

**THE IMPLEMENTATION OF COLLABORATIVE WRITING
THROUGH GOOGLE DOCS AS A MEDIA IN IMPROVING
STUDENTS WRITING RECOUNT TEXT AT 11TH GRADE
OF SMAN 1 MARON-PROBOLINGGO**

UNDERGRADUATE THESIS

Submitted to the State Islamic University of Kiai Haji Achmad Siddiq Jember
In partial fulfillment of the Requirement to Obtain
A Bachelor's Degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
By:
Yulia Agustina
SRN. T20186106

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
OCTOBER 2022**

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Had been approved by advisor

Dr. Khoiriyah, M.Pd
NIP. 196804061994032001

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Date : 25th of October 2022

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Dean of Faculty of Tarbiyah and Teacher Training of
UIN KH Ahmad Siddiq Jember



Prof. Dr. Hj. Mukniyah, M.Pd.I
NIP. 196405111999032001

MOTTO

وَمَا أَرْسَلْنَا مِنْ قَبْلِكَ إِلَّا رِجَالًا نُوحِيَ إِلَيْهِمْ فَسْأَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا

تَعْمُونَ ﴿٤٣﴾

*“And We did not send before you, except men to whom We gave a revelation, So ask someone who knows if you don't know.” (QS. Al-Nahl [16]:43).**



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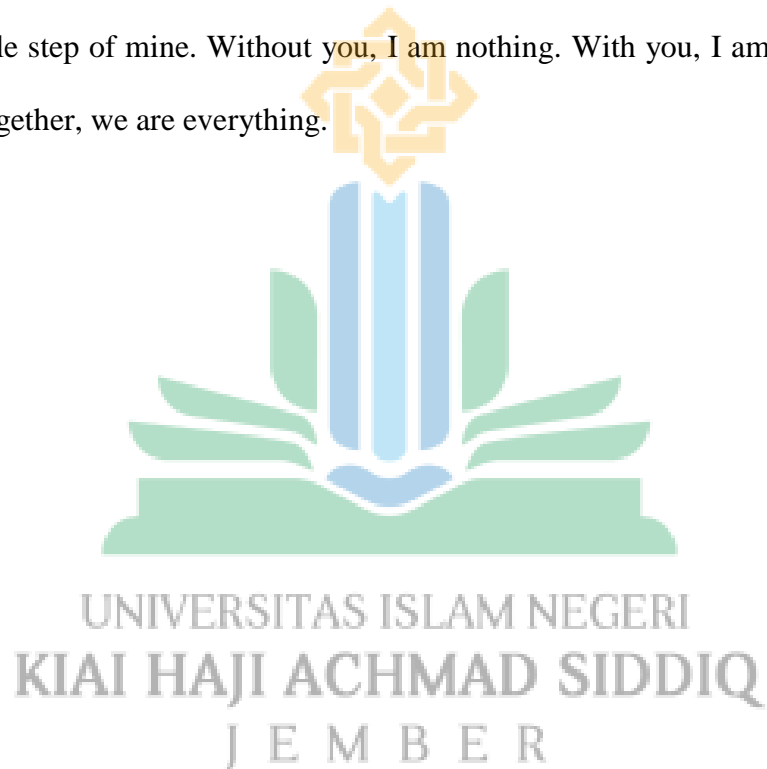
* Mushaf Rasm Usmani, *Surah An-Nahl*. Mushaf digital kementerian agama RI, <https://lajnah.kemenag.id>.

DEDICATION

I proudly dedicated this undergraduate thesis to:

1. My beloved family

I want to express this gratitude to my beloved parents, Mr. Hosnan and Mrs. Hidayati, and all my brothers, Irfan Sundaro, Arif Darmawan, and Muhammad Ilyas Budiyanoto. I'm such the luckiest person to be in your family. Thank you for all your support, love, and prayers on every little step of mine. Without you, I am nothing. With you, I am something. Together, we are everything.



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At this opportunity, the writer would specifically express gratitude to the advisor, Dr. Khoiriyah, M.Pd., for her wholesome advice, patience, feedback, suggestion, motivation, and reinforcement to finish this thesis. May Allah bless her and her family with endless happiness and health and grant all your wishes.

