EXPLORING STUDENTS' EXPERIENCES IN WRITING A DESCRIPTIVE TEXT IN AN ONLINE CLASSROOM SETTING USING GOOGLE DOCS

THESIS

Submitted to State Islamic University KH. Achmad Siddiq of Jember
in partial fulfillment of the requirements for a bachelor's degree
of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

By :

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STATE ISLAMIC UNIVERSITY OF KH. ACHMAD SIDDIQ JEMBER
OCTOBER 2022

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Day : Monday

Date : September 26th, 2022

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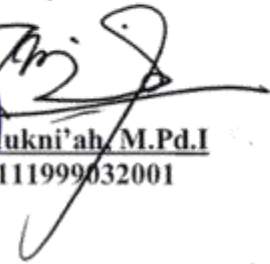
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MOTTO

إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا۟ مَا بِأَنفُسِهِمْ

*"…Verily, Allah will not change the condition of a people until they change the
condition of themselves"*[1]. (Q.S Ar-Ra'd : 11)[2]

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[1] Tafsir Ringkas Kemenag RI
[2] Q. S Ar-Ra'd: 11

DEDICATION

I proudly dedicated this thesis for :

1. My beloved Father and Mother

   Big thanks to Mr. Sokeh as my beloved father and Mrs. Martinah,S. Pd as my beloved mother. Who always give supports, motivations, and moral encouragements to finish this thesis. Thanks a lot for all their supports and prays to her. She is nothing without you.

2. My Grandfather Mr. Sukimin and my younger sister Riza Zalfa Bella Rosa who always give support, attention, and prayer for me.

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   By all those, I have been built as who I am today; Thanks without any limit for all those, May Allah give all of you more than what I have got to be.

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In the name of Allah, the Beneficent, the Merciful.

Praise be to Allah, The Lord of the worlds who gives the writer guidance and strength, so he could finish this scientific paper (thesis). Peace and blessing be upon our prophet Muhammad SAW, his family, his companions and his followers.

This thesis is presented to the English Education Department of Tarbiyah Faculty and Teacher Training of UIN KH. ACHMAD SIDDIQ Jember as a partial fulfillment of the requirements for Strata 1 (S1). This research could not be completed without a great deal of help of many people, especially Dr. Khoiriyah, M.Pd as her advisor who has patiently given valuable advice and guidance to finish this research paper.

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1. Mr. Prof. Dr. H. Babun Suharto, SE., MM as Chancellor of UIN KH. ACHMAD SIDDIQ Jember.

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The writer realizes that this paper is far from being perfect. Therefore, the writer expects some suggestions and criticism for this paper. At last, the writer hopes that this research paper will be useful for all.

Jember, September 26th 2022
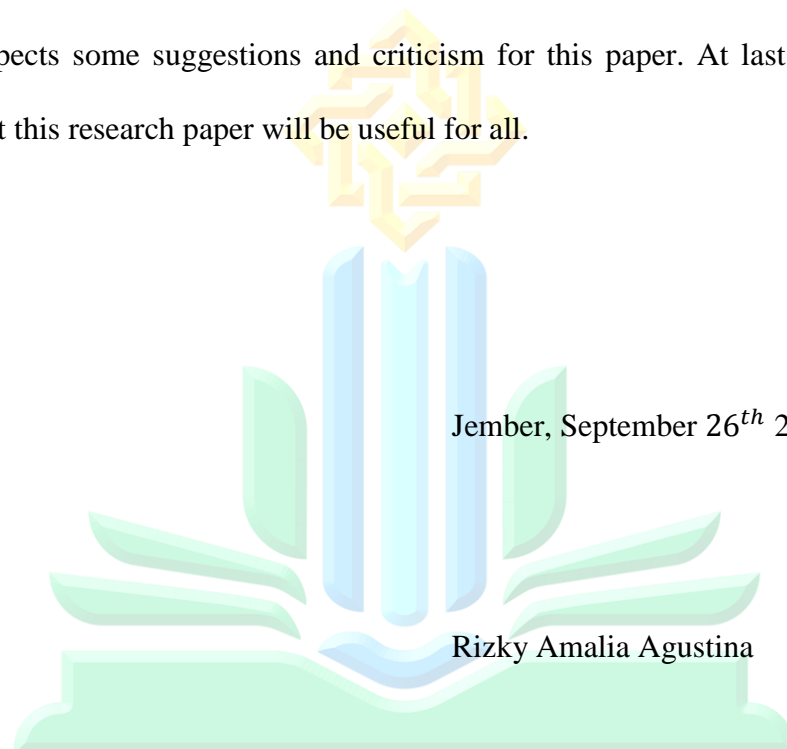
Rizky Amalia Agustina

ABSTRACT

Rizky Amalia Agustina. 2022: Exploring Students Experiences In Writing A Descriptive Text In An Online Classroom Setting Using Google docs.

Keywords: Students' experiences, writing descriptive text, online classes

In teaching English, especially in Indonesia, the use of media and technology is becoming increasingly important. Technology and media create a unique experience for teaching and learning activities. An example of using google docs for writing media, google docs displays features that can help students with writing. Learning to write using google docs is an experiences for students in English. The success of learning English is also determined from meaningful and valuable learning experiences. Therefore, the researcher wanted to find out the students' experiences from their experiences in learning to write descriptive texts with google docs, especially as additional material for learning to write English at home. The study of the experience of learning English using google docs is to find out the feelings and expectations of the students' experiences.

The evidence shows that the process of learning English during the pandemic and the use of online media is still far from what is expected. As in class VIII of SMPN 4 Jember, it can be seen that learning English in online classes, especially in the subject of writing skills, is still far from what is expected. It is proven by the strategies and learning media used are still using Whatsapp groups, students are told to do worksheets, and students are only given assignments whose results will be photographed and sent to the Whatsapp group. The use of Google docs aims to increase students' enthusiasm in learning to write and create a memorable experience for students because they write with new media, because the decreased enthusiasm for learning in online classes and the lack of student participation can be the cause of their decline in grades. So, this study aims to bring up renewal and student experience by writing descriptive text using Google docs. Due to the teacher teaches students to write through Whatsapp groups only. Using Google docs will make it easier for students to use correct grammar, because in Google docs there are features that can correct if the grammar used is not right. In Google docs there are also features that students can use to write that will make them more motivated to learn new things. In this study, it is hoped that it can foster the enthusiasm of students to learn to write descriptive texts. Therefore, with the Google docs it is hoped that it will make it easier for students to create memorable new experiences that make students more motivated and not easily bored when learning to write takes place. For this reason, this study is an attempt to explore students' experience in writing a descriptive text using Google docs.

This research was conducted to explore students' experiences in writing descriptive texts in online classes at class VIII SMPN 4 Jember using google docs. In this study, the researcher chose grade 8A students at SMPN 4 Jember as the subject for the study which consisted of 12 male students and 18 female students. The researcher chose two participants with certain criteria. The purpose of this research is to know the students experiences in writing descriptive text in an online classroom setting and to know the students experiences when writing

descriptive text using Google doc in online classes. As a method in this research, the researcher use a qualitative narrative. The researcher used a narrative journal as an instrument to be written by the participants.

This research uses a narrative inquiry approach that focuses on students' experiences regarding writing descriptive texts in online classes using Google docs. The data were analyzed with thematic content analysis. Two students who have enrolled an online class writing descriptive text in Google docs were selected as participants. This study uses a narrative journal as instruments for data collection, and interviews will be used as data triangulation. Students were asked to write and complete a writing narrative journal. Interviews were also conducted to explore and obtain more in-depth data about students' experiences in learning to write. The results of the thematic analysis that has been done to two students, raises the theme that adapting from offline learning experiences to online learning. This theme was raised because based on the results of narrative journals containing student experiences explaining that students must adapt from offline classroom learning to online learning, because students are still not familiar with online learning, especially in learning to write.

The students experiences represents that applying writing using Google docs in online classes which focuses on individuality raises challenges, difficulties, and their expectation on learning to write using Google docs in online classes. Writing using Google docs is a learning strategy that can make it easier for students in a pandemic situation like this to write. From the students' experience, writing using Google docs has a good impact on learning. From the narrative journals, when they first wrote using Google docs in online learning, there are several situations such as challenges, difficulties, and expectation. However, apart from the difficult situation, students also get benefits for writing skills and other advantages. Students gain improvement in their grammatical aspects while writing on Goggle docs. Writing using Google docs also makes students have a deep understanding of technology.

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CHAPTER I

INTRODUCTION

A. Background of The Study

In recent years, teaching English writing has been a trend issue within the scope of education. English writing has a positive impact on student skill, because writing English helps students to achieve their goals and important to learn. There are some benefits of writing that important to know, such as writing is often not time-bound in the way conversation[1]. It means that student has a longer time to think than in speaking activity. They can check their grammar patterns. Another benefits that writing encourages students to focus on proper language use because they think as their writing; it may motivate development resolve problems that writing puts in their mind. Writing is often used as a means of reinforcing language that has been thought. They use writing skill to make a note about what they have learnt while the learning process happens. Then, writing can help to prepare the preparation. When the focus is on something else such as language practice, acting out, or speaking, the last writing is used in questionnaire type activity, in the examination students are asked their answer in the form of written.[2]

Writing gives a permanent product in the form of a written piece, it means that writing involves producing language rather than receiving it. Writing is also a productive skill to which careful attention must be paid, and teaching

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[1] David *Crystal* 1997, *2003.English as a Global Language*.Cambridge University Press, 2009. Hal 3

[2] Jeremy Harmer, 2007. *How to Teach Writing*. Malaysia . hal 31-33.

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such skills really needs special training in order to make the learning process effective According to Sharples writing opportunity allows students to express something about themselves, explore and, explain ideas[3]. Students can convey their ideas in their mind by organizing them into a good text, so that the others know them and they can think critically. One of the text types is descriptive text. It is a text which is intended to describe a particular person, place or thing. Writing involves some language components; they are grammar, spelling, vocabulary, and punctuation. Writing is one of the basic skills in teaching and learning a foreign language, especially in eight grades at junior high school.

Writing has several forms, one of them is "descriptive text" which focuses on describing people, place, things, emotion and feelings. Manurung argues that in descriptive writing, we can capture and keep our memories for many years because they are our link to the past. They can remind us of events and people from our life that have help shape who we are today. Describing such things helps students to apply imaginations to their real lives and what has already passed in them[4]. Similarly the other researchers say that, in writing the students will know how to write good content into a text about the object that they want to describe and how to organize the ideas which is supported with relevant supporting sentences and this skill, the students can improve their

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[3] Sharples, M. 1999. How We Write; Writing as Creative Design. London: Routledge. 114

[4] Paisal Manurung.*"An Analysis Of Students' Difficulties In Writing Descriptive Text"*. Journal Language League. Vol 9 No 1. 2020. Hal 14.

grammar such as how to use correct tenses, adjectives, article and noun phrase[5].

With reference to the English syllabus, writing skills are very important to learn. In writing skills, there are several types of text that must be studied, such as narrative text, procedure text, recount text, report text and descriptive text[6]. Following from descriptive text, the context of this kind of text is a description of something, animal, person, or other person, for example; our pets or people we know well. Descriptions reproduce the way something looks, smells, falls, or sounds. It is used to describe the appearance of people and also tell about personality traits. In addition the important thing about descriptive text is that it has to describe what the object looks like, paying attention only to the opinion of the speaker.

So in my opinion, descriptive texts from several studies that read can be concluded as texts that provide a description or list of characteristics of a person, animal, place, thing, etc. by using words that appeal to the senses of smell, smell, touch, and tasting. Descriptive text can also be used to describe the characteristics of certain people, places, or things from the author's point of view, which aims so that the reader can better visualize what the author is explaining or understand sensations or emotions. In my opinion, in writing this descriptive text, students are required to have good vocabulary mastery in order to describe something or someone clearly because students whose

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[5] Ila Amalia. 2018. *"Fostering Students' Writing Skill Through Peer Feedback Activity"*. LOQUEN: English Studies Journal Vol 11 No. 01. Hal 15.

[6] Kurikulum 2013 Bahasa Inggris SMP. Kompetensi Dasar. Kementerian Pendidikan dan Kebudayaan. 2013. Hal 66

vocabulary mastery is still poor often make mistakes in choosing the right words to describe the characteristics of the subject.

A study on a teaching of writing a descriptive text conducted by Rahmah shows that Descriptive text is a description of a noun, person, place, thing, or other clearly that causes the reader to see the object, so that they can explain whatever that they see. After that they can write and describe in more detail in descriptive writing clearly. This results in the reader or listener being able to understand what object is being discussed or discussed in a text quickly and precisely.[7] Descriptive another research conducted by Alawi pointed out that writing a descriptive text is the description is part of writing and is used for to inform the audience of how something or someone looks or to persuade the audience to see things from the author's point of view[8]. Meanwhile, Wahyumi in her study found out that teaching writing a descriptive text shows that descriptive text is a text that describes the characteristics of a particular person, place, or thing. Which has several elements, *firstly* the generic structure consists of description and identification and *the second* is language features[9]. Thus, previous research from the three of them can be concluded that descriptive text has the same meaning, namely paragraph text that describes an object, and aims to provide an explanation or description to the reader about an object being discussed.

[7] Alvi Aulia Rahmah, Skripsi. *"An Analysis Of Students' Ability In Using Noun Phrase On Writing Descriptive Text"*. Banten: IAIN Sutan Maulana Hasanuddin. 2019. Hal 23

[8] FikriFauzi Alawi, Skripsi*"Improving Students' Ability In Writing Descriptive Text Using Clustering Technique"* . Jakarta: UIN SyarifHidayatullah, 2011, Hal. 19

[9] IsnaWahyumi, Skripsi*"An Analysis Of Students Ability And Difficulties In Writing Descriptive Text"* .Makassar: UniversitasMuhammadiyah Makassar, 2019, Hal. 15-16

Since the implementation of social distancing has had an impact on the world of education in Indonesia. Minister of Education and Culture Nadiem Makarim supports the policy set by the local government to close schools due to a very worrying situation. Among the policies taken were to deactivate educational activities, from early age education to higher education institutions in the campus environment to carry out sterilization and self-quarantine for students, lecturers and educational staff, including taking action in public meetings as well as reviving lectures and thesis guidance online. This policy was taken to take effective prevention and mitigation measures for an outbreak that became a global pandemic.

However, teaching writing descriptive texts rarely pays attention to the use of online classroom settings. The teacher only pays attention to the strategies used in teaching writing descriptive texts in face-to-face classes. They do not focus on how students experience writing descriptive texts in online classes, and what challenges they face in online classes. Even though the teacher's role is very important here to choose media that is easy to use and understand for students to learn in an online classroom setting like this. In times of pandemic outbreaks like this, if teachers can use online media well, it will really help students, especially for writing skills. Due to students can easily write descriptive text by using Google docs. With the use of media that makes it easier for students to learn, it will certainly bring up various experiences experienced by students during the learning process which will give rise to a distinct impression on students.

Online Learning is a learning process carried out using the internet network, with online learning can enable the delivery of information in the form of activities or applications such as websites using Information and Communication technology media in the form of internet and computer networks. Using online learning in the form of activity through the media can be done anytime, anywhere. Online learning has a characteristic that is superior that is not dependent on space place and time. This one is an activity of teaching and learning process carried out by utilizing media such as applications or websites that can be accessed through an internet network that is connected or connected simultaneously, making it possible to exchange data and information between students and teachers. The European Commission explains online learning as the use of new multimedia technologies and the internet to increase learning quality by easing access to facilities and services as well as distant exchanges and collaboration. Many experts in the field of education argue and believe by applying online learning is very beneficial and gives a lot of impact to the students.

Various online learning media were tried and used both synchronous and asynchronous. Synchronous is a technological mode that facilitates the student to exploit a particular application such as VC. Meanwhile, asynchronous is a technological tool that employs a particular application such as VN. Facilities that can be used as online learning media include e-learning, zoom applications, Google classroom, Youtube, and Whatsapp social media are exploited to deliver materials in an online classroom setting during the process

of online teaching and learning. These facilities are used optimally, as a medium in learning by using this online media, the ability to use and access technology indirectly is increasingly dominated by students and teachers.

The problems and challenges of this online learning system include: *First*, the weakness of the internet network is also considered to be an obstacle that is often experienced by teachers. This is especially so for teachers and students who live in rural or remote areas, it will be very difficult to get internet access. In fact, this is an important factor for the implementation of online learning. *Second,* the lack of knowledge of teachers about technology or cluelessness (technologically illiterate), especially teachers of the baby boomer generation. *Third*, limited access to technology such as network tools, even unfulfilled quota, access to information is constrained by insufficient signals. As a result, they are late in collecting an assignment given by the teacher. *Fourth,* not all teachers and students are ready to operate the online learning system quickly, including preparing digital lecture materials. *Fifth*, from the four impacts above, it becomes a note for our education world that we have to catch up and delay the conception of online-based learning methods.

Previous studies on teaching using online or e-learning where technology has become an important need in teaching. Previous research conducted by Haryati found out that online classrooms are a new class of learning provided by the government which is equivalent to the general class in the existing school. Therefore, the use of virtual institutions should provide more or less the same results as the goal of establishing a public educational institution. In

other words, online learning is a general form of learning that is poured in digital format through internet technology[10]. However, it has not discussed the aspect of the students' experience in learning descriptive text writing in online classes. For this reason, this study focuses on students' experience in writing ability particularly writing texts in an online classroom setting. Another research conducted by Iga Anggraini pointed out that online learning is a type of teaching and learning that allows teaching materials to be delivered to students using the internet or other computer network media[11]. Meanwhile, Nurhasanah in her study found out that online learning shows that online learning is distance learning by using electronic media in which it conveys learning, either in the form of the internet, CDs or by using mobile phones. Online learning makes it easy for teachers and students to carry out learning and evaluation, because with e-learning all information can be quickly downloaded, and can evaluate student learning outcomes without having to take exams in class[12].

