested ; - find the sources related with the topic - the cooperation of A	
	Rabu, 02/02/2022	BAB II	- when make syllabus & lesson plan - instructor	A
	Jumat, 03/02/2022	BAB II	- the background of phenomenon - not know.	A

Bengkulu, Februari 2022

Pembimbing I

(Signature)
 Dr. Ali Akbar Jono, M.Pd
 NIP. 197509252001121004

Mengetahui,
 Dekan
(Signature)
 Dr. Nis Mulyadi, M.Pd
 NIP. 197005142000031004





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Nama Mahasiswa : Veniri Lestari
 NIM : 1811230164
 Jurusan : Bahasa
 Program Studi : Tadris Bahasa Inggris

Pembimbing I : Dr. Ali Akbar Jono, M.Pd
 Judul Skripsi : *The effect of using Google Docs as Media for Collaborative Writing Activity on students' Writing skills.*

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
	Senin, 07/02/2022	Proposal	find more theories and concept reevante and Comprehensivly Make Syntera and Chon sept rora wong of way cept rana with pap - Redar. tides G paper.	<i>[Handwritten initials]</i> <i>[Handwritten initials]</i> <i>[Handwritten initials]</i> <i>[Handwritten initials]</i> <i>[Handwritten initials]</i>

Bengkulu, Februari 2022

Pembimbing I

[Handwritten signature]
 Dr. Ali Akbar Jono, M.Pd
 NIP. 197509252001121004

Mengetahui,
 Dekan
[Handwritten signature]
 Agus Mulyadi, M.Pd
 NIP. 197005142000031004



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Website: www.iainbengkulu.ac.id

Nama Mahasiswa
 NIM
 Jurusan
 Program Studi

: Veniri Lestari
 : 1811230164
 : Bahasa
 : Tadris Bahasa Inggris

Pembimbing I : Dr. Ali Akbar Jono, M.Pd
 Judul Skripsi : *The effect of Using Google Docs as Media for Collaborative Writing Activity on students' Writing Skills.*

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
	Rabu, 09/02/2022	proposal	<p>Perbaiki dan frasa & tdk</p> <p>- kata agar di complete di powder.</p> <p>+ kata yang sudah writing & capital</p> <p>- dan yang & fanyi.</p> <p>Acc to prop pd skripsi</p>	

Bengkulu, Februari 2022

Pembimbing I



Mengetahui,
 Dekan

Dr. Mus Mulyadi, M.Pd
 NIP. 197005142000031004

Dr. Ali Akbar Jono, M.Pd
 NIP. 197509252001121004



**KEMETERIAN AGAMA REPUBLIK INDONESIA
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Website: www.iainbengkulu.ac.id**

Nama Mahasiswa : Veniri Lestari
NIM : 1811230164
Jurusan : Bahasa Inggris
Program Studi : Tadris Bahasa Inggris

Pembimbing II : Feny Martina, M.Pd
Judul Skripsi :

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	07 Juni 2022	BAB IV	Fab Membuat tabel Frequency	
2.	Rabu, 08 Juni 22	BAB IV	Membuat Grafik Post-test Pre-test	
3.	Kamis, 09 Juni 22	BAB IV	Tambahkan theory	
4.	Jumat, 10 Juni 22	BAB IV	Perbaiki Pengetikan dan dirapikan	
5.	Senin, 13 Juni 22	BAB V	Tambahkan lagi Kesimpulan dan Saran	
6.	Selasa, 14 Juni 22	BAB IV - V	Perbaiki Grammar	
7.	Rabu, 15 Juni 22	BAB IV - V	Check Grammar	
8.	Rabu, 18 Juni 22	Acc Munagayeh	Acc Munagayeh Bengkulu,	

Mengetahui,
Dekan

Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing II

Feny Martina, M.Pd
NIP. 198703242015032002



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Bengkulu, 22 Juli 2022

Nomor : 3128 /Un.23/F.II/PP.00.9/07/2022

Lamp. : -

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr. Kasmantoni, M.Si. (Ketua)
2. Heny Friantary, M.Pd. (Sekretaris)
3. Feny Martina, M.Pd (Penguji Utama)
4. Zelvia Liska Afriani, M.Pd (Penguji II)

di -

Bengkulu

Issalamu 'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Senin, 25 Juli 2022

Waktu : 08.00 s/d selesai

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Denti Zentia Putri 1811230001	08.00-08.45 WIB	The Influence of Using TED Talks Videos with Subtitle on Students' Speaking Skills (Experimental Research at English Department of UIN Fatmawati Sukarno Bengkulu in Academic Year 2022/2023)
2	Delpa Yunita 1811230153	08.45-09.30 WIB	The Effect of Synectic Model as Audiovisual Language Teaching AID on Students' Writing Skills (QuasiExperimental Research of Students' Skill (Quasi-Experimental Research of Students's Eight Grade at SMP Muhammadiyah Terpadu Bengkulu City Academic Year 2022/20230
3	Veniri Lestari 1811230164	09.30-10.15 WIB	The Effect of Using Google Docs as Media for Collaboration Writing Activity on Students' Writing Skills. (Quasi-Experimental Research at 9 th Grade Students of SMPN 15 Bengkulu).
4.	Chindy Yulia Permatasari 1811230051	10.15-11.00 WIB	The Perceptions of the Use E-Journal by English Department Students in Fulfilling the Needs for Academic Writing During Pandemic (A Descriptive Quantitative Study on 8 th Semester English Department Students at Fatmawati Sukarno State Islamic University Bengkulu)
5	Beta Rostika 1711230007	11.00-11.45 WIB	An Analysis of Students' In Mastering Writing Essay During Online Learning (A Descriptive Qualitative In English Department Sixth Semester of UINFAS Bengkulu)

mikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terina kasih.

Dekan,

Mms Mulvadi





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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : VENIRI LESTARI
NOMOR INDUK MAHASISWA : 1811230169
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Kamis, 13-01-2022		Wawa Marheni Pratiwi	1611230149	The effect of flipped classroom model on student's writing ability in Argumentative Text.	1.
2	Kamis, 13-01-2022		Depitri Putri	1711230009	The effect of process writing through Guided Question technique to improve the students in writing a descriptive text.	
3	Kamis, 13-01-2022		Bela Elza Fitri	1811230140	The effect EFL student's integrative vs instrumental motivation on reading skills	
4	Kamis, 13-01-2022		Iren Aprilia Nurangka	1811230106	The effect of discovering learning on students writing skill at SMAN 9 south Bengkulu.	2
5	Kamis, 13-01-2022		Ali Firman	1711230064	Students perception of Asynchronous communication Method in online learning during pandemic era.	
6						