The researcher also realized that without help from numerous people, this graduate thesis would not have been completed as it is. So, in this chance, the researcher would like to express emphatic thanks and appreciation to the following:

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11. The students of XI (IPS-1) of SMAN 1 Maron who helped the writer during the research.

Lastly, the writer realizes that some lack needs to be evaluated, and the writer welcomes to any critics, opinions, and suggestions. The writer expects that all the critics, opinions, and suggestions will help her improve her writing.

Jember, 25th October 2022

Yulia Agustina

ABSTRACT

Yulia Agustina, 2022: *The Implementation of Collaborative Writing Through Google Docs as a media In Improving Students Writing Recount Text at Eleventh Grade of SMAN 1 Maron*

Key Words: Students' Writing Skill, Collaborative Writing, Google Docs, Classroom Action Research

Using Google Docs as a media in the collaborative writing assignments, students have improved their writing abilities and are currently able to write recount texts. Google Docs is a free web-based application in which students can create documents, edit, do writing together in one file and store them online. Students are asked to collaborate in pairs or groups to produce quality writing as part of the collaborative writing method. This study aims to use Google Docs to help students write collaborative writing recount texts and determine how groups should be organized.

This research use Classroom action research (CAR) based on Kemmis & Mc Taggart's design. The steps of action research were planning, implementing the action, observing, and reflecting. In the stage of reflecting, this research used the Reflection from Graham Gibbs (1988) in the reflection stage, which consists of description, feelings, evaluation, analysis, conclusion, and action plan.

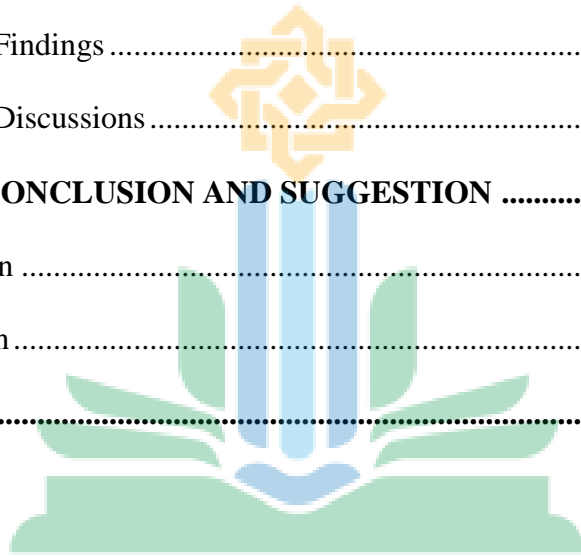
After implementing collaborative writing through Google Docs as a media, the result showed an improvement in students writing ability. The problem in cycle one is that there were students confused, didn't have data internet, didn't have enough space to download Google Docs, and were uncomfortable with their group. In the writing stage, many students that wrong grammar, spelling, punctuation, and capitalization. To overcome that problem, the researcher gave some treatments such as sharing the data internet, for the students who didn't have enough space in their phones could join their friends and reshuffle the group to make students feel comfortable. The researcher explained to them the use of Google Docs for repairing grammar and spelling in writing. The researcher often reminds them to always pay attention the punctuation and capitalization in writing.

In cycle two, the students were comfortable using Google Docs until many changes occurred in cycle two. For example, when students did the discussion, they divided the tasks when the teacher gave an assignment to them. After the researcher changed the form of grouping, they showed mutual engagement, which is needed in group work. Furthermore, grammar, spelling, punctuation, and capitalization have improved because they know how to handle and fix their writing, and the students are fast to do their tasks, making them save time.