However, based on the results of several previous studies that I have read and reviewed, none of them have discussed about students' experiences and the use of Google Docs for learning to write descriptive texts. Previous research focused on students' difficulties and abilities when writing descriptive texts. While in my research I will discuss the students' experiences when

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[10] Sri Haryati., Skripsi. *"An Analysis Of Online English Learning In The Covid-19 Pandemic At Senior High School".* Medan: Universitas Muhammadiyah Sumatera Utara. Hal 33

[11] Iga Anggraini. Thesis *"Students' Perceptions Of Online Learning English During The Covid-19 Pandemic* .Jambi: Universitas Islam Negeri Sutthan Thaha Saifuddin, 2021. Hal 12

[12] Nurhasanah, Skripsi *"A Study Of Online English Learning Models In The Middle Of Covid-19 Pandemic"* .Medan: UniversitasMuhammadiyah Sumatera Utara, 2020. Hal. 13

writing descriptive texts using Google docs. I am here using Google docs to make it easier for students to write, such as helping them in compiling vocabulary and grammar in English which sometimes some students have difficulty.

The evidence shows that the process of learning English during the pandemic and the use of online media is still far from what is expected. As in class VIII of SMPN 4 Jember, it can be seen that learning English in online classes, especially in the subject of writing skills, is still far from what is expected. It is proven by the strategies and learning media used are still using Whatsapp groups, students are told to do worksheets, and students are only given assignments whose results will be photographed and sent to the Whatsapp group. In this research, I will teach students to write descriptive text in an online class using Google docs. The use of Google docs aims to increase students' enthusiasm in learning to write and create a memorable experience for students because they write with new media, because the decreased enthusiasm for learning in online classes and the lack of student participation can be the cause of their decline in grades. So, this study aims to bring up renewal and student experience by writing descriptive text using Google docs. Due to the teacher teaches students to write through Whatsapp groups only. Using Google docs will make it easier for students to use correct grammar, because in Google docs there are features that can correct if the grammar used is not right. In Google docs there are also features that students can use to write that will make them more motivated to learn new things. In this study, it

is hoped that it can foster the enthusiasm of students to learn to write descriptive texts. Therefore, with the Google docs it is hoped that it will make it easier for students to create memorable new experiences that make students more motivated and not easily bored when learning to write takes place.

For this reason, this study is an attempt to explore students' experience in writing a descriptive text using Google docs. I tried to make a study entitled **"Exploring Students' Experiences In Writing A Descriptive Text In An Online Classroom Setting Using Google Docs".** This research was conducted to improve student learning outcomes in learning English, especially in writing skills in online classes which do require carefulness in learning it.

B. Research Questions

Considering the background above, the researcher formulated the researcher question as follows :

1. How are the students experiences in writing descriptive text using Google docs in online classes?

2. What experiences do students have in learning in writing descriptive texts in online classes using google docs?

C. Objective of the study

The researcher formulated the purpose of the study as follow:

1. To explore the students experiences in writing descriptive text in an online classroom setting.

2. To explore the students experiences that students have in writing descriptive text using Google doc in online classes.

D. Significance of the study

The findings of this study will be expected as follows:

Theoretically, this research is expected to provide a real representation of students' experiences when writing descriptive texts in online classes using Google docs, they have new knowledge through real conditions in the learning process using online media so that student achievement in writing descriptive texts will increase.

Practically, this research is expected to provide a lot of information about students' experiences when writing descriptive texts in online classes, so that in the future students will be more understanding and careful in writing descriptive texts. The result of this research is hoped that it can provide input and enhance the innovation for teachers in upgrading student activity in the learning process, especially in writing media and meaningful learning multimedia based on online media.

E. Scope of the study

This study focused on students' experiences in writing descriptive texts in online classes in terms of grammar, and vocabulary. Furthermore, this study will present the students' feeling, challenges, views, and expectation about writing using technology in the teaching and learning process.

F. Systematic Discussion

The systematic discussion is a temporary summary of the contents of the thesis which aims to find out all the existing discussions. Regarding the material to be discussed, basically it consists of five chapters, and each chapter has several sub-chapters, between one chapter and another that are interconnected and even deepen the understanding of the previous chapter.

Chapter I is an introductory part which includes background of the study, research question, objective of the study, significance of the study, scope of the study and systematic discussion.

Chapter II is part of the literature review which consists of theoretical framework and previous study. In the previous study section, various previous study results related to the research to be carried out are listed. The theoretical study contains a discussion of the theory that is used as the basis for conducting research.

Chapter III discusses the methods used by researcher, including: research method, the context of the study and research design, participant recruitment, research instrument, technique of collecting data, and technique of analysis data.

Chapter IV contains the results of research obtained from the field. This section contains an overview of the research object, data presentation, analysis and discussion of findings.

Chapter V is the final conclusion of the theoretical study and research results. It contains conclusions, suggestions as an illustration of the results of

the research and clarifies the meaning of the research conducted and ends with a cover, a references and appendices.
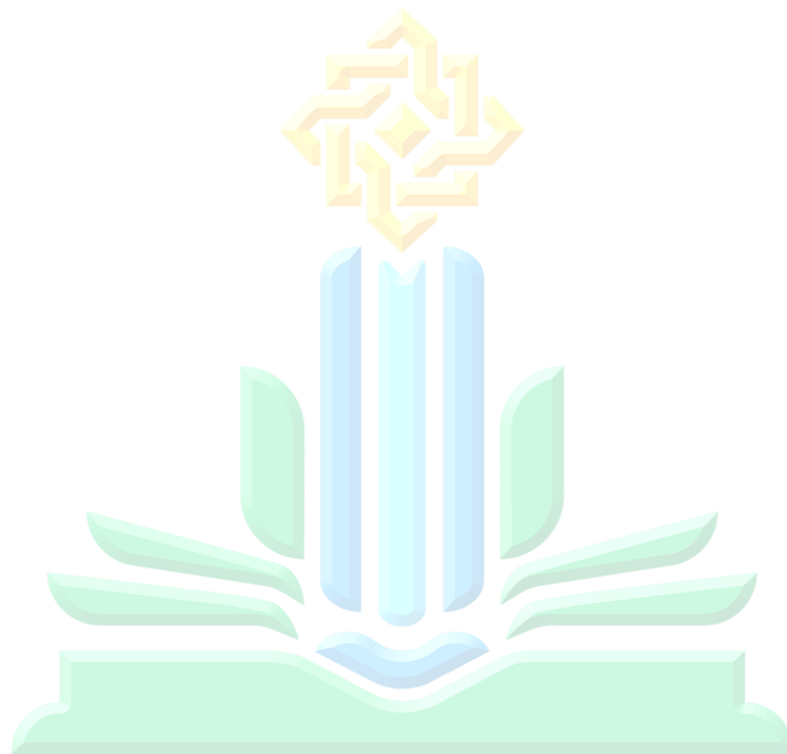
CHAPTER II

LITERATURE REVIEW

A. The Previous Study

There are some study related to an analysis of student ability and difficulties in writing descriptive text and also their experience in online learning. In this study, the researcher takes sixth previous study;

1. *The first* is study that had been done by Hanafi, entitled "An Analysis of Eleventh Graders' Difficulties in Writing Descriptive Text at MA Ni'matul Aziz Jelapat 1 Barito Kuala Academic Year 2017/2018". The aimed of his study were to find out eleventh graders' difficulties in writing mastery of descriptive text and the cause. In his research, the researcher took 10 students of grade eleven A, 10 students of grade eleven B, and 10 students of grade eleven C at MA Ni'matul Aziz Jelapat 1 Barito Kuala. The result of his analysis showed that the students find constraint in all point scoring, the highest percentage is 83% of students have constraint in vocabulary and 80% of students have constraint in mechanic, the third percentage 70% of students have constraint in content, and the last percentage is 67% of students have constraint organizing. Whereas, the factors causing the eleventh graders' difficulties in writing mastery of descriptive text are learners' background (80,2%), teaching technique (49,5%), and the learners' environment (52,8%).

2. *The second* previous study was done by Rahma, entitled "An Analysis of Students' ability in using noun phrase on writing descriptive text (A

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Descriptive Research of Third Grade Students at SMP Daarunnajah Jawilan Serang-Banten)". The aimed of her research were to know students' ability in using noun phrase in writing descriptive text. The result of her analysis shows that the students' ability in using noun phrase classified as good is (44%), as fair as (48%), as poor is (4%), and very poor is (4%).

3. *The third* previous study was done by Alawi, entitled "Improving Students' Ability In Writing Descriptive Text Using Clustering Technique (An Action Research at Eight Grade Students of MTs. Darul Ma'arif Cipete Jakarta)". The aimed of his research were to know students' ability in using clustering technique and classroom action research in writing descriptive text. The result of his analysis shows that the students' ability in using clustering technique is (56,6%), the difficulties (33%), and the students' who like English writing descriptive text is (65%).

4. *The fourth* previous study was done by Yosephin in her journal, entitled "An Analysis of students' difficulties in writing descriptive text". The aimed of her research were to know and focus in students' difficulties in writing descriptive text. The result of her research is the difficulty felt by students when writing descriptive texts was their lack of understanding of vocabulary. So they have difficulty while writing and confusion of the vocabulary they use is correct or not.

5. *The fifth* previous study was done by Apriani in her journal, entitled "An analysis of students' ability in writing descriptive text". The aimed of her

research were to know and focus in students' ability in writing descriptive text. The result of her research is the researchers found three categories of students' writing abilities. The first with a low category is 43,48%, the second with a medium category is 34, 78%, and the third with a high category is 21.73%. The researchers categorizes abilities based on assessments on student worksheets in writing descriptive texts, the things that are recorded by researchers in giving scores are, generic structure, characteristics, vocabulary. The researchers found that students still had many difficulties in making paragraphs that used the correct generic structure.

6. *The sixth* previous study was done by Haryati in her research, entitled "An Analysis Of Online English Learning In The Covid-19 Pandemic At Senior High School". The findings of the research are that the teacher gives a positive perception of learning English online, because the process of learning English is considered easier by using online learning but learning English online cannot make the English language process more effective in achieving learning objectives. Students also give a positive perception of online English learning, the process of learning English is easier with online learning and online English learning can foster students' independent learning attitudes but they find problems in the implementation of online English learning, so online English learning cannot be developed.

Based on the previous explanation about the research that has been done, this proves that this research has differences and similarities with previous research. The thing that distinguishes this study from previous researchers is that previous researchers conducted their research focusing on students' abilities and difficulties in writing descriptive texts in offline classes. However, in this study, the researcher tried to focus on students' experiences in writing descriptive texts which included difficulties, abilities, and challenges for students in an online classroom setting. However, the similarities in this study with previous research are that the researchers both focus on students' writing, especially in descriptive texts.

Writing skill is very important and needed in my research. Writing can develop their creative thinking when writing descriptive text. Writing descriptive text aims to inform the reader about the place, thing, person, etc. that is being discussed or discussed. Usually there are some students who find it difficult to express through speaking, because they are more interested in writing because they can freely express their thoughts to describe something. By reading the writing, the reader will understand more quickly about something that is being discussed. So, good writing skills are needed.

Furthermore, there are several studies related to the analysis of students learning to use Google Docs in online and offline learning. In this study, the researcher takes fourth previous study;

1. *The first* is, study that had been done by Fauzan Z entitled "Google Docs: Students' Perceptions on Supervisors Online Written Feedback in Undergraduate Thesis Writing". In this study, it was found and focused on discussing student perceptions when getting guidance on writing thesis through google docs during online learning. This study uses qualitative research methods and uses a descriptive case study design. This study investigates the cognitive perceptions of four undergraduate students in thesis guidance activities through Google Docs using the Conditions of Learning theory. The data collection method used was in the form of semi-structured interviews and then the data was analyzed using Thematic Analysis following the analysis procedure. The results of this study indicate that three out of four participants cognitively perceive Google Docs as a rational, reliable, and useful platform for online thesis guidance activities. However, this study has not discussed the students' experiences when writing descriptive texts in online classes using google docs. Meanwhile, in this research, the researcher focused on discussing the experiences of 8th grade junior high school students when writing using Google Docs.

2. *The second* previous study was done by Khainur, entitled "Using Google Docs As Online Collaborative Writing Platform For The Development Of Students' Writing Skill". This study aims to determine how Google Docs is used in collaborative writing activities. This study also aims to analyze the development of students' writing skills through Google Docs. The

findings of this study show how Google Docs as an online collaborative writing platform is applied in producing narrative essays. Furthermore, the findings also describe the development of students' writing skills during the collaborative writing process using Google Docs. In conclusion, collaborative writing using Google Docs can be an alternative to develop students' writing skills even though obstacles are encountered during the collaborative writing process using Google Docs. However, this study has not discussed the students' experiences when writing descriptive texts in online classes using google docs. Meanwhile, in this research, the researcher focused on discussing the experiences of 8th grade junior high school students when writing using Google Docs.

3. *The third* previous study was done by Tenty, entitled "Using Google Docs for Collaborative Writing in Teaching Writing Descriptive Text". This study aims to discuss the use of Google Docs for collaborative writing in teaching Descriptive Text Writing. Google Docs is a feature of Google that can be used as a collaborative writing tool where all students in one class can contribute to good writing. Collaborative writing means that students write texts, share ideas with other students and will be corrected by the teacher. By using Google Docs for collaborative writing, teachers can facilitate students to interact and write together in developing their writing. In addition, teachers can provide comments and edit student writing. By using Google Docs, it will be easier for teachers to monitor students' writing processes and assess students' writing results. However,

this study has not discussed the students' experiences when writing descriptive texts in online classes using google docs. Meanwhile, in this research, the researcher focused on discussing the experiences of 8th grade junior high school students when writing using Google Docs.

4. *The fourth* previous study was done by Agustin in her journal, entitled "The Effect Of Collaborative Writing Strategy With Google Docs And Motivation Towards Eighth Grade Students' Writing Ability On Descriptive Text" This study aims to determine the effect of collaborative writing strategies with google docs and motivation on the writing skills of eighth graders on descriptive texts at SMPN 12 Palembang. The results of the analysis of this study indicate that, first, there is a significant difference between the writing abilities of high-motivated class VIII students and low-motivated students who are taught through collaborative writing strategies with google docs. Second, there is a significant difference between the writing ability of class VIII students with high motivation and low motivation taught through conventional methods. Third, there is a significant difference between the writing skills of high-motivated and low-motivated class VIII students who are taught through collaborative writing strategies with google docs and students with high and low motivation who are taught through conventional methods. Fourth, there is a significant interaction effect between collaborative writing strategies with google docs and the motivation of class VIII students on writing skills. However, this study has not discussed the students' experiences

when writing descriptive texts in online classes using google docs. Meanwhile, in this research, the researcher focused on discussing the experiences of 8th grade junior high school students when writing using Google Docs.

Based on the previous explanation about the research that has been done, this proves that this research has differences and similarities with previous research. The thing that distinguishes this study from previous researchers is that previous researchers conducted research that focused on students' abilities and difficulties in writing descriptive texts in offline classes. However, in this study, the researcher tried to focus on the students' experiences in writing descriptive texts covering the difficulties, abilities, and challenges for students in an online classroom setting using google docs. However, the similarity in this study with previous studies is that the researchers both focus on students' writing, especially in descriptive texts and the use of google docs.

In this research, can be seen that learning English in online classes, especially in the subject of writing skills, is still far from what is expected. It is proven by the strategies and learning media used are still using Whatsapp groups, students are told to do worksheets, and students are only given assignments whose results will be photographed and sent to the Whatsapp group. In this research, I will teach students to write descriptive text in an online class using Google docs. The use of Google docs aims to increase students' enthusiasm in learning to write and create a memorable

experience for students because they write with new media, because the decreased enthusiasm for learning in online classes and the lack of student participation can be the cause of their decline in grades. So, this study aims to bring up renewal and student experience by writing descriptive text using Google docs. Due to the teacher teaches students to write through Whatsapp groups only. Using Google docs will make it easier for students to use correct grammar, because in Google docs there are features that can correct if the grammar used is not right. In Google docs there are also features that students can use to write that will make them more motivated to learn new things. In this study, it is hoped that it can foster the enthusiasm of students to learn to write descriptive texts. With the Google docs it is hoped that it will make it easier for students to create memorable new experiences that make students more motivated and not easily bored when learning to write takes place.

Table 2.1
The Similarities and Differences of Those Researchers
and This Research is Present In The Following Table

No	Title	Similarities	Differences
1.	Alvi Aulia Rahmah, Skripsi*"An Analysis Of Students' Ability In Using Noun Phrase On Writing Descriptive Text"* (Banten: IAIN Sutan Maulana Hasanuddin, 2019.	The similarity in this study is that researchers both discuss writing descriptive texts.	In this study, researchers focused on students' ability using noun phrases in writing descriptive texts, but researchers have not discussed in detail the students experiences in writing descriptive texts using Google docs in online classes.
2.	FikriFauziAlawi, Skripsi*"Improving Students' Ability In Writing Descriptive Text Using Clustering Technique"* (Jakarta: UIN SyarifHidayatullah, 2011).	The similarity in this study is that researchers both discuss writing descriptive texts.	In this study, the researcher only focused on students' writing difficulties, did not discuss and focus on writing descriptive texts. This research using clustering technique and classroom action research. However in my research, I focused on students' experiences when writing descriptive texts.

3.	IsnaWahyumi, Skripsi *"An Analysis Of Students Ability And Difficulties In Writing Descriptive Text"* (Makassar: UniversitasMuhammadiyah Makassar, 2019).	The similarity in this study is that researchers both discuss writing descriptive texts.	This research, focused to finding out the ability and difficulties the students in writing descriptive text. The researchers used descriptive quantitative method and the researcher used writing test as the instrument. However in my research, I focused on students' experiences when writing descriptive texts and I use qualitative narrative method and used narrative journal as the instrument.
4.	Fauzan Zalfy, *"Google Docs: Students' Perceptions On Supervisors Online Written Feedback In Undergraduate Thesis Writing"* (Tasikmalaya: Universitas Siliwangi, 2020)	The similarity in this study is that researchers both discuss about Google docs.	In this study, it was found and focused on discussing student perceptions when getting guidance on writing thesis through google docs during online learning. This study uses qualitative research methods and uses a descriptive case study design. This study investigates the cognitive perceptions of four undergraduate students in thesis guidance activities through Google Docs using the Conditions of Learning theory. However in my research, I focused on students' experiences when writing descriptive texts in online classes using Google docs and I use qualitative narrative method and used narrative journal as the instrument.
5.	Khainur, *"Using Google Docs As Online Collaborative Writing Platform For The Development Of Students' Writing Skill"*, (Bandung: Universitas Pendidikan Indonesia, 2017).	The similarity in this study is that researchers both discuss about Google docs.	This study aims to determine how Google Docs is used in collaborative writing activities. This study also aims to analyze the development of students' writing skills through Google Docs. However in my research, I focused on students' experiences when writing descriptive texts in online classes using Google docs and I use qualitative narrative method and used narrative journal as the instrument.
6.	Tenty Irawati, *"Using Google Docs for Collaborative Writing in Teaching Writing Descriptive Text"*, (Makassar: Universitas Hasanuddin, 2017)	The similarity in this study is that researchers both discuss about Google docs.	This study aims to discuss the use of Google Docs for collaborative writing in teaching Descriptive Text Writing. Google Docs is a feature of Google that can be used as a collaborative writing tool where all students in one class can contribute to good writing. Collaborative writing means that students write texts, share ideas with other students and will be corrected by the teacher. However in my research, I focused on students' experiences when writing descriptive texts in online classes using Google docs and I use qualitative narrative method and used narrative journal as the instrument.

B. Theoretical Framework

1. Students experience

The Nature of Experience Experience is everything that has happened in life. Good and bad experiences that occur can be used as teachers to improve the quality of life. According to Purwodarminto, experience is a state, situation, and condition that has been experienced (felt), carried out, and accounted for in real practice. The experience gained by the five human senses becomes a source of knowledge in the form of tools to lift objects from outside humans through the function of the senses. The existence of experience with an object makes humans have more knowledge. Experience involves in-depth observation and meaning and interpretation so that it becomes a choice of an object[13]. Experiences that are able to influence attitudes are experiences that are able to give meaning to an individual. According to Sumitro the thing that teachers need to pay attention to is that they must always improve their experience so that they have a lot of experience and quality, which can support success in carrying out their duties and obligations. Experience is the best teacher because the ability to solve problems in the teaching and learning process is less obtained by teachers through formal education but more is obtained from experience when teaching.

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[13] Poerwadarminta WJS. *Kamus Besar Bahasa Indonesia.* Jakarta: Balai Pustaka. 2002.hal 8

The useful experiences gained during teaching will trigger changes in the quality level of teachers when teaching[14]. Djamarah said that, In pursuing their field of duty, the experience of teachers is always increasing, the longer the working period, it is expected that the teachers will have more experience, the level of difficulty found by teachers in learning is decreasing day by day in certain aspects along with increasing experience as a teacher. From the various opinions above, it can be concluded that experience is all forms of events that have been experienced or done by someone, so that experience will provide more knowledge. Experience will reduce the level of difficulty of the teacher in carrying out the learning process. The experience of a teacher is not only obtained during the teaching and learning process, but that experience can be obtained through activities outside the teaching and learning process[15].

Human experience can be divided into two types, namely: direct experience and indirect experience. In direct experience, children experience and act on their own directly, for example learning to sew, hoe, dance and others. Children do these actions themselves in actual situations. Such experience will certainly bring better results. But not all problems can be studied by humans directly, even in general or mostly learned through indirect experience. Indirect experience is obtained in various ways as follows;

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[14] Sumitro. *Psikologi masyarakat. Klasifikasi GMD Text. Bahasa Indonesia*. Refika Aditama. 2004. Bandung. Hal 70

[15] Djamarah, Syaiful Bahri. 2006. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta. Depdiknas, 2003. Strategi Pembelajaran Bahasa. Jakarta: Depdiknas

a. Observing symptoms or situations by using visual instruments, for example observing people who are sewing, watching people dancing, and others.

b. Through the form of images, for example studying photo painting, etc.

c. Through graphic forms, for example, studying maps, graphs, diagrams and others.

d. Through verbal form, which is obtained by reading, written descriptions and others.

e. Through symbols, such as formulas, terms and others.

The characteristics of an educational experience are centered on a meaningful goal for the child, continuous with the child's life, interactive with the environment, and increasing the child's integration5. According to William Burton (Oemar Hamalik) experience means life passing through actual situations, in various aspects of situations for the good of the learner. Experience includes anything that a person does or experiences that results in changes in behavior, values, meanings, attitudes or abilities. Sudjana argues that experience is a source of knowledge and skills, educational in nature, which is a unity around the student's goals, educational experience is continuous and interactive, helping students' personal integration. In general, the experience is divided into two.

a. Direct experience of actual participation, action, and so on.

b. Substitute experience

1) Through direct observation

   a) Seeing actual events, handling objects, and concrete objects b. Seeing drama and pantomime

2) Through pictures

   a) Seeing live pictures

   b) Seeing photography

3) Through graphics Seeing maps, diagrams, graphs and blue prints

4) Through words

   a) Reading

   b) Listening

5) Through symbols

Technical symbols, terminology, formulas, and indices. How high the value of an experience is, it is realized the importance of that experience for the development of the child's soul. Learning only arises when a person encounters a new situation. In dealing with this problem, he will use all the experiences he has. So the teaching and learning process will not be separated from the mastery of basic knowledge or learning experiences that have been previously owned by students and linking the teaching that has been obtained with the basic knowledge or experience that students have had on the knowledge that has been achieved. Howard said that every teacher in teaching needs to connect the lessons to be given with the knowledge that students already have, or their experiences. Thus, students will gain a relationship between the knowledge that has become

theirs and the lessons they will receive. This facilitates the way the teacher teaches, and helps students to pay attention to their lessons better. In the learning process it is not an easy thing to do, as stated by Alvin W. Howard that teaching is an activity to try to help, guide. someone to gain, change or develop abilities, aspirations, rewards, and knowledge.

2. Writing

a. Teaching writing

In teaching writing, we should guide the student how to write and help them learn to write effectively. Writing taught as a process of discovery implies that revision becomes the main focus of the course and that the teacher, who traditionally provides feedback after the fact, intervenes to guide students through the process[16]. Ask students to write for two or three minutes on the spot at the beginning of class to stimulate discussion or gather students' attention, in the middle of class to make a transition in topic, work through a difficult issue or problem, or keep students engaged; or at the end of class to give students a chance to reflect on what they've learned, sealing it in their memories.

Harmer argues that in teaching writing, the English teacher will motivate the students, creating the right conditions for the generation of ideas, persuading them of usefulness activity, and encouraging them to make as much effort as possible for maximum benefit. In teaching writing, the teacher should remind one of important purpose of

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[16] Vivian Zamel. *Writing: The Process of Discovering Meaning.* TESOL Quarterly, Vol. 16, No. 2 (Jun., 1982), pp. 195-209

learning English in the school that is to increase student interest in learning English. To achieve the purpose, the teacher should understand students characteristic[17]. Moreover, to improve students ability in writing skill, English teacher should provide materials, which is suitable with the curriculum and the suitable method in teaching learning process. Brown states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand, it can be conclude that teaching writing is not only the job of the school alone. Writing is an essential tool for learning a discipline and helping students improve their writing skills is a responsibility for all students and teachers[18].

Another reasons stated by Brown"while various genres of written texts abound, classroom writing performance is by comparison, limited, consider the following five major categories of classroom writing performance".

1) Imitative, or writing down

At the beginning level of learning to write, students will simply "write down". English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this category, although

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[17] Harmer, Jeremy, The Practice of English Language Teaching (4th ed). China: Pearson Longman. 2007. Hal 330

[18] Brown, H. Douglas, Principles of Language Learning and Teaching. USA: San Francisco State University. . 2000. Hal 94

dictations can serve to teach and test higher-order processing as well.

2) Intensive, or controlled

This intensive writing typically appears in controlled, written grammar exercise. This type of writing does not allow much, if any, creativity on the part of the writer. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. Guided writing loosens the teacher's control but still offers of stimulators. Yet another form of controlled writing. Here a paragraph is read at normal speed, usually two or three times. Then the teacher asks the students to rewrite the paragraph to the best of their recollection of the reading. In one several variations of the technique, the reader, after reading the passage, puts key words from the paragraph, in sequence, on the chalkboard as cues for the students.

3) Self-Writing

A significant proportion of classroom writing may be devoted to selfwriting, or writing with only the self in mind as an audience. The most salient instance of this category in classrooms is note-taking, where students take notes during a lecture for the purpose of later recall. Other note-taking may be done in the margins of books and on add scraps of paper.

4) Display Writing

For all languages students short answer exercises, essay examination, and even research reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.

5) Real Writing

While virtually every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of messages to an audience in need of those a continuum, and in between the two extremes lays some combination of display and real writing.

b. **The purpose of writing**

In addition, there are really only four common purposes in writing they are: to inform, to explain, and to amuse others.

1) **Writing to Inform**

In a lot of writing that will be done by the author, the author only intends to inform the reader about a subject. This writer informs or conveys the necessary information about the subject to the reader, and usually this simply contains telling the reader what the facts are or what happened. Although informative writing is the simplest type of writing, it is also one of the most important, because information lays the foundation for other writing purposes.

When writers write to tell, they want to keep two big issues in mind; select the right information and organize it effectively.

2) Writing to Explain

Writing to explain means that writing can be used to clarify something that is not clear and make it clear. A writer must ensure that the topics discussed can be easily understood by readers.

3) Writing to Amuse Others

Writing to entertain is used for writers to bring pleasure to others. When writing to entertain, your main goal is to make readers enjoy themselves. You can be serious, but you also have to be humorous[19].

c. The Process of Teaching Writing

1) Brainstorming

This stage involves thinking about the writing ahead, perhaps choosing or narrowing a topic; selecting a point of view, approach, or framework for presenting the subject; and even thinking about details, anecdotes, or images that will develop the subject. Activities that frequently occur during this stage are reading selections that contribute to the writer's grasp of the subject; viewing films, DVDs, or pictures that deal with the topic; jot listing, clustering, or mapping ideas; and talking to other people about the ideas.

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[19]Daniel Brown and Bill Burnette, *Connection 'A Rhetoric/Short Prose Reader,* (New Jersey: Houghton Mifflin Company, 1984), p. 129

2) **Drafting**

      At the drafting stage, the writer will create a line of thought that connects ideas into phrases or sentences. If the linked ideas can be arranged neatly, the students can continue writing into paragraphs or chapters. Writing down ideas on paper is very important, because it can pay attention to aspects and mechanisms in writing such as punctuation, spelling, or capitalization.

3) **Editing**

      At this stage, the students can correct if there are writings that are felt to be wrong or inaccurate. With the editing stage, the students will be able to make the writing correct in terms of aspects and mechanisms. This stage aims to look in detail at the spelling, grammar, punctuation, and capitalization sections.

4) **Revising**

      In this revision process, students can change what they have written to improve it. Students can review, modify, rearrange, add, or delete, all with the aim of communicating thoughts more clearly, more effectively, and in a more engaging and correct way.

5) **Publishing**

      Each group is expected to be able to show their final version of writing to their friends using the class projector or photocopying their writing paper. Other students can read the paragraphs and see

the changes made by the author. the last stage, the teacher can give

a value to the student's writing[20].

3. **Descriptive text**

a. **Teaching descriptive text**

Descriptive text is a kind of text that has a purpose to give the

information about something or someone. So, a descriptive text can be

conclude as a text which gives the description or lists the

characteristics of a person, an animal, a place, a thing and else using

words that appeal to the sense of slight, smell, touch, and taste in order

to that a reader can better visualize those being described or understand

a sensation or an emotion.

Description is one of the types of writing where the writer

describes something which commonly a person or a place. Bereton

adopted from Agustin stated that this is done in order to give the main

idea of the description and to describe the dominant impression. The

descriptive text is one of the text genres that should be taught to the

eleventh-grade students of senior high school.(Depdiknas, Kurikulum

2004 Standrart Kompetensi Mata Pelajaran Bahasa Inggris untuk

SMA/MA).

The purpose of descriptive text is to describe and reveal a

particular person, place, or thing in details or specific to make the

reader be able to visualize the description. It can be conclude that

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[20]Karen Blanchard and Christine Root, *Ready to Write*; *A First Composition Text 3ed*,
(Longman: Pearson Education,Inc., 2003), p. 43

descriptive text is used to describe anything, which is seen by writer in detail. Similarly with Kane, Crimmon in Markamah state that descriptive text is strategy for presenting a verbal portrait of a person, a place or a thing. It means that when we describe something, we need to capture the details so that the reader can understand what we mean. Furthermore, McKay in Markhamah says that when we want to describe something, we must be able to make the reader understand what we mean. McKay mention also the most common types of descriptive of describing a process, describing an object, describing a place, describing a personality, and describing an event.

According to Sofyan the generic structures of descriptive text:

a. Identification: identifies or introduction of phenomenon to be describe. It means when describe something students explain based on the situation in general. The general condition of the topic is like: president, animal, city, etc.

b. Description: describe features to order of importance, there are: parts/thing (physical appearance), qualities (degree of beauty, excellence, or worth/value), and other characteristic (prominent aspect that are unique). It means a description contain an important picture or photo or words which give detail of physic appearance like big body, thin, tall, medium, short, etc. Meanwhile qualities

are good girl, pretty, polite, wise, strong, gentle, etc. unique in here means differ with another[21].

So, based on the statements above, it can be concluded that descriptive text is a text which describe the characteristics of a particular person, place, or thing. It have a some elements. First, generic structure consist of description and identification and the second is language features.

b. Component of descriptive text

Apriani argues that the components of descriptive texts are: identification and description. In identification, writer introduces person, place, or things as an object of the text. Writer will introduce it in general in order reader will understand what writer is going to talk about[22]. In description, writer describes the thing that has been choose in identification, it can be started from it physical appearances, characteristic until qualities[23].

Table 2.2
The Example of Descriptive Text

| Identification | Miss April is my English teacher in kindergarten and she teaches my class for a whole year. Miss April wears square glasses and always cuts her hair short. She's very tall and very skinny. She says she doesn't like her skinny body but doesn't know how to gain weight either. She loves wearing sneakers to school, always wears polo shirt and a pair of black pants. She has not married yet and doesn't have |

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[21]Fahmi Sofyan, *Kunci Berhasil Lulus Bahasa Inggris SMP/MTS*, (Jakarta: Pustaka Tarbiyah Baru),p.13.

[22] Yusi Apriani, et all. *" An Analysis Of Students' Ability In Writing Descriptive Text"*. Linguistic English Education and Art (LEEA) Journal Vol 03 No. 1. 2019 hal 8

[23] Siahaan, J. *An analysis of students' ability and difficulties in writing descriptive texts*. Journal of English and Education, 1(1), (2013). 114-121.

	any children on her own. She says that's why she teaches kindergarten, so that she can be near a lot of kids.
Description	She is very smart and a very fun teacher. She teaches us a lot of things from animals to house equipments. She loves to play with us, teaches us new words, how to spell the words that we just learn, and sometimes she brings her ukulele to the class and sings us children songs, such as Itsy Bitsy Spider, Twinkle-Twinkle Little Star, and If You're Happy song.

c. **The purpose of descriptive text**

The purpose of descriptive text is used in all forms of writing to create a obvious impression of a person, place, object, or event such as to describe a special place and explain why it is special, describe the most important person in your life, and describe the animals habitat in report descriptive writing is usually used to help a writer develop an aspect of their work, example to create a particular mood, atmosphere or describe a place so that the reader can create obvious pictures of characters, places, objects, etc.

d. **Kinds of Descriptive Text**

Descriptive text is text writing about the way persons, animals, place, or things appear. So, it normally took on four forms, they are:

1) -Description of a Person

2) -Description of an Animal

3) -Description of a place

4) -Description of a Thing or an Object[24].

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[24] Alvi Aulia, Skripsi *"An Analysis Of Students' Ability In Using Noun Phrase On Writing Descriptive Text"* (Banten: IAIN Sutan Maulana Hasanuddin, 2019), Hal. 11

4. **Online Learning**

a. **Teaching of online learning**

Electronic learning is a learning that is structured with the aim of using an electronic or computer system so that it can support the learning process[25]. E-learning is an educational system or concept that utilizes information technology in the teaching and learning process. An electronic learning system or e-learning can be defined as a form of information technology applied in education in the form of a website that can be accessed anywhere. Online learning is the result of a learning delivered through computer-based or android-based electronic media, and online learning can be sourced from websites, the internet, and also DVDs. Online learning is used to guide students to achieve specific learning outcomes such as when attending school face-to-face. As long the time online learning is growing with the existence of various online learning applications. So students can not only access knowledge from textbooks, but students can also access lessons from outside the school. With online learning students can get a lot of information about learning and unlimited.

Electronic learning (e-learning) is learning that utilizes the internet network as a method of delivery, interaction, and facilitation and is supported by various other forms of learning services. As technology advances and changes in trends and human lifestyles that

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[25] Allen, Michael. *"Michael Allen's Guide to E-learning"*. Canada : John Wiley & Sons.2013. 45

tend to move dynamically (mobile), the need for distance learning is also increasing. Web-based learning called e-learning (electronic learning) can be defined as the application of web technology in the world of learning for an educational process.

b. **The method of online learning**

In online learning there are two methods that are often used, namely synchronous and asynchronous[26]. Synchronous and asynchronous are two methods of distance learning. Synchronous E-learning is synchronous learning that occurs through electronic means (real time, usually scheduled at one time, sometimes impromptu, collective and often collaborative). In learning using the synchronous method, students can ask questions and be answered directly by their teacher. The activities that occur in learning will look like in a face-to-face room. Synchronous learning usually uses zoom, video calls, Google meet, Skype, and face time.

While asynchronous learning is learning that occurs through electronic means (not real time and not limited by space and time). In learning using the asynchronous method, students can ask questions but cannot be answered directly by their teacher. In asynchronous learning, if the learning time is up, they can still see or read the material that has been explained by the teacher because it is not limited

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[26] Firda Ayu Wahyuni. *"Blended Learning: Dua Metode (synchronous and asynchronous) Untuk Materikuliah Writing Materi Argumentative Essay".* Jurnal Elektronik Universitas Negeri Malang. Vol 3 No 2. 2017.

by space and time. Applications used for asynchronous learning usually use email or chat.

c. **The advantages of online learning**

Online learning has several advantages as follows:

1) Students can study anytime and anywhere if they need, given the teaching materials stored on the computer.

2) Learning is not limited by place and time so that at any time students can access the learning process wherever and whenever they want.

3) More easily absorbed, which means in online learning can use multimedia facilities in the form of images, text, animation, sound, and also videos that will make them interested in learning so it is easy to understand.

4) If students need additional information related to the material bein

5) g studied, they can access the internet more easily.

6) Relatively more efficient. For example, for those who live far away from where they go to school as usual[27].

d. **Disadvantages of online learning**

Online learning has several advantages as follows:

1) Lack of interaction between educators and students or even between students themselves.