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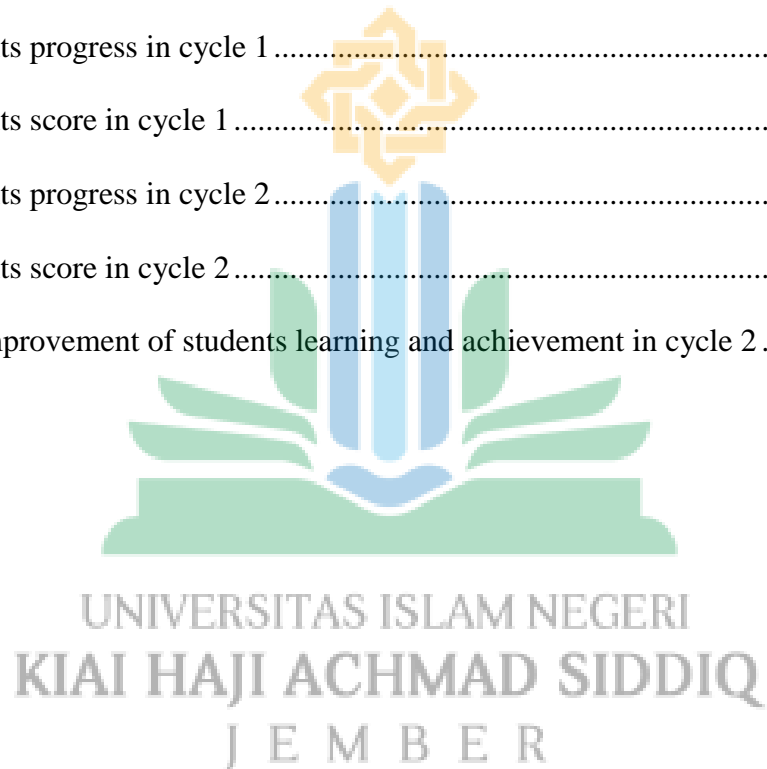
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CHAPTER 1

INTRODUCTION

A. Background of Research

In recent years, several studies related to the use of technology as a tool for English language teaching have been conducted by many researchers. It is helpful for teachers and students to make teaching and learning more fun. Students and teachers can improve their learning ability by easily updating the information needed and facilitating access to learning. Furthermore, technological tools have many advantages in teaching and learning processes, such as 1) Potential, information is presented in many ways so that all gifted and inhibited learners can find and use necessary materials. This fact relates to various technological innovations in education, including hand dictionaries and smart boards. 2) Access to all information on the internet is available to everyone without discrimination. People of all social strata can take advantage of technological advances, so everyone can have access to study anywhere and by everyone.¹ Therefore, several teachers use technology as a media for teaching and learning.

In this technology era, Digital learning tools have the potential to be more flexible and supportive than conventional methods. Teachers can personalize and adapt the learning experience according to student needs by employing network systems, a laptop or computer, or a smartphone. Through social media, they can communicate with their friends more widely. Digital

¹ Florin Radu, Valentin Radu, and Gabriel Croitoru “*The advantage of the new technologies in learning (Recent researches in Artificial intelligence, knowledge engineering, and databases-10th WSEAS)*” (AIKED: February 2011) p. 150-155

tools can make it possible to modify learning content.² Focus on the learning and teaching process, Bransford, Brown, & Cocking (2000) states the role of technology in five ways:³

Brings lock-in educational modules based on real-world issues into class, Give a platform that permits learners to take an interest in complex cognitive tasks, Gives students and teachers more opportunities for feedback, revision, and reflection, Build the communities for interaction including teachers, students, parents, and other interests, Expanding opportunities for teacher development.

Based on the explanation above, technology supported by networks and communication can support learning and teaching, which can modify according to what is needed in the learning process.

Guan, Song, and Li argue that as science and technology have improved, digital technology has increasingly been employed as a learning tool in all contexts, particularly in English education.⁴ Technology can increase English skills, but sometimes the student's only thought that teacher always uses the same media such as video, audiolingual, movie, or act. Mostly, that platform can increase speaking, listening, and reading skills. But some platforms can be used as a media for writing skills, such as Google Classroom, Google Docs, Whatsapp, Edmodo, Wiki, etc. Those platforms are used as media in writing and can help students learn writing skills.

Writing is categorized as an active skill because it requires students' concentration and effort to convey ideas through the text. Students write to

² John King "Reimagining the role of technology in Education: 2017 National Education technology plan update" (United States: January 2017) p.22

³ Bradford, J. D, Brown, A. L & Cocking, R. R " *How people learn: Brain, Mind, Experience, and School*" (National Academy Press: Washington, D.C, 2000) p,207

⁴ Guan, song & Li "on the advantages of computer multimedia aided English teaching" (Procedia: Computer science,2018) p. 727-732

carry out their learning tasks, so they need to be accustomed to writing in their daily life. According to Heaton, writing is a task of students forming grammatically correct sentences by manipulating words in continuous writing that successfully conveys the writer's idea on a specific topic.⁵ Writing practice can help students increase their grammar ability and improve their vocabulary. Writing serves a variety of functions. It includes a framework, vocabulary, and other elements like capitalization, punctuation, and spelling.⁶ Thus, practice is needed to get good writing appropriate to the writing aspect.

Developing writing abilities is a lengthy process that frequently involves difficulties for students. Various factors can be a problem for students writing. The idea of writing may range from one student to another while producing ideas and detecting grammatical structure due to the poor grammar of each learner. Those problems may hinder the writing process. Students usually struggle with planning, organizing, and writing assignments requiring creativity and critical thinking.⁷ Major writing issues, including capitalization, punctuation, language use (grammar), prepositions, spelling, and others, have been categorized by Mohammad and Hazarika.⁸ From the statement above, the teacher often finds a problem with writing when giving writing assignments to students, and it becomes a common problem to write.

⁵ J.B Heaton, *writing English Language Test*, (London: Longman, 1975) P.127.

⁶ Dian Sukma, *A Study on writing: Recount text* journal of English Education, No.1 (June 2015)

⁷ Srirahayu, Entry (2016), '*Using Google Docs On Collaborative Writing Technique For Teaching English to NON English*,' IELTS-4: 226–36.

⁸ Taj Mohammad and Zoheb Hazarika, "*Difficulties of learning EFL in KSA: Writing Skills in context*" (*international journal of English Linguistics*;2016), Vol.6, No.3, p. 106

In Indonesia's curriculum, the students are taught to deepen their English writing skills through various types of text adapted to their level. Such as descriptive, recount, narrative, and so on. In this research, one of the texts learned in senior high schools is the Recount text. It is written in the syllabus 2013 *“menganalisa fungsi sosial, struktur text dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.”*⁹ From the state above, in learning Recount text, students can expand their knowledge of how to write a text by applying its general structure, such as orientation, event, and Re-orientation. To make a story that makes sense and can be understood, they must use language features following recount text writing.

Based on the writer's interview with the English teacher of eleventh grade at SMAN 1 Maron, Many students struggle to put their ideas and organization into written form. Many students take an hour to formulate their ideas, but due to the text's structure, they still require more time to complete it. When the writer analyzed the writing text of eleventh-grade students, the teacher found some grammar, punctuation, and spelling mistakes. They were unaware of the difference between present tense and past tense, spelling, punctuation, and capitalization when writing. The researcher assumes that the problem that happened in students writing in eleventh grade (IPS-1) is a common problem that is often found in students who are still learning to write well.

⁹ Silabus Bahasa Inggris sekolah menengah atas kelas X wajib

After analyzing students' problems, the researcher suggests that the interaction between participants throughout the writing process will help students complete and do writing as desired by using collaborative writing techniques in practice. Storch said that when students collaborate in writing, they must pay close attention to language use and interpersonal interactions.¹⁰ The term "collaboration" comes from Vygotsky's explanation of the importance of social interaction in learning and the idea that underlies the communicative approach to second language learning. Collaboration through writing is one opportunity for cooperation during the teaching and learning.¹¹ By using collaborative writing, students can work together and share knowledge. The collaborative writing process using modern technology aims to provide convenience in the writing process because the teacher can design interesting writing activities for the students. Besides that, the students must write collaboratively to generate and develop writing ideas. The statement of Macdonald (2006), in the journal "*Exploring Writing individually and collaboratively using Google Docs in EFL context*," that Collaborative writing can be encouraged with the use of technology inside and outside the classroom, So the writer uses Google Docs as a tool for collaborative writing recount text.

Google Docs is a free website where documents and spreadsheets can be produced, modified, and stored online. So, students can be creative in

¹⁰ Neomi, Storch, " *Collaborative writing: product, process, and students reflection*" (Australia: the university of Melbourne. 2005)p. 155

¹¹ Debbie Lawrence & Lee Kean Wah " *Collaborative writing among second language learners using Google Docs in a secondary school context*" International Journal on E-Learning Practices (IJELP) Vol.3 (UMS 2016)

writing, exchange ideas, and correct each other. In addition, Google docs can facilitate collaboration and learning in real time.¹² It allows the student to do the assignment in the same document. There, receiving feedback, comments, and writing collaboration happen on one platform.