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[27] Nurhasanah, Skripsi*"A Study Of Online English Learning Models In The Middle Of Covid-19 Pandemic"* (Medan: UniversitasMuhammadiyah Sumatera Utara, 2020), Hal. 14

2) During the learning process the teacher tends to provide practice questions rather than explaining the material

3) not all students have access and adequate internet facilities

4) Not all students and teachers understand and master internet programming well[28].

5. **Google Docs**

a. **Google docs Application**

If we want to create or edit a document, perhaps what often comes to our mind is the Microsoft Word program. This program made by Microsoft has always been a mainstay when it comes to creating documents. The development of the Office program runs so significantly. Google Docs is one of the Cloud-based Office programs that are currently an alternative in creating documents quickly and efficiently.

Measurers fifth explain that Google Docs is a tool from Google Company. Keep the document and to work with Google Docs, students must be stay online. There are many parts it is different from Microsoft word. Rochsantiningsih Setyawan stated that Google Docs is named as processor of word, presentation compiler[29]. Wichadee Suwantarathip explained in Google Docs is Google Document, Google Presentation,

[28] Sri Haryati, Skripsi *"An Analysis Of Online English Learning In The Covid-19 Pandemic At Senior High School"* (Medan: UniversitasMuhammadiyah Sumatera Utara, 2020), Hal. 23

[29] GelegarYudhaSetyawan, Martono, DewiRochsantiningsih, Optimizing Google Docs to Improve Students' Writing Skill of Descriptive Text, SebelasMaret University, 2012, p. 236

Google Spreadsheets and Google Drawing[30]. Generally, Google Docs as a tool that runs by company of Google to complete academic purposes. Google Docs gives facilitate the students to editing, viewing and sharing the documents if needed. Finally, Google Docs enables lot of participants to do collaboration.

Google Docs is Google's cloud-based word processing service. Users can use Google Docs services for free from the docs.google.com site or through Google Drive. Apart from being available in the form of a web app, Google Docs is also available in the form of an application for Android, iOS, Windows, Blackberry, and also a desktop program for Chrome OS. Users can create or edit docs files with a maximum storage limit of 1GB per file. It allows users to work on documents with a team (collaboration) in real-time. Users are also free to do permissions, whether other users (friends/teams) can edit or only view (read). The Google Docs system also shows an activity log of each edit/revision[31].

Almost all the latest browsers currently support Google Docs such as Internet Explorer, Google Chrome, Mozilla Firefox, Microsoft Edge, and Apple Safari. Google Docs is also equipped with a spelling error checking feature such as Microsoft Word so as to reduce errors when writing words/sentences. Google Docs is also equipped with

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[30] OrnprapatSuwantarathip, SaovapaWichadee, The Effect of Collaborative Writing Activity Using Google Docs on Students' Writing Ability, TOJET: The Turkish Online Journal of Educational Technology, 2014, p. 150

[31] Rupiasih, N. N., & Nilakusmawati, D. P. E. Pemanfaatan Aplikasi Google Docs Sebagai Media Pembinaan Karya Ilmiah Remaja. Journal Of Udayana University. Vol 6. 2016.

machine learning features which can provide experience and convenience in creating documents. It is supports a variety of document formats such as .doc, .docx, .docm .dot, .dotx, .dotm, .html, plain text (.txt), .rtf, .odt, and almost all other Microsoft Office formats[32].

b. Steps of Google Docs

Create the text using Google Docs, the students must have to know how Google Docs works and how to invite and share the document with their partner to writing text. The steps mentioned, as follows: 1) The first : Creating an account of Google Docs When the pupils do not have an account on Google Docs yet, then the pupils have to register to an Gmail account. But, ir the pupil have a Gmail account, the pupil has log in. The reason that they have to have an Gmail account, because of Gmail account is be able to used to log in Google Docs. 2) The second process: click www.docs.google.com. The next process is to visit Google Docs. 3) The third step: Creating a new docs Click a new document display of Google Docs 4) The fourth step : Giving access to collaboration For the first, student find the icon "share" and click it. By click the "share" icon, the students allow to invite the friend by typing friends' Gmail account, then students choose one of visibility options.

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[32] Komang Dharmawan. *"Pemanfaatan Aplikasi Google Docs Sebagai Media Pembinaan Karya Ilmiah Remaja".* Universitas Udayana. Oktober 2015. Hal 46.

c. The advantages of Google Docs

Online learning has several advantages as follows:

1) No installation required. Because it is cloud-based, users do not need to install Google Docs on a computer or laptop.

2) Support on many browsers. Users can access Google Docs from various popular browsers today such as Microsoft Edge, Internet Explorer, Google Chrome, Mozilla Firefox, Opera, and others.

3) A mobile version is available. Google Docs is also available for mobile devices based on Android and iOS. Users can download the Google Docs application from Google Play (Android) and the App Store (iPhone).

4) Access documents with friends/teams. Users can collaborate with teams in working on documents. Grant document access via the Share feature and add team/friend/member email.

d. Disadvantages of Google Docs

1) Features are still limited. Although it is very good from all the functions and advantages, Google Docs features are still very standard and limited. Unlike Microsoft Word, which has many editing features to plug-ins that can speed up document creation.

2) No desktop version available. Unfortunately, Google Docs is not yet available for desktop versions for Windows and Mac, only available for Chrome OS. So for offline use, the choice is still better than Microsoft Word.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In this chapter, the researcher use a qualitative method, because this method will be able to help me to get data. According to Creswell qualitative research is a type of research that explores and understands the meaning of a number of individuals or groups of people originating from social problems. The purpose of qualitative research is to explain a phenomenon as deeply as possible by collecting the deepest data, which shows the importance of depth and detail of the data studied[33].

In this study, the researcher employ a narrative inquiry approach proposed by Clandinin and Conelly to describe students' experiences when writing descriptive texts in online classes[34]. This study aims to determine students' experiences in writing descriptive texts in online classes. To get correct data in this study, the researcher use qualitative methods and narrative inquiry as approach methods to collect data for 8th grade junior high school students. the researcher obtained information about students' experiences when writing descriptive texts in online class.

B. The Context of the Study and Research Design

This research conducted at SMPN 4 Jember located in the eighth Grade Students which is located on Jl. Nusa Indah, Krajan, Jemberlor, Kec. Patrang,

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[33]Creswell, J. W. *Research Design: Pendekatan Kualitatif, Kuantitatif dan Campuran.* Yogyakarta: Pustaka Pelajar.2016. Hal 135

[34] Clandinin, D.J. and Connelly, F.M. Narrative Inquiry: Experience and Story in Qualitative Research. Jossey-Bass, San Francisco. 2000. Hal 38

Kabupaten Jember, Jawa Timur 68118. The researcher chose SMPN 4 Jember because the school is not too far from where the researcher live and the researcher taught several classes at SMPN 4 Jember during PLP. They are all classmates, so the researcher know what problems they face when learning English in an online class. In this school the principals and students in schools can be invited to work together in this research. The time that the researcher use in this research will be carried out in one month to get accurate and detail data. It starts on February 2022. The researcher chose one class for this research namely 8th A grade students at SMPN 4 Jember as the subject of the research, which consists of twelve male students and eighteen female students, but here the researcher only use two students who will be participants in the research that the researcher have done.

C. Participant recruitment

In this study, the researcher uses the term participant which refers to those who have the information needed, and have the ability to tell their experiences and are actually involved with events, and problems that occur. To recruit participants, the researcher carries out observations in English class. The researcher choose two students for me to be a participant, but before that the researcher ask for their approval whether or not they want to be participants in the research that the researcher have done. Here the reason the researcher chose two students to be my participants are because the researcher believes with two participants, the researcher can get valid data for this research. In addition, and the researcher believe that using two participants who have

certain criteria can produce data that is in accordance with the research theme because these students are considered to have the information needed for research. The reason that the researcher chose these two participants are because each participant has their own uniqueness, namely the first participant uses a cellphone as a medium for learning in online classes, even though she doesn't have a laptop she has a high enthusiasm for learning and has knowledge of using Google docs with a cellphone. Meanwhile, the second participant has a laptop and cellphone that is used with learning media, she is also supported by the presence of wifi at his home, but she is less motivated to learn to write because she often has difficulty in compiling vocabulary. So that is the reason why the researcher chose two participants for this study.

To recruit students who will be participants in this study. the researcher do training on how to write or use Google doc, in this stage the researcher teach them the initial steps such as creating a Gmail first then after they finish creating a Gmail account they can login this into their Google account to open the Google doc and start to learn to write. The second stage is that the researcher will teach them to make narrative journals, the researcher give them a journal in the form of a blank space text and then they have to complete the text so that it becomes a good journal arrangement. The function of the journal that the researcher provide is to make it easier for them to write.

Table 3.1
Participants Profiles

Characteristics	Students' 1	Students' 2
Gender	Female	Female
Age	14 years	14 years
Class	VIII A	VIII A
School	SMPN 4 Jember	SMPN 4 Jember

D. Research instrument

The instrument used in this study is a Narrative journal which will be written by participants. They are asked to accomplish the narrative journal after finishing the process of teaching and learning. The instrument will be used is adopted and adapted from Barkhuizen and Wette as seen in Appendix 1 for participants. In this study also used interviews as an instrument. This interview uses a qualitative research design that allows the researcher to have a clear understanding of the event, identify the reasons why the event occurred, and collect data about the experiences by students.

Narrative journal is defined by Barkhuizen as a written story template consisting of a series of incomplete sentences and blank spaces of varying lengths. Narrative frame can help the researcher catch the expected experiences to be written since it provides insightful and fuller picture of the students experiences and provide the students with guidance and support in both the structure and content of narrative. Narrative journals reflect the chronology of student experiences. Therefore, the structure of the journal narrative should consist of interactions that produce information about the feelings of students' experiences.

E. Technique of collecting data

In this qualitative research, the data taken from a Narrative Journal observation, and interview.

1. Narrative Journal

Narrative is a story of experience, and a story of life. Then what is told is the essence of every research activity. Narrative inquiry is now increasingly being used in the study of educational experiences. Inquiry narratives have a long intellectual history, both within and outside of education. The main recognition of using narrative in educational research is that humans are people who tell stories well when they tell stories individually and socially. Therefore, a narrative study that discusses how humans experience or live life in the world. The definition of narrative inquiry in general in the view of education is the improvement of personal and social stories, such as students and teachers who are characters and storytellers in their own stories and the stories of others. Within the scope of language teacher education, narrative inquiry aims to understand a teacher's experience, in the particular contexts when they teach[35].

2. Observation

Observation is a research activity in order to collect data related to research problems through a process of direct observation in the field. Researchers are there, to get valid evidence in the report to be submitted. Observation is a data collection method in which researchers record

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[35] Gary Barkhuizen. 2008. *Narrative Frames For Investigating The Experiences Of Language Teachers.* Journal ELSEVIER. Hal 2

information as they witnessed during the study[36]. This data collection

technique is done by observing a phenomenon that exists and occurs. The

observations made are expected to obtain data that is appropriate or

relevant to the research topic. The thing that will be observed is the

learning process for class VIII A students when participating in learning to

write descriptive texts in online class using Google docs. Observations

were made, the research was at that location and brought the journal

narrative sheet that had been made.

3. **Interview**

An interview is a conversation with a specific purpose. The

conversation was carried out by two participants, namely the interviewer

who asked the question and the interviewer who gave the answer to the

question[37]. The main characteristic of the interview is direct face-to-face

contact between the information seeker and the source of information, but

it can also be done indirectly, such as by telephone. In the interview,

various kinds of questions have been prepared, but various other questions

arise when researching. Through this interview, the researcher explores the

data, information, and framework of information from the research

subjects. The interview technique used is a guided free interview, meaning

that the questions asked are not fixed on the interview guide and can be

deepened or developed according to the situation and field conditions.

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[36] Efendi, T. F. (2017, September). Pengembangan Website Smk Negeri 3 Sukoharjo. In *Seminar Nasional Sistem Informasi (SENASIF)* (Vol. 1, pp. 957-964).

[37] Rohmawati A, R. A. (2012). *Pembelajaran Menulis Puisi KELAS Viii Smp Negeri 10 Madiun Tahun Ajaran 2010/2011* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).

Interviews were conducted with two students of class VIII A and one English teacher.

F. **Technique of analysis data**

In this study, the researcher will employ a narrative inquiry framework to investigate students' experiences in learning writing, namely in writing descriptive texts in online classes using Google docs. This study aims to process students' experiences make a meaningful narrative. In this research, narrative inquiry questions the notion of data collection, the research emerges in a very original sense of spontaneity. This study analyzes the data using thematic, which ask students to tell stories repeatedly to get valid results and bring up a particular theme. Inquiry narrative data of learners can be obtained through diaries provided by significant researchers regarding their subjectivity. This narrative help students to remember, share, imagine, and feel their story in such a way that the researcher be able to see the picture that is in the minds of the students. Important concepts in narrative research are memory and time experience and this study aims to investigate time as it is remembered from the past and time is being experienced now. Thus, the data collection technique (narrative journal) points to convenient sampling because narratives from volunteer student narratives are used. This study will analyze two participants, two participants are not linear thinkers, and they are free to tell their stories depending on what they are experiencing at the time. After that, researchers recompile what they have told during interviews and narratives which produce a valid story and bring up a certain theme.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discussed about the data collected from this research. It was presenting description of the data, research findings, data analysis, and discussion.

A. Description of the Data

The researcher conducted the research at SMPN 4 Jember on the 8th grade students. The aim of this research is to examine the students' writing skill with google docs in writing a descriptive text in an online classroom setting. The researcher did this research in 4 meetings with time allocation of 1x30 minutes in each meeting. This research was conducted on February 1st 2022 to February 28th 2022. The data in this research was the students of VIII A class which consisted of 32 students in total, but the researcher choose two students to be participants with the certain criteria. This research aims to determine students' experiences when writing descriptive texts in online classes using Google Docs. The researcher use a qualitative method, and employ a narrative inquiry approach proposed by Clandinin and Conelly to describe students' experiences when writing descriptive texts in online classes. To get correct data in this study, the researcher use qualitative methods and narrative inquiry as approach methods to collect data for 8th grade junior high school students. the researcher obtained information about students' experiences when writing descriptive texts in online class.

B. Research Findings

1. The Students' Experiences In Writing A Descriptive Text Using Google docs In An Online Classroom Setting

a. Planning

The researcher will arrange the research plan that the researcher will do using the narrative inquiry method with Pak Bagus as the English teacher. Their plan is prepared with the aim of preparing everything that carried out during their research. At the planning stage of their research they hold the following activities;

1) Researchers who are guided by collaborating teachers will hold discussions to identify the problems experienced by students in learning to write descriptive texts in online classes;

2) Researchers will provide narrative journals to students which aim to find out their experiences when students study and apply Google docs media as a means of writing for students in online classes to help with writing difficulties they are experiencing;

3) The collaborating researcher and teacher will determine the right time for the research to be carried out;

4) The researcher prepares a lesson plan which will contain the steps that will be carried out when the research stage is carried out;

5) Researchers prepare journal diaries, field notes, and documentation tools that will be used to document during the activity.

b. **Implementation**

Figure 4.1
The explanation how to make Google docs account

Figure 4.2
The implementation of writing descriptive text
in online class using Google docs

The implementation of research on learning to write descriptive text in online class using Google docs media is expected to be able to overcome students' difficulties regarding grammar and can improve students' writing skills. This research was conducted for three meetings. The first meeting was held on February, 02 February 2022 to 23 February 2022. The process of the activities in fourth meetings were explained furthermore, as follow;

1) **First Meeting (Wednesday, 07 February 2022)**

The application of Google docs as a medium for writing descriptive text in online classes is as follows. The teacher explains the steps to write descriptive text using Google docs through WhatsApp groups in the form of voice notes and written messages. The teacher provides opportunities for students to ask questions about things they do not understand regarding the use of Google docs. Each individual is given the freedom to determine the theme of the essay and the topic that will be discussed with the teacher in the WhatsApp group so as not to make it difficult for students to express ideas. After that, students were asked individually to make descriptive texts from the ideas they had consulted with the teacher to make it easier to write descriptive texts. Learning activities are continued by writing descriptive texts with the framework they have made and later will be copied to her Google docs account they already have to sleep with their grammar problems.

In their first meeting, the students focused on understanding the use of Google docs and expressing ideas for writing descriptive texts, followed by making an outline and writing descriptive texts individually. However, at the first meeting the students only did the process of writing descriptive texts because there was a reduction in learning time during a pandemic like this, so the process of copying their writings in Google docs would be continued at the next meeting. The descriptive texts that have been completed by the students must be collected through WhatsApp groups in order

to avoid students from cheating and revising their writings, then at
the next meeting students are allowed to correct their writings and
copy their writings into Google docs. After the writing process, the
researcher gave the journal diary sheets to the students to find out
how their experiences were when carrying out writing lessons in
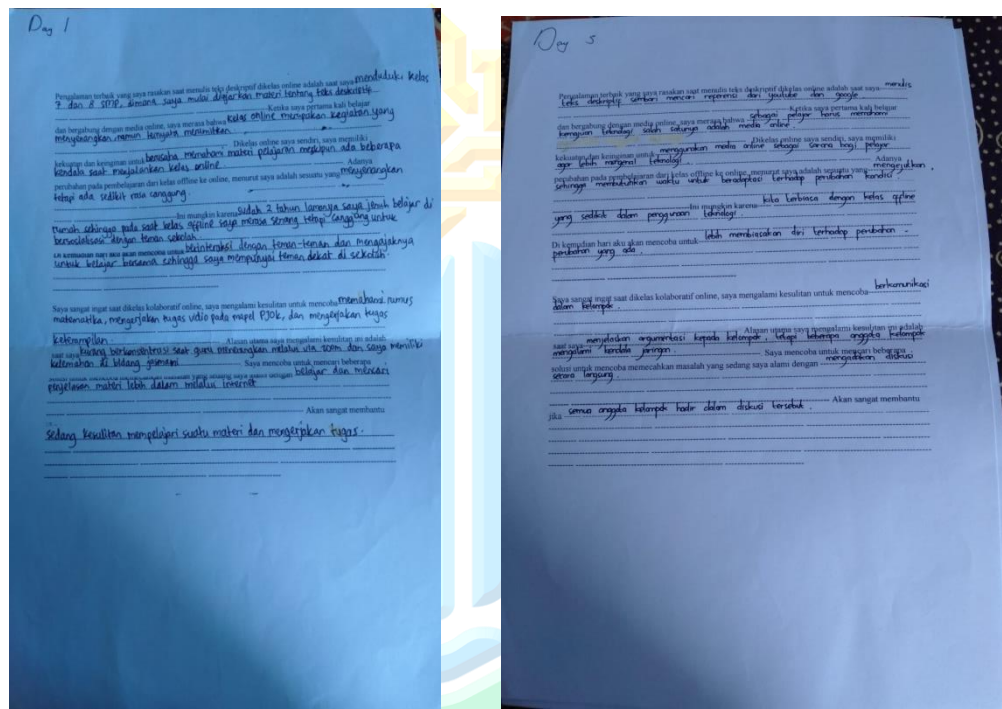
Figure 4.3
Raynisha and Ivo first day journal diary

2) **Second Meeting (Wednesday, 14 February 2022)**

At the beginning of the second meeting, the teacher reviewed
writing lessons in the previous meeting and motivated students to
continue learning to write well. Then the teacher explains the activities at
their meeting, namely editing or revising the writings they have made.
After the students finished their writing, the activity continued by editing
the descriptive text they had made. The editing activity is carried out to

find out the shortcomings in students' writing. Editing includes content, descriptive text elements, sentence structure, vocabulary, spelling, and punctuation. After the editing stage is complete, each student is required to correct their writings and the results are copied to Google docs which will later be submitted to the teacher. The writing and editing activity was carried out for five meetings because the class was divided into two study shifts. So for the first shift study group, the first meeting carried out the process of writing descriptive text and the second meeting continued to the editing stage of their writing, as well as the second shift study group. After the editing process is complete the researcher give the journal diary sheets to students to find out how their experience was when carrying out writing lessons in online class, the journal diary will be filled in by students at each meeting after learning. The journal diary aims to find out how students experience writing descriptive text in online class, which includes their abilities, difficulties, and challenges when writing descriptive text in online class.
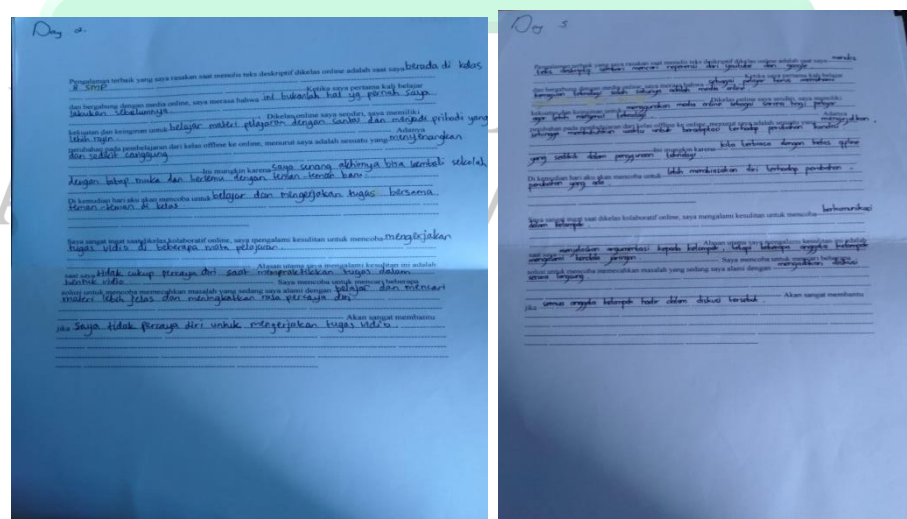
Figure 4.4
Raynisha and Ivo second day journal diary

3) Third Meeting (Wednesday, 16 February 2022)

At the beginning of the lesson, this third meeting discussed learning to write like the previous meetings and motivated students to continue learning to write well. Then at the third meeting, students were asked to make a descriptive text again as in the first meeting. Currently, it seems that the students are no longer confused about writing descriptive texts. After the students finished their writing, the activity continued by editing the descriptive text they had made. This editing activity is carried out to find out the shortcomings in students' writing. Editing includes content, descriptive text elements, sentence structure, vocabulary, spelling, and punctuation. After the editing stage is complete, each student is required to correct their writings and the results are copied to Google docs which will later be submitted to the teacher. This writing and editing activity was carried out for five meetings because the class was divided into two study shifts. So for the first shift study group, the first meeting carried out the process of writing descriptive text and the second meeting continued to the editing stage of their writing, as well as the second shift study group. After the editing process is complete the researcher give the journal diary sheets to students to find out how their experience was when carrying out writing lessons in online class, th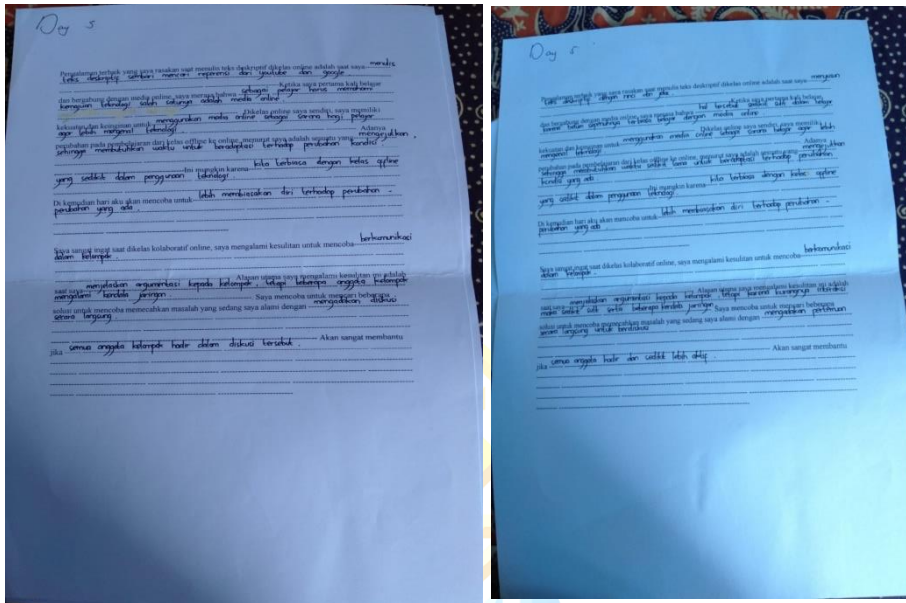e journal diary will be filled in by students at each meeting after learning. This journal diary aims to find out how students experience writing descriptive text in online class, which includes their abilities, difficulties, and challenges when writing descriptive text in online class.

Figure 4.5
Raynisha and Ivo third day journal diary

4) **Fourth Meeting (Wednesday, 23 February 2022)**

At the fourth meeting, learning activities were held as in the previous stages. As at the beginning of the lesson, this fourth meeting discussed learning to write like the previous meetings and motivated students to continue learning to write well. Then at the third meeting, students were asked to make a descriptive text again as in the first meeting. Currently, it seems that the students have made a lot of progress when writing descriptive texts. After the students finished their writing, the activity continued by editing the descriptive text they had made. This editing activity is carried out to find out the shortcomings in students' writing. Editing includes content, descriptive text elements, sentence structure, vocabulary, spelling, and punctuation. After the editing stage is complete, each student is required to correct their writings and the results are copied to Google docs which will later be submitted to the teacher.

This writing and editing activity was carried out for five meetings because the class was divided into two study shifts. So for the first shift study group, the first meeting carried out the process of writing descriptive text and the second meeting continued to the editing stage of their writing, as well as the second shift study group. After the editing process is complete the researcher give the journal diary sheets to students to find out how their experience was when carrying out writing lessons in online class, the journal diary will be filled in by students at each meeting after learning. This journal diary aims to find out how students experience writing descriptive text in online class, which includes their abilities, difficulties, and challenges when writing descriptive text in online class.

Figure 4.6
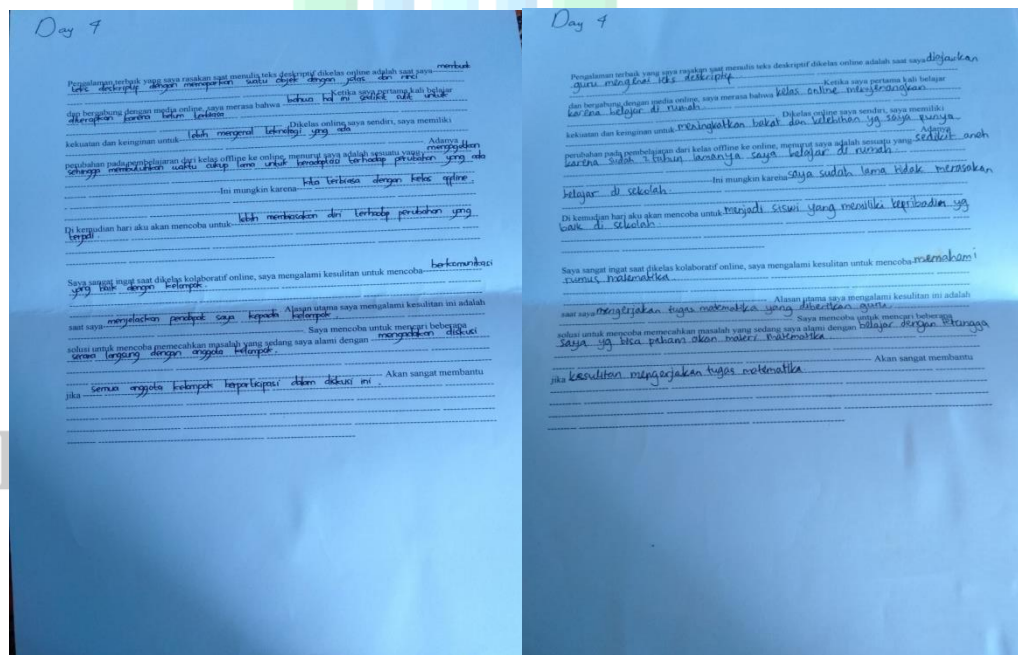**Raynisha and Ivo first day journal diary**

c. **Observation**

During the process of implementing the use of Google docs in the media for writing descriptive texts for students in online classes, the researcher observed the implementation of Google docs in the media for writing descriptive texts for students in online classes through journal diaries written by students for five meetings when they finished learning. The results obtained from their observation include process observations (process success) and product observations (product success). The results of process observations and product observations at five meetings can be described as follows.

1) **Process Observation**

Observations of the learning process carried out by researchers were carried out using a journal diary that focused on the situation of student learning experiences in learning to write in online classes using Google docs. The things observed from the student learning situation are the experiences, difficulties, abilities, challenges, activeness, and the atmosphere of student learning. When the use of Google docs was applied for media writing descriptive text, students showed a change in the improvement of students' writing abilities because their grammatical structure was helped when using Google docs. This is indicated by the results of students' writing which looks more organized and students look more active in writing activities.

Figure 4.7
Observation of Writing Process

At the first meeting, the teaching and learning process was still not conducive because students still did not understand the use of Google docs to write descriptive text. In the early stages of implementing the use of Google docs, it was seen that there were obstacles for students to use Google docs. Then the teacher explained again about the use of Google docs. Little by little, the students seem to have gotten used to writing descriptive text in Google docs. Based on observations at the first meeting regarding the learning process in writing descriptive texts using Google docs in online classes, it is known that it is not conducive. However, the aspects of students' attention to the teacher's explanation, learning motivation, and the active role of students in the learning process in the classroom can be categorized quite well, because the

condition of students is already in each aspect when learning takes place.

At the second meeting, the teaching and learning process already looked better than the first meeting. Shelf and direction from the teacher made students more motivated and did not complain anymore, even students seemed more enthusiastic about writing descriptive texts in online class. The features in Google docs can help students in compiling vocabulary that is still not good. Until the editing process, students seemed to start to focus on revising the descriptive text they had typed in Google docs. In their second meeting, students were more punctual in writing and revising their writings than in the first meeting. Based on the results of observing the learning situation at the second meeting, it can be seen that the observations at the second meeting were better than the first meeting. Aspects of students' attention to the teacher's explanation and the learning atmosphere are included in good condition. Meanwhile, students' motivation and activeness in learning to write in online class using Google Docs are included in the sufficient category.

2) Product Observation
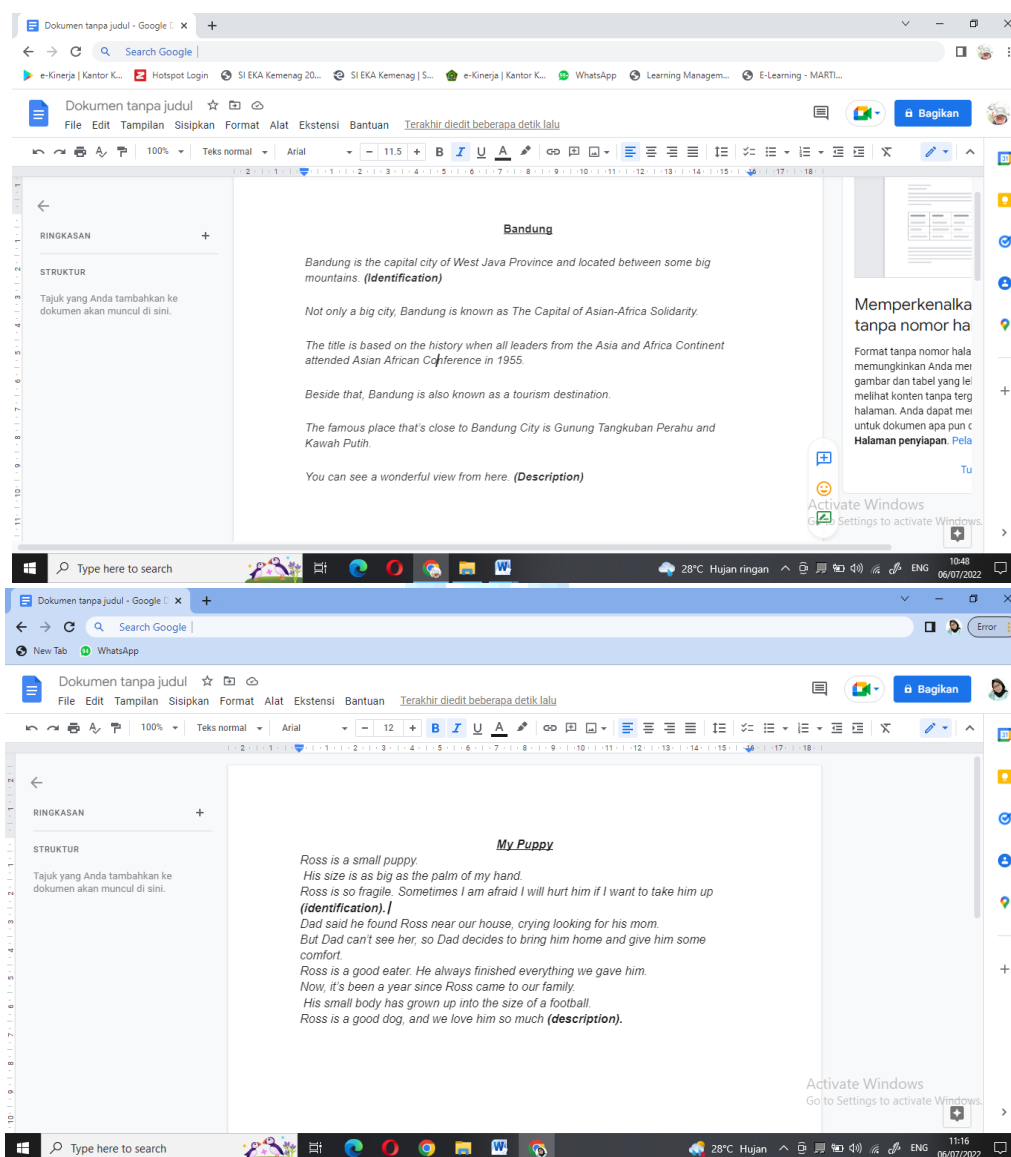
Figure 4.8
Student descriptive text writing results on Google docs

Product observations were seen from the results of student journal diaries which were filled in after each learning to write descriptive texts in online class. Product observations showed that there was an increase in students' writing skills as seen from the journal diaries that students had filled in according to their

experiences. The improvement in the ability to write descriptive texts can be seen from the experience of students who explained that the application of Google docs media can help in the preparation of their vocabulary.

Initial information about students' knowledge, difficulties, and abilities in writing descriptive texts in online classes was obtained from observations, journal diaries, and interviews conducted during the study with English teachers and students.

3) **Interview Results**

The researcher interviewed the collaborating teacher during the initial observation. Here's an excerpt:

"...Yes, since the implementation of online learning like this, student motivation has decreased slightly. In other studies as well, when asked what was the reason for not attending the lesson, they said that there was no quota, there were also students who said their signal was bad at home. And at this time I also haven't found a solution, so when learning I only use applications that I master and are easy for students to understand."

(Interview/Teacher)

From the results of the interviews, it can be seen that the ability to write descriptive texts in online classes is still low because there are several obstacles, namely 1) students are still less motivated in participating in writing learning in online classes, 2) students often experience difficulties such as being constrained by less internet networks adequate, 3) the teacher has not used

interesting media for students so that it makes students feel bored easily.

In addition to interviewing teachers, the researcher also interviewed several students to obtain initial information about students' abilities and knowledge in writing descriptive texts in online classes. Here's an excerpt;

> *"Information about the difficulties and abilities of students in writing descriptive texts in online classes is still low. Some students do not like learning to write in online classes because of signal constraints and sometimes it is difficult to express ideas to be written. In addition, students are also less motivated to write activities because the learning media they think are less attractive".*

(Interview/Raynisha)

4) The Results From Narrative Journal

This section presents a discussion of the research results. There are two research questions posed in this study. The discussion focuses on the findings of the two research questions posed. The discussion is about " How is the students experience in writing descriptive text using Google doc in online classes?"

The information obtained can be seen from the narrative journal given to students every time they finish learning to write descriptive text in online class. Narrative journal that are filled in by students are in the form of gaps in order to make it easier for students to express their feelings from their experiences. The journal diary contains several aspects such as the difficulties students face, students' abilities, and students' knowledge of

learning to write descriptive texts in online classes. Summary of journal diaries regarding students' experiences when writing descriptive texts in online classes can be seen in the journal diaries belonging to the two students below.