The researcher also found previous research findings on using Google Docs as a tool for collaborative writing. The researcher also found previous research findings on using Google Docs as a tool for collaborative writing. First previous research, the researcher used Quantitative research, in which the use of Google Docs for collaborative writing in the classroom has a positive response and received excellent feedback and is likely to have the most significant impact on student's ability to get the desired score.¹³ And then the second finding, the researcher uses a t-test in which the mean test results of the students using Google Docs are better than those working in face-to-face groups in the classroom. With the use of Google Docs, the students' group collaboration is relatively high, and they have a positive attitude toward collaborative writing exercises.¹⁴ From the previous research above, collaborative writing through Google Docs as media has positive results. However, in this research, the researcher wants to discuss the use of collaborative writing through Google Docs in the classroom. The researchers also pay attention to the form of grouping in collaborative writing so that

¹² Monica Widyastuti, 2019 "*Using Google Docs on Collaborative writing Activity in SMPN 1 DRIYOREJO-GRESIK*". (Surabaya : Faculty of education and teacher training UIN SUNAN AMPEL)

¹³ *Ibid*

¹⁴ Ornprapat Suwantarathip, "*THE EFFECTS OF COLLABORATIVE WRITING ACTIVITY USING GOOGLE DOCS ON STUDENTS ' WRITING ABILITIES,*" 2005, 2010, 148–56.

students are comfortable when working together and having discussions together.

To overcome these problems, the researcher wants to implement collaborative writing through Google Docs as a tool in the classroom that might help them to write. The students can also help each other solve writing problems such as Grammar, Punctuation, Capitalization, and so on. Therefore, the writer will conduct a Classroom Action Research (CAR) for the eleventh-grade students of SMAN 1 Maron entitled: "The Implementation of collaborative writing through Google Docs as a tool in Improving students writing Recount text."

B. Research Question

Based on the background above, the researcher formulated the following research question that will be answered in the result of this research:

1. How could collaborative writing through Google Docs in the classroom improve students' writing ability in class XI (IPS-1) of SMAN 1 Maron?
2. How is the form of the grouping in collaborative writing through Google Docs in the classroom?

C. Objectives of study

This study is carried out to determine the study's objectives based on the research question:

This study aims to enhance students' recount text writing by introducing collaborative writing using Google Docs. Collaborative writing is implemented in the classroom. The collaborative writing process uses Google

Docs as a tool. The learners are encouraged to be more understanding of one another's errors. The researcher will therefore determine whether this strategy can produce a change.

D. Research Significant

The benefit of this research contains what contributions will be made after completing the research. The benefit of the research are:

1. Theoretically

The results of this research are expected to provide significant benefits for all parties, especially those competing with the issues raised, and enrich knowledge about using Google Docs as a media for writing.

2. Practically

a. For the teacher

This research hopefully gives advantages and good strategies to teach students to produce written tasks, and it can provide information about students' difficulties in writing.

b. For the students

This research provides convenience for students in the writing process using technology, especially Google Docs. The students can feel the advantage of this tool in their work collaboratively.

c. For the researcher

The writer should conduct this research to finish the study. Additionally, the researcher believes that the school where the project

will be implemented will be more accustomed to using Google Docs as a media for collaborative writing.

E. Definition of a key term

1. Collaborative writing

Collaborative writing is the sharing of expertise. In this study, students can collaborate with their peers through the whole writing process, where each student has different abilities in terms of language proficiency, knowledge or ideas, and background experience. For example, those who can't write well with other friends will suggest a good idea. For example, some are good at grammatical, organization, and writing mechanics. The student can benefit from sharing their expertise and making the writing process more meaningful and productive for themselves and others.

2. Google docs

Google doc is a free online suite of programs that provides much functionality found in the Microsoft Office or Open Office suite. This application allows the user to edit and create files online, where the user can collaborate with another user in real time. This tool is suitable for digital writing because users can edit documents simultaneously via WEB and see the change in real time.

3. Writing Skill

Writing is a practical communication that allows students to imagine and design their imaginary worlds. In other words, the student or

learners can convey their thoughts, emotions, experiences, and ideas through writing because writing is to deliver information to express a specific message.



CHAPTER II

RELATED LITERATURE REVIEW

This chapter reviews related literature, including relevant previous research and theoretical and conceptual framework.