Students 1

Raynisha's story: Adapting from face-to-face learning experiences to online learning

Since Raynisha first knew and learned English in elementary school, she has shown that she really likes English lessons. Moreover, she also has a great interest in learning foreign languages. Because according to her, if you can speak foreign languages such as English and can speak in public, it's very cool. Raynisha also believes that English is an international language that is very important to learn so that when a foreigner from abroad invites him to speak, she can answer fluently. She also likes to listen to English songs and writes the lyrics of the songs that she hears. In addition, she is one of the students who are always active in learning English in her class, even though she still has a weakness in vocabulary mastery. Even though her English skills have not developed much, she is always happy during English learning classes. In learning English, she really likes writing. In addition, she has written several diaries and short stories. She really likes to write although sometimes she has difficulty in the

vocabulary part. Raynisha also attended English tutoring outside of school, but it only lasted a few months due to the COVID-19 pandemic which required PPKM. Thus, she has a very strong interest and desire to be able to speak English well, especially in writing skills because she is very interested in writing things in English.

When she shared a question related to the experience of writing descriptive text in an online class, she expressed it with a big smile and then looked down. She said that learning to write in the online class made her feel less comfortable when learning took place. But there are still some of her friends who feel enthusiastic about online learning. She has not been able to adjust to the rapid changes from offline to online learning, because it takes time to adapt so she cannot focus when the material is explained and does not understand the material that she is getting. In a situation like the, the role of teachers and parents is needed and is expected to give more attention to children who do not yet have a deeper understanding of learning using online media.

> *"...my motivation to learn English has decreased because I was only asked to complete written assignments with a lack of direct interaction with the English teacher".*
>
> (Interview/Raynisha)

She described that online learning is only a space as an assignment class. This was revealed because she received more assignments than the explanation of the material explained by her

teacher and the lack of teacher interaction with students. Even most of her classmates often complain and sometimes do not collect the assignments given by the teacher because they do not understand the material so it is difficult to do the assignments. There is one of several factors that influence the decline of Raynisha's enthusiasm to learn to write in English. She stated that

> *"...her learning motivation in her English subject decreased, because she and her friends were only told to do assignments, and the lack of explanation of the material made them feel difficult".*

(Interview/Raynisha)

In online classroom settings, students do not have many opportunities to interact with their teachers or contrarily, these are all factors that lead to less interaction and communication between teachers and students. Due to the lack of communication and interaction between teachers and students, it can reduce students' motivation and interest in learning. The lack of motivation and interest of students in participating in online learning can also be caused by a lack of adequate facilities and learning media that are less attractive. For example, students who may not be used to applying technology tools, lack of knowledge of online media, and students who are not skilled in independent study may experience difficulties and decline in learning due to a lack of explanation of the material from the teacher.

Although Raynisha can do learning outside the classroom, such as learning through youtube videos, reading books, browsing materials on the internet, and using other media to study, it does not mean that she does not find challenges in learning English directly. Through some of the vocabulary she gained from watching videos on youtube and reading books she still lacked confidence to practice writing.

> *Nisa revealed that "Learning English by listening to videos and reading books is not too difficult, but it would be more fun if we have friends or teachers who can provide suggestions or corrections when we have errors in pronunciation of English vocabulary".*
>
> (Interview/Raynisha)

The next question that has been asked to Raynisha is about her experience when using Google docs in writing descriptive texts in online classes. The first time she heard of Google Docs as a writing medium, she had never used Google Docs before. However, after being explained and taught about Google docs she immediately understood even though it was still a little foreign to him. Due to at school most teachers use WhatsApp, Google Meet, and Zoom. As story in her narrative journal;

> *"During online learning, English teachers tend to only use WhatsApp group media for learning, if there is a writing lesson the teacher only asks them to write on paper and then take a photo and send it to the class group. The WhatsApp group media will only be active during class hours, because they are not allowed to play on their cellphones outside of class hours."*
>
> (Narrative journal/Raynisha)

Raynisha explained that when it was first announced at school that the school would carry out online learning. The teachers inform each class about online learning that will use the group WhatsApp as a learning medium. The class teacher announced that she would only use the WhatsApp application, because perhaps using other media students would find it difficult because it was the first time online learning was being held. Our conversation continued, Raynisha told sher experience while learning English online using WhatsApp, she explained that:

> *"...there were some obstacles that I experienced while learning online using the WhatsApp group, namely the lack of interaction with the teacher and their friends. The teacher only gave an explanation of the materials, actually my friends and I wanted to ask questions in the WhatsApp group but there were no instructions from the teacher. So, my friends and I only focused on understanding the teacher's explanation given through written messages and voice messages. It was the experience of learning English online that my friends and I had, but for that I still have to try to keep adapting."*

(Narrative Journal/ Raynisha)

Mr. P, one of the teachers who taught Raynisha's class

in learning English, said that:

> *"...Indeed, at the beginning of online learning, the school agreed to carry out learning through the WhatsApp platform, the use of their platform aims to make it easier for students because students are familiar with the WhatsApp platform. But over time we have tried to teach students to use other platforms such as Google classroom, Google docs, zoom, and Google meeting. But it has not worked effectively because it is proven that there are some students who are often late and do not even submit their assignments."*

(Interview)

Over time Raynisha and her classmates began to get used to

online learning.

Students 2

Ivo's Story: Adapting from face-to-face learning experiences to online learning

Ivo is a junior high school student who has an interest and

interest in English lessons, Ivo is Raynisha's classmate. She knows

English since she attended elementary school. Ivo shared that

learning English was an experience she would never forget.

According to her learning English is very fun because according to

her if she can speak English it is very cool, but learning English is

also a difficult thing for her. However, during the learning process

she tries to continue to learn to understand new words and new

materials in English that she does not understand and tries to

continue to adapt in her class. As time went on, Ivo began to get

motivated by her English teacher who always motivated him and told him to study hard and also received support from her friends who were already proficient in English. This is what makes Ivo always motivated to continue studying English even though she still has many weaknesses in terms of pronouncing and writing good and correct vocabulary in English.

At the first meeting, Ivo was a little surprised and confused about the online classes shelf through the WhatsApp platform. Ivo explained that the teacher only gave a little explanation related to the material through the WhatsApp group, and after giving an explanation the teacher gave some practice questions that had to be collected on the same day. Explanations are given through WhatsApp chat and some are in the form of voice notes sent via WhatsApp group. The number of students in Ivo's class is about 32 people. At the first meeting of learning English in her class, she judged that the learning process was going well and she was able to complete assignments on time. In the learning process, most of Ivo's time was spent understanding all the material that had been explained by her teacher.

Ivo's enthusiasm and adaptability in learning English in online classes shows that she is a student who has adequate interests and skills. Skills in the field of technology or digital are needed to support students' learning activities during online

classroom learning, as there allows students to improve their English writing skills, train themselves on new materials and things, and increase the use of digital media or technology, and can also increase the collaboration between teachers and students in online learning activities.

When Ivo communicates with her teacher, she remembers that she can understand the material easily and she can easily adapt to situations in the context of understanding writing procedures in the context of understanding the meaning of words in writing. However, she revealed that communication and interaction between teachers and students was rarely done during online learning. She said that offline or face-to-face learning and online learning are very different interactions. She stated that learning English is more fun during face-to-face learning, because she can study with her friends in class, can practice writing and pronouncing new vocabulary with her friends properly guided by her teacher. The teacher also explains and provides examples related to the material clearly which can be easily understood and practiced by students.

> *"... yes miss, during online learning of course, the first thing I felt was the lack of material delivery, and usually I had to look for references independently via the internet or other online media, which certainly did not make me understand 100 percent. Because what I need is a more productive delivery of material. In my opinion, the cost of buying internet quota is also more efficient. With face-to-face learning, it is able to reduce the cost of student quotas*

so that they do not need to use the internet more than before. Teaching and learning time is more efficient. During face-to-face learning, the learning system does not need to spend a lot of time like online learning."

(Interview/Ivo)

In the time of the COVID-19 pandemic, interaction and communication between students and their classmates when learning English was less interactive and intense. This is due to limitations in the scope of online learning. Interacting while learning online with teachers and friends is not an easy thing for Ivo. Therefore, Ivo found it difficult to quickly learn to pronounce or write some English vocabulary correctly. Although Ivo's ability to write descriptive texts is still not optimal, she is still eager to learn and continues to try to describe things clearly and correctly. However, because of Ivo's persistence and high interest in wanting to continue learning and trying to adapt to the online learning situation, as well as learning to pronounce and write vocabulary correctly she became more enthusiastic about doing online learning although sometimes she still felt a little confused about the material. Material that has been explained by the teacher. She is now more enthusiastic when she is given the task of writing descriptive text because it is one of her favorite materials, she likes to describe things. Although sometimes Ivo is still confused about expressing ideas and writing them into sentences.

In the process of developing students' writing skills, especially in writing descriptive texts, the teacher's role is needed to provide interesting learning materials to encourage students' activeness and interest in writing activities, so as to improve students' writing skills. In addition to the role of the teacher, the selection of the right learning strategy is also very important to note. Because active and communicative learning can make learning fun activities and not make students easily bored when writing activities.

According to Mr. Bagus as an English teacher who teaches Ivo's class, her says that;

> *"...The teacher has given the students the opportunity to ask questions about things they don't understand about writing descriptive texts. Students are just silent and do not respond in WhatsApp groups, even though only a few students respond. Because no one asked and only a few students responded, the teacher assumed that the students had understood. However, when given the task to write a descriptive text, not a few of my friends complained and found it difficult. Some students are confused to find and express ideas. There are also students who chat with their friends in WhatsApp groups discussing the theme or idea they will write about. The teacher finally gave an explanation again about the material and guided again from the beginning via WhatsApp voice notes so that students who felt confused understood and understood. However, when the learning hours are almost over, there are still many students who collect their assignments in the WhatsApp group. Teachers are forced to give extra time for students. As evidenced by, only a few students collect in WhatsApp groups, many of them say that the internet signal is difficult, and there are some students who are still trying to understand the teacher's explanation".*

<div align="right">(Interview/Ivo)</div>

Based on Mr. Bagus explanation above, it can be concluded that when the teacher gave material in the WhatsApp group, there were some students who did not listen, some even did not follow the online learning process. The lack of seriousness of students in participating in the online learning process is due to a lack of motivation from them to take part in learning, it is because the learning process is less attractive to students, thus making students easily bored.

Raynisha's Narrative Journal

From the journal diary, the following information was obtained. She described that online learning is only a space as an assignment class. This was revealed because she received more assignments than the explanation of the material explained by her teacher and the lack of teacher interaction with students. Even most of her classmates often complain and sometimes do not collect the assignments given by the teacher because they do not understand the material so it is difficult to do the assignments. There is one of several factors that affect the decline of Raynisha's enthusiasm to learn to write in English. She stated that

> *"...her learning motivation in her English subject decreased, because she and her friends were only told to do assignments, and the lack of explanation of the material made them feel difficult".*
>
> (Interview/Raynisha)

Ivo's Narrative Journal

In Ivo's journal diary, information is also obtained which is almost the same as Raynisha's experience, namely at the first meeting, Ivo was a little surprised and confused about the online class shield through the WhatsApp platform. Ivo explained that the teacher only gave a little explanation related to the material through the WhatsApp group, and after giving an explanation the teacher gave some practice questions that had to be collected on the same day. Explanations are given through WhatsApp chat and some are in the form of voice notes sent via WhatsApp group. The number of students in Ivo's class is about 32 people. At the first meeting of learning English in her class, she judged that the learning process was going well and she was able to complete assignments on time. In the learning process, most of Ivo's time was spent understanding all the material that had been explained by her teacher.

It is reinforced by the results of interviews the researcher did with two students at the time of observation that there were indeed some students who had difficulties and lacked motivation when learning online. The statement is also reinforced by the results of journal diaries that have been written by students after finishing learning to write descriptive texts in the online class which states about the experiences of students who find it difficult

to express ideas to write descriptive texts and write them in Google docs and their lack of knowledge about using Google docs. From their statement, it can be concluded that the ability and motivation of students in learning to write descriptive texts in online classes is still low. Therefore, the ability to write descriptive texts for grade 8A students' needs to be improved during online learning like this. For example, by using interesting media such as Google docs or others, because from the observations, most students are greatly helped by writing in Google docs. According to them, if they write a descriptive text then there is a grammatical error they can correct it easily. Through the use of Google docs as a medium for student writing, it is hoped that students will be more interested and motivated in writing descriptive texts in online classes.

The experience of writing descriptive text using Google docs in an online class is a new experience that Ivo got. At first she found it difficult if she had to write the descriptive text she had made into Google docs. Because previously when there was an assignment to write descriptive texts, Ivo and her friends only wrote descriptive texts in notebooks and then collected them for assessment. Ivo explained that the first time I tried it was not easy, because English is a foreign language and Ivo was afraid of making mistakes when using Google Docs. But after continuing to try and learn Ivo and most of her classmates are very happy to use Google

docs, because when writing on Google docs if there is a wrong grammar written she will know and to correct it by clicking on the writing with the wrong grammar that makes she and her classmates be very enthusiastic and happy to learn English, especially to write descriptive text in Google Docs. Then of course also makes Ivo feel strange because previously the online learning media that she often used were WhatsApp, Google Meet, and Google Classroom. She and her classmates were not taught to use Google docs for several reasons, such as some of her classmates experiencing signal and quota difficulties in online learning. Therefore, while carrying out online learning, the media that is often used by teachers and students is WhatsApp media which is considered effective for all students because it may not make spending too much quota. Ivo revealed that her first experience using social media was WhatsApp, so she didn't find it difficult when online learning took place using WhatsApp. After that she tried to use Google docs to collect her descriptive assignment. The media is a new media used in the online classroom learning process which initially Ivo needed the help of the teacher to use. Ivo also uses youtube or internet websites if she finds it difficult to get new material and how to use Google docs properly. For Ivo, the experience is an experience that has a positive side in getting to know digital media in the modern era.

For the results in observing the learning process using Google docs media, I observed student learning situations which included activity, motivation, ability, difficulty, and interest in learning. When learning to write descriptive text using Google docs took place, it showed a positive change in students' motivation and interest in the process of learning to write descriptive text in online class. This is indicated by the behavior of students who look more active in asking questions in groups, discussing with friends, and doing assignments from the teacher as well as collecting them on time.

At the first meeting, the teaching and learning process still looked less conducive because students still didn't really understand how to use Google Docs for writing. In the early stages of using Google docs, it was seen that there were obstacles for students on how to write in Google docs and they also seemed to have difficulty expressing ideas when writing descriptive text. Then tshe teacher explained again about how to use Google docs, because all students already have a Google account and have used it, only they forgot because Google docs was used in grade 7. After that, students could little by little easily write using Google docs in learning to write descriptive text in online class. Then, at the second meeting and so on, the writing process using Google docs in online class looks better than before. Shelf and direction from

the teacher does not make students feel difficult anymore, students become more motivated and have a high interest in writing using Google docs.

In this case, the role of the teacher is needed, especially to provide interesting explanations for students. The existence of interesting learning media will make students enjoy themselves to be active in learning to write, so that they can improve students' writing skills. The selection of effective and appropriate learning media can make the course of writing learning in online class run well. Because the selection of the right learning media should be a major concern for teachers.

According to previous research, the previous research was a journal article conducted by Anany which showed that students could easily use the features in Google docs easily and could help with their grammatical writing problems. This statement is similar to what the researchers found. Based on the results of interviews with participants, they said that they were helped by the features that were already available in Google docs and all of them could provide students with learning motivation that could improve their writing skills.

From the discussion above, we can see that the use of Google docs as a medium for writing descriptive texts for students in online classes is very helpful. Google docs can improve students'

ability to compose vocabulary and motivate students to keep learning to write. The features available in Google Docs help students to organize vocabulary and make writing neater, also accessible anywhere and anytime. Students can learn to write easily, quickly, and more fun to improve students' ability to learn to write in online classes.

In the explanation above, it can be concluded that the exploration of students' experiences when writing descriptive texts in online classes has a positive and useful effect. Based on the journal narratives that have been filled in by students, explaining that the student experience looks so impressive. Especially when learning and trying new things like writing using Google docs. Students seem more enthusiastic in learning to write than before. In this study, it resulted in a different experience between each student and the others, but more pleasant experiences were experienced by students when learning online like this. So, a theme can be made based on the results of observations, namely a pleasant student experience when writing using Google Docs in an online classroom setting.

2. **The Experiences Do Students Have in Learning Writing Descriptive Texts in Online Classes Using Google docs.**

In this section, the researcher will explain about the experiences that students have in learning writing descriptive texts using google docs.

The information that can be taken from this data can be seen from the narrative journals given to students to tell how their experiences were undergoing online class learning during Covid-19. The narrative journals that students fill in are in the form of blank space to make it easier for students to express their feelings from their experiences. In writing a descriptive text using google docs students experience several actions that make their experience more memorable when learning to write descriptive texts in online classes using google docs, as below;

a. **Writing with new media**

At the time of writing, students had a memorable experience because they could write with something they had never done before. Like writing using Google docs,

> *"...This experience is a new experience for me. Where I was able to immediately try to write using Google docs and this method became one more innovation in writing English than the usual way."*
>
> (Ivo / Interview)

Students have new perceptions based on their knowledge and experience when learning to write descriptive texts in this way. Students realize that this technique can increase their interest in learning to write descriptive texts. Students do not get bored doing this method because it is different from the traditional way of learning. The traditional way of learning used by the teacher is monotonous, and the teacher teaches using whatsapp and asks him to do some tasks. Learning English using Google docs shows the material of students'

writing skills. The use of Google docs can help students to understand and edit writing in English. Students are interested in writing using Google docs.

> *"...In my opinion, this is a new thing or experience because my previous experience was learning only from textbooks or handbooks or only material from whatsapp."*
>
> (Raynisha / Interview)

In essence, students realized that this technique could increase their interest in learning to write descriptive texts. the student does not get bored of learning English using google docs because it is different from what he usually did in the past especially studying in an online school which only reads books and does exercises. Therefore, his willingness to apply this technique as one of the new ways or ways of learning to write descriptive text increased after he studied it several times. In addition, she enjoys doing this type of home study activity can improve her vocabulary and writing skills.