A. Previous Study

1. Description of related study

- a. The first previous study was conducted by SriRahayu, Universitas Bengkulu, entitled “*Using Google Docs on collaborative writing techniques for teaching English to Non-English department students*”. This study was underlying students' innovation in a writing activity. After conducting an observation, the data found that some students have problems writing activities such as outlining drafting. Students are very bored when learning takes place and when lecturers or teachers teach writing, they use uninteresting techniques in writing activities. Students are not interested and lack motivation in writing activities. This study investigated how far Google Docs was acceptable based on the students' perception of new media and innovation in teaching English, especially for writing. The researcher used qualitative descriptive to give comprehension and discover the qualitative study. This study was conducted for 8 (eight) weeks in and outside the classroom. The result of this research concluded that collaborative writing using Google Docs in non-English Departments has various affective benefits such as being able to increase students'

interest in learning writing, various social skills that aid communication in a technological environment among groups, reducing anxiety associated with completing assignments alone and increase students' self-confidence in mastering English for their career readiness.

- b. Ornprapat Suwantara THIP conducted the second previous study, Language Institute, Bangkok University, Thailand, entitled "*The effects of collaborative writing activity using Google Docs on students writing abilities*" The results of this study's investigation on the poor English writing abilities of undergraduate students at Bangkok University showed that they almost always received a low grade for writing assignments. To help students write better, collaborative writing was used, and Google Docs as the collaboration tool. This study employed quantitative experimentation, in which students worked in groups, and both groups were assigned using different methods: one group work group outside class with Google Docs. In contrast, the others worked together in the class. The instruments employed in the study were a writing test and two questionnaires. This research used quantitative research. The data was analyzed using means, standard deviation, percentage, and independent sample *t*-test. The result of this study is that the students who used Google Docs showed an improvement in their writing ability using collaborative writing using Google Docs as media rather than in face-to-face groups in the classroom.

- c. The third previous study conducted by Thesis of Monica Widyastanti, UIN Sunan Ampel, Surabaya entitled "*Using Google Docs on collaborative writing activity in SMPN 1 Driyorejo-Gresik*" the aim of this research to implement Google Docs in student's descriptive text on collaborative writing and find out student response by implementing Google Docs. After conducting an observation, the students are still confused about writing text, and students don't have ideas to write. Most students write text monotonous, and difficult to write interesting text. This research used qualitative descriptive. The data was collected through observation, interview, and document review. The instruments of research are Documentation and interview. According to the findings of this study, using Google Docs to write a descriptive text probably helps students the most, especially when it comes to receiving a good grade.
- d. The fourth previous study conducted by Megan Woodrich And Yanan Fan, journal of Information technology education: research (JITER), San Francisco State University, entitled "*Google Docs as a tool for collaborative writing in the middle school classroom*" This study served as the basis for teachers' attempts to increase writing ability in English Language Learners, such as combining pictures with instruction, coordinating vocabulary words with physical movement, and having students speak to a partner before the writing class even starts. However, these strategies are ineffective in promoting academic

language development. Therefore, the teacher uses technology as media for writing. This research used quantitative research. This quantitative study asks if anonymous collaborative writing, compared to other modalities, equalizes participation among students of varying language fluencies and if anonymous collaborative writing, compared to other modalities, affects student comfort levels. As a result of this study, researchers find that students with different language skills are more likely to participate than if they remain anonymous. Write face-to-face on display with the highest overall score. Students enjoy working with Google Docs.

- e. The fifth previous study conducted by Jalil Fathi et al., Tarbiat Modares University, entitled "*The effect of collaborative writing using Google Docs on EFL learners' writing performance and writing self-regulation*" this research analyzes whether collaborative writing using Google Docs gives improvement to students. This study compares the impact of face-to-face collaborative writing in a classroom setting with online collaborative writing using Google Docs on EFL learners' writing performance and self-regulation. This study found that collaborative writing in Google Docs and face-to-face classes enhanced participants' writing performance and self-control. However, progress made through collaborative writing using Google Docs was much more significant than that produced through face-to-face collaboration in the classroom.