In this aspect, the idea clearly stated, supported each paragraph and logical sequencing. Most of students were able to develop the idea using appropriate generic structure of descriptive text. Google Docs helped students to make their writing well organized. In Google Docs, the researcher gave three boxes consisting title, identification, and description. Students had to fill the boxes with the sentences. So the three boxes given became a good descriptive text. The researcher also gave jumbled text to the students. This activities helped students to be able to rearrange the jumbled text become coherent descriptive text.

b. **Automatically**

In this aspect, students were able to use appropriate word in their sentence. The meaning was clear. They mastered more vocabularies. Students made fewer mistakes in spelling. By using spell checker in Google Docs, before students had used spell checker. As states by Susan a built in smart spellchecking system used by Google Docs, helps student to easily identify spelling as they spellchecking service is more comprehensive than a typical dictionary because the Googlebot constantly crawls the web for new and popular definitions. Since students used spell checker in Google docs, their mistakes in spelling words was reduced.

Most of students were able to write sentence grammatically correct. They did not ignore the tense anymore. By using Google Docs, the researcher could explain about grammar easily. The researcher showed the example of simple present tense to the students by using Google Docs. Google Docs has grammar checker to help students in solving grammar problem. As states by Susan a context-sensitive grammar checker can distinguish between words like and make appropriate suggestions for corrections. While Word uses color coding to make distinctions between spelling and grammar errors, Google sticks with one color, but the suggestion box offers smart and appropriate suggestions.

c. Collaborating

When Google Docs was implemented in teaching and learning process, the students were enthusiast and motivated. Students had big motivation to join the lesson. Students were enthusiast in doing all activities related to writing class. The students listened carefully instruction related with the activities in writing class using Google Docs. The implementation of Google motivation and interest because Google Docs was the new media for them to learn writing. They could study writing collaboratively. As stated by Catlin Google Documents is a great tool to facilitate collaboration. Group students together into writing groups working on a single document so they can research, brainstorm, and pre-write together.

The students' activeness was shown by their attitude in the class during the lesson. Google docs enable students to give comments to each other for their works. Students also developed their idea actively in Google Docs. As states by Susan, she states that document sharing and comments in Google Docs provide students with opportunities to receive immediate feedback in the classroom. Since Docs are stored online, students can work at school and at home from any computer with an Internet connection and they are more likely to revisit their work if they know someone else will be commenting on it. To insert a comment, just highlight some text in the body of the document and the comment will appear on the right side of the page.

Click on any comment and watch the highlighted text in the document change color to quickly pinpoint the suggested activeness in writing class also supported by Parker & Chao they state that the use of collaborative technology in an educational context enhances active participation through content creation, increases students' engagement with course content, and enriches the learning process.

Besides having many advantages, Google Docs also has a disadvantages point. There are some disadvantages of Google Docs;

1) It cannot be used in offline. If students want to use Google Docs, they must have internet access. So Google Docs cannot be used in every school. It only can be used in school which has internet access;

2) Google Docs wastes many cost. Besides internet access, teacher and students also need computer or laptop in implementing Google Docs as teaching and learning media;

3) In using Google Docs as teaching media, teacher has to give more control to the students in using internet access. With internet access, sites or link unrelated with the material, such as; social media, games, etc.

From the result, by using Google Docs, the students will be attracted to join writing class. Automatically the teaching and learning process can run well and the objectives can be achieved. For the Students, both teacher and students have great influence in the teaching

and learning process. Whatever the media and whoever the teacher if there is no participation inside the class, there will no improvement in active in teaching learning process. Students should motivate themselves to learn English. They should follow all the activities in teaching and learning process in groups or individually. Students must keep their attitude in writing class. They should not disturb other friends.

C. Discussion

Based on the previous explanation about the research that has been done, this proves that this research has differences and similarities with previous research. The thing that distinguishes this study from previous researchers is that previous researchers conducted research that focused on students' abilities and difficulties in writing descriptive texts in offline classes. However, the similarity in this study with previous studies is that the researchers both focus on students' writing, especially in descriptive texts and the use of Google docs.

In this research, can be seen that learning English in online classes, especially in the subject of writing skills, is still far from what is expected. It is proven by the strategies and learning media used are still using WhatsApp groups, students are told to do worksheets, and students are only given assignments whose results will be photographed and sent to the WhatsApp group. In this research, the researcher teach students to write descriptive text in an online class using Google docs. The use of Google docs aims to increase

students' enthusiasm in learning to write and create a memorable experience for students because they write with new media, because the decreased enthusiasm for learning in online classes and the lack of student participation can be the cause of their decline in grades. So, this study aims to bring up renewal and student experience by writing descriptive text using Google docs. The teacher teaches students to write through WhatsApp groups only. Using Google docs will make it easier for students to use correct grammar, because in Google docs there are features that can correct if the grammar used is not right. In Google docs there are also features that students can use to write that will make them more motivated to learn new things. In this study, it is hoped that it can foster the enthusiasm of students to learn to write descriptive texts. With the Google docs it is hoped that it make it easier for students to create memorable new experiences that make students more motivated and not easily bored when learning to write takes place.

This research was conducted to find out about students' experiences in learning to write descriptive texts in online classes using Google docs, such as students feeling, expectation, students actions like using new media to learning about writing, students can write with collaborating, and automatically to spell their grammar. This study resulted in one theme, namely that students had a pleasant experience in learning to write descriptive texts in online classes using Google docs. Although sometimes they feel confused and difficult at the beginning because they are still not used to writing using Google docs. However, after being taught and explained several times,

students became more aware of how to use Google docs properly and correctly. So that it can increase their enthusiasm and motivate them to learn to write.

Furthermore, the results of interviews conducted with participants said that by doing writing activities using Google docs it was very easy for them to find what they wanted such as helping them to compose the correct vocabulary, also Google docs can be accessed anywhere which is one of the benefits they feel, but the first time students write using Google docs it looks a little confused because it is still a new thing for them. Students find it very helpful with Google docs, because with Google docs students can easily correct the grammar of their writing. In Google docs there are also features that can help students to make their writings more memorable. So, the benefits of the internet itself are very helpful in today's era, also with unlimited access from Google docs itself.

From the results of the journal narrative that has been filled in by students, it also produces the same results as during the interview process. It can be concluded that the experience of students when writing using Google docs is very helpful for them. In observation, the researcher found that all students found it helpful to use Google docs to learn to write descriptive texts in online classes. For students, learning to write descriptive text using Google docs can make them feel more comfortable with the features provided in Google docs.

With Google Docs, it really helps the world of education in solving students' difficulties in writing. Based on the results of interviews with students, they said that they prefer to write using Google docs rather than writing in their assignment books. By combining students' interest in writing and students' desire to improve their descriptive text writing skills, Google Docs can help students improve their understanding of grammatically correct writing. Easy and full-featured Google access can also be done anywhere and anytime. There is no doubt that Google docs can help improve the quality of writing descriptive texts for students.
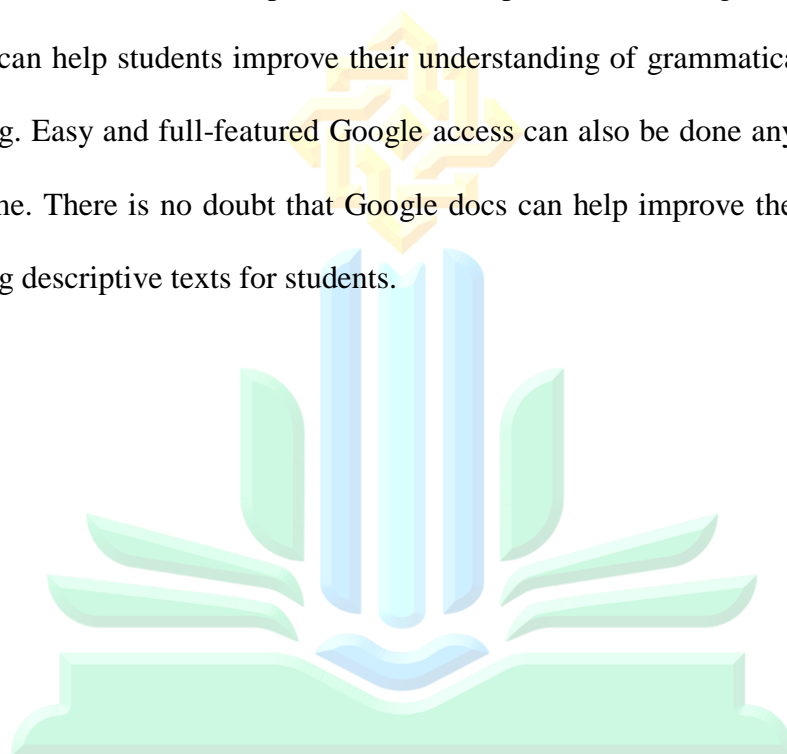
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The quality of learning to write descriptive texts in online classes can improve after going through the application of writing using Google docs. When learning to write descriptive text using Google docs was carried out, it showed a change in the improvement of students' abilities in the process of learning to write descriptive text in online class. Through the application of Google docs media, students began to be facilitated in pouring ideas to develop descriptive texts and composing words.

1. The Students' Experiences In Writing A Descriptive Text Using Google docs In An Online Classroom Setting

The exploration of students' experiences in writing a descriptive texts in an online classes has a positive and useful effect. Based on the journal narratives that have been filled in by students, explaining that the student experience looks so impressive. Especially when learning and trying new things like writing using Google docs. Students seem more enthusiastic in learning to write than before. In this study, it resulted in a different experience between each student and the others, but more pleasant experiences were experienced by students when learning online like this. So, a theme can be made based on the results of observations, namely a pleasant student experience when writing using Google Docs in an online classroom setting.

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2. **The Experiences Do Students Have in Learning Writing Descriptive Texts in Online Classes Using Google docs.**

By using Google Docs, the students will be attracted to join writing class. Automatically the teaching and learning process can run well and the objectives can be achieved. For the Students, both teacher and students' have great influence in the teaching and learning process. Whatever the media and whoever the teacher if there is no participation inside the class, there will no improvement in active in teaching learning process. Students should motivate themselves to learn English. They should follow all the activities in teaching and learning process in groups or individually. In this case, students experience some unforgettable events such as they can write using new media, can check grammar automatically, and can write collaboratively with their friends. It is a new and unforgettable experience for students.

Learning through the application of Google docs media can improve students' ability to write descriptive texts in online classes, because the use of Google docs can increase students' motivation to write and also make students not complain because of difficulties in compiling correct vocabulary. The improvement of students' ability to write descriptive texts in online classes can be seen from the narrative journals that students write after each writing lesson. The average journal diaries that have been written by students show that they tell based on the experiences they have experienced during the online learning process

which is increasingly showing improvement. This shows an increase in students' writing skills in online classes. From the results of the application of the use of Google docs media based on their journal diaries, it is proven that the application of Google docs media is considered successful and can improve students' writing skills.

B. Suggestion

Some suggestions that can be conveyed based on the results of this study are as follows.

1. For students, the ability to write descriptive texts in online classes that have been achieved must be maintained and continuously improved.

2. The students should write a sentence, paragraph or text as often as possible to improve their writing. In addition, memorizing a lot of vocabulary and reading grammar book for deducting difficulties in writing

3. For teachers of English subjects, it is recommended to use varied and interesting learning media in the process of learning to write descriptive texts in online classes. One of the media used to facilitate students' writing activities in online classes is Google docs.

4. For other researchers, further research on the use of Google docs as a medium for student writing still needs to be done, especially in other writing lessons.

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LIST OF APPENDIX

1. Narrative journal
2. Observation permit
3. Interview results
4. The journal activity
5. Lesson plan
6. The letter of finishing observation
7. Students' Narrative Journal
8. Students reflection
9. The display of the product
10. Research matrix

Exploring Students' Experiences In Writing A Descriptive Text: A Narrative Inquiry In An Online Classroom Setting Using Google Docs

RESEARCH MATRIX

TITLE	VARIABLES	SUB VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	PROBLEM
"Exploring Students' Experiences In Writing A Descriptive In An Online Classroom Setting Using Google Docs"	Students' experience Writing	1. Grammar 2. Vocabulary 3. Comprehension	1. Simple present tense 2. Meaning 3. Topic	Students: - Narrative journal - Interview	- Qualitative method - Narrative inquiry approach	1. How are the students experiences in writing descriptive text using Google docs in online classes? 2. What experiences do students have in learning in writing descriptive texts in online classes using google docs?
	Descriptive text	1. Social function 2. Generic structure 3. Language future of the text	1. Purpose of text 2. -Identification -Description 3. -Present Tense -State verb			
	Online classroom	1. Syncronous 2. Asyncroinous				
	Google docs	1. Microsoft word	1. WhatsApp 2. Google docs			

STATEMENT OF AUTHENTICITY

The undersigned below:

Name	: Rizky Amalia Agustina
NIM	: T20186080
Program Studi	: English Education Department
Faculty	: Faculty of Tarbiyah and Teacher Training
Institution	: Universitas Islam KH. Achmad Siddiq Jember

Stating truthfully that in the results of this research there are no elements of plagiarism of research works or scientific works that have been carried out or made by others, except those quoted in writing in this manuscript and mentioned in the sources of citations and bibliography.

If in the future it turns out that the results of this research are proven to contain elements of plagiarism and there are claims from other parties, then I am willing to be processed according to the applicable laws and regulations.

Thus, I made this statement in truth and without coercion from anyone.

Jember, September 2022

Stated

Rizky Amalia Agustina
T20186080

APPENDIX

Appendix 1

Narrative Journal

Pengalaman terbaik yang saya rasakan saat menulis teks deskriptif dikelas online adalah saat saya-- --- --------------------- -------------------------- --- --------------------------Ketika saya pertama kali belajar dan bergabung dengan media online, saya merasa bahwa ------------ ---------------- -------------------------------- --- --. Dikelas online saya sendiri, saya memiliki kekuatan dan keinginan untuk--------------------------------------- ------------------------------- --------------------- --- --- - -----------. Adanya perubahan pada pembelajaran dari kelas offline ke online, menurut saya adalah sesuatu yang----------------------- --- -------------------------------- --------------------- --Ini mungkin karena----- -------------------------- --------------------- --- --- Di kemudian hari aku akan mencoba untuk--- ---------------------- ----------------------- --- -

Saya sangat ingat saat dikelas kolaboratif online, saya mengalami kesulitan untuk mencoba------------------------------------- --- --- --------- ------. Alasan utama saya mengalami kesulitan ini adalah saat saya-------------------------------- --- . Saya mencoba untuk mencari beberapa solusi untuk mencoba memecahkan masalah yang sedang saya alami dengan --- --- --------------------------------.Akan sangat membantu jika --- --- ------------------

Adopted and adapted from Barkhuizen and Wette (2008)

Appendix 2

<div align="center">**Observation Permit**</div>

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : www.http://ftik.iain-jember.ac.id e-mail : tarbiyah.iainjember@gmail.com

Nomor : B-2243/In.20/3.a/PP.009/12/2021
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Negeri 4 Jember
Jl. Nusa Indah, Krajan, Jemberlor, Kec. Patrang, Kabupaten Jember, Jawa Timur 68118

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM: T20186080
Nama   : RIZKY AMALIA AGUSTINA
Semester   : Semester tujuh
Program Studi   :   TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "“Exploring Students` Experiences In Writing A Descriptive Text In An Online Classroom selama 31 (tiga puluh satu) hari di lingkungan lembaga wewenang Bapak/Ibu Heru Wahyudi, S.Pd, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 13 Desember 2021
an. Dekan,
Wakil Dekan Bidang Akademik,

Appendix 3

Interview Results

I interviewed the collaborating teacher during the initial observation. Here's a snippet:

Peneliti : Bagaimana cara Bapak mengajarkan pembelajaran menulis pada siswa di kelas online ?

Guru : Biasanya saya memberikan teori melalui whatsApp grup yang terkadang berupa voice note, kemudian siswa latihan menulis mbak.

Peneliti : Masalah apa yang Bapak hadapi selama ini ketika mengajarkan pembelajaran menulis pada siswa di kelas online ?

Guru : Siswa kurang termotivasi untuk pembelajaran menulis di kelas online apalagi untuk berlatih menulis mbak. Hal ini mungkin dipengaruhi dengan siswa yang terkendala dengan jaringan yang kurang memadai, media belajar yang kurang menarik, dan kurangnya pengawasan dari orang tua ketika anak sedang belajar.

Peneliti : Apakah siswa sering mengalami kesulitan pada saat pembelajaran menulis teks deskriptif di kelas online Pak ?

Guru : Iya mbak, mereka masih sering kesulitan untuk memunculkan ide dan banyak dari mereka yang terkendala sinyal saat mengikuti pembelajaran. Jadi pembelajaran secara online kurang maksimal.

Peneliti : Media apa yang Bapak gunakan untuk pembelajaran menulis di kelas online, khususnya untuk menulis teks deskriptif ?

Guru : Sebelumnya saya hanya menggunakan whatsApp karena siswa sudah familiar, tapi saat ini saya mencoba mengajarkan siswa untuk menulis menggunakan Google docs. Karena setelah berlatih menggunakan Google docs, terlihat kemajuan dalam skill menulis siswa, walaupun masih ada beberapa siswa yang masih kesulitan menggunakan Google docs.

(Wawancara, 04 February 2022)

In addition to interviewing teachers, the researcher also interviewed several students to obtain initial information about students' abilities and knowledge in writing descriptive texts in online classes. Here's a snippet,

Peneliti : Apakah Reinisa dan Ivo suka dengan pembelajaran menulis di kelas online ? Apa alasannya dek ?

Siswa 1 : (Kalau saya kurang suka mbak), karena saat belajar menulis di kelas online saya kurang begitu paham kalau hanya mendengar penjelasan guru di WhatsApp. Jika kurang paham saya juga malu untuk bertanya di grup

Siswa 2 : (Kalau saya suka mbak), karena saya memang suka menulis apalagi menulis dengan menggunakan google docs yang menurut saya sangat menarik dan dapat membantu grammar saya. Tapi terkadang saya juga sedikit mengalami kesulitan untuk menuangkan idei-ide yang akan saya tuliskan

Peneliti : Selama pembelajaran online, pembelajaran menulis teks deskriptif yang disampaikan oleh guru seperti apa dek ?

Siswa 1 : Guru menjelaskan materi yang berkaitan dengan teks deskriptif mbak, setelah itu kami diminta untuk membuat teks deskriptif sendiri.

Siswa 2 : Guru menjelaskan materi yang diberikan melalui whatsApp chat digrup kelas mbak, kadang berupa tulisan kadang juga berupa voice note. Setelah mempelajari materi kami diminta untuk mencoba menulis teks deskriptif

Peneliti : Apakah kalian mengalami kesulitan saat mengikuti pembelajaran menulis di kelas online ?

Siswa 1 : Iya mbak ada, terkadang dirumah saya susah sinyal mbak jadi saya kesulitan untuk fokus mengikuti pembelajaran, ditambah lagi dengan kurangnya pemahaman saya mengenai teks deskriptif.

Siswa 2 : Ada mbak, sama seperti Ivo mbak. Karena saya tidak selalu memiliki kuota yang memadai untuk belajar dikelas online, juga terkadang saya sedikit kesulitan untuk menuangkan ide yang akan saya tulis

(Wawancara, Februari 2022)

Appendix 4

THE JOURNAL ACTIVITY

JURNAL KEGIATAN PENELITIAN

Lokasi: SMPN 4 Jember

| No	Tanggal	Uraian Kegiatan	Informan	TTD
1.	14 Desember 2021	Penyerahan surat ijin penelitian kepada kepala sekolah SMPN 4 Jember	Heru Wahyudi, S.Pd, M.Pd	
2.	11 Januari 2022	Penelitian dan menyampaikan prosedur penelitian yang akan dilakukan.	Avilanofa Bagus Budi, S. Pd	
3.	25 Januari 2022	Penelitian dan observasi dikelas 8 saat pembelajaran writing dikelas online	Avilanofa Bagus Budi, S. Pd	
4.	7 February 2022	Penelitian dan melakukan observasi kepada dua orang siswi yang menjadi partisipan mengenai pengalaman mereka saat belajar bahasa inggris	Avilanofa Bagus Budi, S. Pd	
5.	14 February 2022	Penelitian dengan memberikan siswa lembar kertas berisi narrative jurnal untuk mereka isi mengenai pengalaman mereka masing-masing	Siswa	
6.	16 February 2022	Penelitian dan melakukan interview kepada dua orang siswi yang menjadi partisipan mengenai pengalaman mereka saat belajar bahasa inggris khususnya saat menulis teks deskriptif dikelas online	Siswa	
7.	19 February 2022	Penelitian dengan memberikan siswa lembar kertas berisi narrative jurnal untuk mereka isi mengenai pengalaman mereka masing-masing	Siswa	
8.	21 February 2022	Penelitian dan melakukan observasi juga interview kepada dua orang siswi yang menjadi partisipanmengenai pengalaman mereka saat belajar bahasa inggris khususnya saat menulis teks deskriptif dikelas online	Siswa	
9.	23 February 2022	Penelitian dengan memberikan siswa lembar kertas berisi narrative jurnal untuk mereka	Siswa	

		isi mengenai pengalaman mereka masing-masing		
10	25 February 2022	Penelitian dan melakukan interview kepada dua orang siswi yang menjadi partisipan mengenai pengalaman mereka saat belajar bahasa inggris khususnya saat menulis teks deskriptif dikelas online	Siswa	
11.	26 February 2022	Penelitian dan melakukan observasi kepada dua orang siswi yang menjadi partisipan mengenai pengalaman mereka saat belajar bahasa inggris khususnya saat menulis teks deskriptif dikelas online menggunakan Google docs dan memberikan narrative jurnal	Siswa	
12	27 February 2022	Penelitian dan melakukan observasi kepada dua orang siswi yang menjadi partisipan mengenai pengalaman mereka saat belajar bahasa inggris khususnya saat menulis teks deskriptif dikelas online menggunakan Google docs dan memberikan narrative jurnal	Siswa	
13	28 February 2022	Penyerahan surat selesai penelitan oleh kepala sekolah SMPN 4 Jember	Heru Wahyudi, S.Pd, M.Pd	

Mengetahui,

Kepala Sekolah SMPN 4 Jember

Heru Wahyudi, S.Pd, M.Pd
NIP. 196809201992031006

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : SMPN 4 JEMBER

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII A / I

Tema   : Descriptive text

Skill   : Writing

Alokasi Waktu   : 60 Menit

A. KOMPETENSI INTI

KI 3. Menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI. 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya	3.4.1 Menentukan fungsi sosial teks deskriptif terkait tempat wisata. 3.4.2 Menganalisis struktur teks deskriptif terkait tempat wisata. 3.4.3 Menemukan unsur kebahasaan dalam bentuk teks deskriptif terkait tempat wisata. 3.4.4 Meresume teks deskriptif sederhana terkait tempat wisata.
4.4 Teks *deskriptif* 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial,	4.4.1 Membuat teks deskriptif sederhana, terkait tempat wisata

struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.4.2 Menyajikan secara lisan teks deskriptif terkait tempat wisata

C. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa inggris terkait teks descriptive sederhana tentang tempat wisata dunia atau bangunan terkenal.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggug jawab dalam melaksanakan komunikasi terkait teks descriptive tentang tempat wisata terkenal.
3. Mengidentifikasi fungsi sosial, structure tesk dan unsur kebahasaan pada teks descriptive sederhana tentang tempat wisata atau bangunan terkenal
4. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang
5. Menyusun teks descriptive lisan dan tulis sederhana tentang tempat wisata dunia atau bangunan terkenal.

D. MATERI PEMBELAJARAN

1. The definition of Descriptive text: *A descriptive text describes a particular object like a place, thing or person.*

2. Social function : *describing or presenting information about a particular place and a historical building.*

3. Generic Structure :
   a. Opening Paragraph (Identification) : *Opening statement to introduce the subject*
   b. A series of Paragraph (Description) : *Supporting paragraph that describes the subject*
   c. *Closing Paragraph : Concluding paragraph that indicates the end of the text*

4. Languange Feature:
   a. Vocabulary: words related to ecotourism destinations and historical building such as *destination (n), establish (v), impressive (adj),* etc.
   b. Grammar: Noun phrases such as *beautiful bird, unique flower*
   c. Kata benda yang terkait dengan orang/benda/tempat/binatang
   d. Kata sifat yang terkait dengan sifat orang/binatang/benda
   e. Kata kerja bentuk pertama (present tense)
   f. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

g. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

5. Ciri-ciri Descriptive Text :
   a. Menggunakan simple present tense
   b. Menggunakan attribute verb, seperti be (am, is, are)
   c. Hanya fokus pada satu objek tersebut.

Contoh Descriptive Text

National Monument

The National Monument or are largely known as Monas is one of the famous landmarks in Central Jakarta, Indonesia. The construction was started in 1961 and was officially opened for public in 1975. This obelisk monument was built to commemorate Indonesian people struggle in obtaining their independence from Dutch colonialism.

The full height of Monas is 132 meters, soaring from the ground to the sky. It consists of three different parts of level. The upmost part is a flame shaped crown which is covered by 45 kg of gold. It weighs about 14.6 tons and has a height of 17 meters. The second part is the top platform. It has rectangular shape with the size of 11 by 11 meters. Visitors can reach it by using the elevator; it takes about three minutes long. From this platform, they can see a vast and clear view of the whole city. The last part is the lower platform. This rectangular platform has a width of 45 meters for each side. Inside this lower section, there is a chamber of freedom. It keeps many authentic symbol and documents of Indonesian freedom.

E. **METODE PEMBELAJARAN**

1. Pendekatan   : *Scientific approach*
2. Model   : *Discovery Learning, Project Based-Learning*
3. Metode   : Tanya jawab dan diskusi

F. **SUMBER BELAJAR**
   a. PPT
   b. Buku Siswa Bahasa Inggris kelas X semester 1 Kemendikbud
   c. Video Youtube

G. **MEDIA PEMBELAJARAN**
   1. Guru
   2. Papan tulis
   3. Spidol
   4. Prin out gambar

H. **LANGKAH-LANGKAH PEMBELAJARAN**
   I. **Kegiatan Pendahuluan (5 Menit)**

1. Guru memberi salam dan berdoa bersama;
2. Guru memeriksa kehadiran siswa;

3. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan penerapan materi ajar dalam kehidupan sehari-hari;
4. Guru mengajukan pertanyaan materi yang akan dipelajari;
5. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
6. Guru menyampaikan cakupan materi dan uraian kegiatan.

II. Kegiatan Inti (20 Menit)
Kegiatan Pembelajaran

Mengamati

1. Siswa mengamati dan melihat berbagai macam gambar yang berkaitan dengan descriptive text tentang wisata.
2. Guru memberikan satu teks descriptive untuk dianalisis oleh siswa terkait fungsi sosial, struktur teks, dan unsur kebahasaan
3. Siswa menjawab pertanyaan tentang gambar yang diberikan berdasarkan pengalamannya.
4. Siswa menirukan contoh-contoh kalimat untuk mengungkapkan descriptive text tentang wisata.
5. Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat untuk mengungkapkan descriptive text tentang wisata dalam sebuah dialog.

Mempertanyakan
1. Dengan bimbingan dan arahan guru, siswa menjawab beberapa pertanyaan terkait dengan dialog yang diberikan.

Mengeksplorasi
1. Siswa secara berkelompok berdiskusi mengenai beberapa situasi yang diberikan oleh guru.
2. Siswa secara berkelompok membuat descriptive text tentang wisata secara sederhana, dalam satu kelompok dapat beranggotakan dua orang.

Mengasosiasi
1. Siswa secara berkelompok mengidentifikasi unsur kebahasaan descriptive text tentang wisata.

Mengkomunikasikan
1. Siswa mempresentasikan hasil diskusi mereka di depan kelas.

III. Kegiatan Penutup (5 Menit)

1. Guru memberikan umpan balik/stimulus dengan memberikan sedikit pertanyaan mengenai yang dipelajari

2. Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.

3. Guru memberikan penugasan kepada siswa.

4. Guru menyampaikan materi pembelajaran berikutnya.

5. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

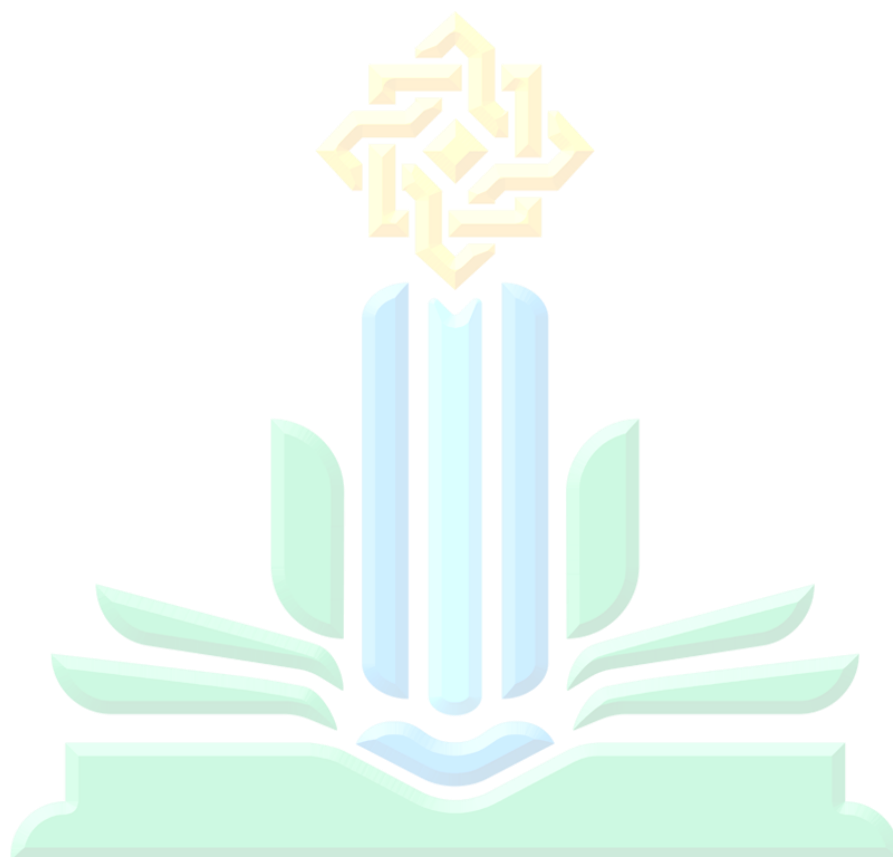Guru Bahasa Inggris SMPN 4 Jember   Mahasiswi Peneliti

Avilanofa Bagus Budi, S. Pd   Rizky Amalia Agustina

NIP. 198111072014121002   NIM. T20186080

Appendix 6

THE LETTER OF FINISHING OBSERVATION

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 4 JEMBER
Jalan: Nusa Indah 14 ☎ 0331 – 485525 Fax 0331 – 428406
http://smpn4jember.sch.id ; email:smpn4jember@yahoo.co.id

SURAT - KETERANGAN
Nomor : 421.3 / 103 / 310.01.20523904 / 2022

Yang bertanda tangan di bawah ini, Kepala **SMP NEGERI 4 JEMBER** dengan ini menerangkan dengan sebenarnya bahwa :

Nama	: Rizky Amalia Agustina
NIM	: T20186080
Fakultas/Prodi	: Bahasa/Tadris Bahasa Inggris
Universitas	: Universitas Islam Negeri KH. Achmad Siddiq Jember

Benar – benar telah melaksanakan penelitian di SMP Negeri 4 Jember dari tanggal : **1 Februari s.d 28 Februari** dengan judul : **"Exploring Students' Experiences In Writing A Descriptive Text In An Online Classroom Setting Using Google Docs".**
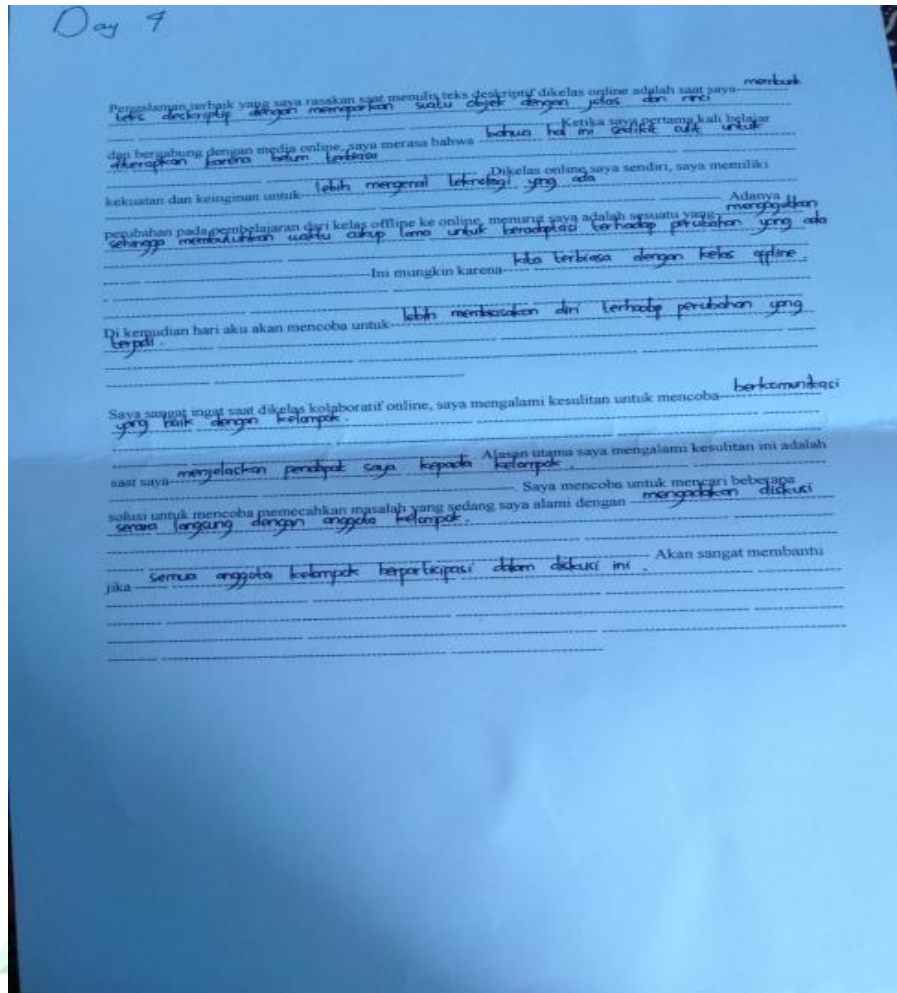
Demikian Surat ini dibuat dengan sebenar-benarnya dan dipergunakan sebagaimana mestinya.

Jember, 8 Juni 2022
Kepala Sekolah

Heru Wahyudi,S.Pd, M.Pd
NIP 19680920 199203 1 006

Day 4

Pengalaman terbaik yang saya rasakan saat menulis teks deskriptif dikelas online adalah saat saya membuat teks deskriptif dengan memaparkan suatu objek dengan jelas dan rinci. Ketika saya pertama kali belajar dan bergabung dengan media online, saya merasa bahwa bahwa hal ini sedikit sulit untuk diterapkan karena belum terbiasa. Dikelas online, saya sendiri, saya memiliki kekuatan dan keinginan untuk lebih mengenal teknologi yang ada. Adanya perubahan pada pembelajaran dari kelas offline ke online, menurut saya adalah sesuatu yang menggugugukan sehingga membutuhkan suatu cukup lama untuk beradaptasi terhadap perubahan yang ada. Ini mungkin karena kita terbiasa dengan kelas offline. Di kemudian hari aku akan mencoba untuk lebih membiasakan diri terhadap perubahan yang terjadi.

Saya sangat ingat saat dikelas kolaboratif online, saya mengalami kesulitan untuk mencoba berkomunikasi yang baik dengan kelompok. saat saya menjelaskan pendapat saya kepada kelompok. Alasan utama saya mengalami kesulitan ini adalah Saya mencoba untuk mencari beberapa solusi untuk mencoba memecahkan masalah yang sedang saya alami dengan mengadakan diskusi secara langsung dengan anggota kelompok. jika semua anggota kelompok berpartisipasi dalam diskusi ini Akan sangat membantu

Appendix 8

Students' Reflection

Appendix 9

The Display Of The Product

The document shown reads:

My Puppy

Ross is a small puppy.
His size is as big as the palm of my hand.
Ross is so fragile. Sometimes I am afraid I will hurt him if I want to take him up **(identification).**
Dad said he found Ross near our house, crying looking for his mom.
But Dad can't see her, so Dad decides to bring him home and give him some comfort.
Ross is a good eater. He always finished everything we gave him.
Now, it's been a year since Ross came to our family.
His small body has grown up into the size of a football.
Ross is a good dog, and we love him so much **(description).**

CURRICULUM VITAE

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Educational Background

1. SDN 1 Sambimulyo 2007-2013
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3. MAN 4 Banyuwangi 2015-2018