Table of 2.1
Differences and similarities between current research and previous research

NO	Research Title	Similarities	Differences
1	2	3	4
1.	Journal TOEJET by Ornprapat Suwantara <i>“The effects of collaborative writing activity using Google Docs on students' writing abilities”</i> (2014)	The previous research focuses on implementing collaborative writing using Google Docs as media in teaching writing skills.	In the previous research, the researcher used a Quantitative approach with an experimental design. While the current research uses Classroom Action Research (CAR)
2.	Journal ISELT-4 by SriRahayu ” <i>Using Google Docs on collaborative writing techniques for teaching English to Non-English department students”</i> (2016)	The previous research and this research focus on the following: 1. Student's writing skills. 2. implementing collaborative writing through Google Docs	1. The current research uses Classroom Action Research (CAR), and the previous research used a Qualitative approach. 2. The previous research focused on teaching Non-English Department and used Google Docs as media for collaborative writing in learning distance. In comparison, this research focuses on collaborative writing

			through Google Docs in the classroom only.
3.	Thesis by Monica Widyastanti “ <i>Using Google Docs on collaborative writing activity in SMPN 1 Driyorejo-Gresik</i> ” (2019)	The previous research and the current research focus on the following: 1. Implementing collaborative writing. Google Docs as learning media to improve students' writing skills.	1. This research uses Classroom Action Research (CAR), while the previous study used Qualitative Descriptive. 2. The previous research used collaborative writing through Google Docs in and outside the classroom. In comparison, the current research is in the classroom only.
4.	Megan Woodrich And Yanan Fan, journal of Information technology education: research (JITER) entitle “ <i>Google Docs as a tool for collaborative writing in the middle school classroom</i> ” (2017)	The previous and current research focus on using Google Docs as media for collaborative writing.	1. The previous research used Quantitative research to measure students' scores after applying this method. The current research used CAR to improve students' writing skills. 2. The previous research used for teaching and learning

			distance. In comparison, the current research uses synchronous learning.
5.	Jalil Fathi et al., Tarbiat Modares University, entitle " <i>The effect of collaborative writing using Google Docs on EFL learners' writing performance and writing self-regulation</i> " (2020)	The previous research and this research focus on improving writing skills using Collaborative writing through Google Docs.	The current research uses Classroom Action Research (CAR). In comparison, the previous research used quantitative research. And the previous research focuses on improving writing skills and self-regulation, while this research only focuses on improving students writing skills.

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In the present study, the researcher will use collaborative writing in other ways and use collaborative writing through Google Docs in the classroom. For the form of grouping in collaborative writing, the researcher will make a suitable group for the students to make them comfortable and easy to discuss the task by using references from Spicer Kagan & Miguel Kagan, which divides the form of grouping into four groups, they are; Heterogenous, homogenous, random, and students selected group. In the process of writing, the students have to do the process of writing: Pre-writing, drafting, revising,

and lastly, editing and proofreading so the writing will be published on the platform which has been decided. The text type used for collaborative writing is Recount text because it is included in one of the texts that should be learned in the senior high school syllabus.

In doing their job, the students use Google Docs as media in collaborative writing, in which students will use their own Google Docs that have been shared with their partner to write the text that the teacher gives. Each pair will sit next to each partner to make communicating easier, such as what will be done first until it is finished. After the students finish the task, their pair can revise each other's grammar errors, the structure of the text, or language features.

THEORETICAL FRAMEWORK

B. The concept of writing Recount Text

1. Concept of writing

a. The definition of writing

In a broad sense, writing is not just putting words on paper, but when writing, you have to think like determining a topic and then do it and do it again until the writing that has been designed is as expected.¹⁵ Bullock states that writing is the process of expressing ideas or emotions to appreciate, entertain, and write words and events. Besides that, writing can use to communicate with other people.¹⁶

¹⁵ Thomas S. Kane, *Essential Guide to writing* (New York: Oxford University Press, 2000), p.17.

¹⁶ Richard Bullock, *The Norton Field Guide to writing* (2nd ed: United States of America,

Meanwhile, Oshima and Hogue state that writing is a progressive activity. It means if the learners write something, they are ready to know what they will write and how they will write it.¹⁷

According to the explanation given above, writing is the process of expressing thoughts in the form of words or events and being able to communicate with other people. Writing requires thinking about it, doing it, and doing it again up to expectation, and the readers can enjoy the writing.

b. The step of the writing process

According to Dorothy and Lisa, several steps must be needed to do good writing because a good writer must go through the steps below to produce good writing. The steps are as follows:¹⁸

1) Pre-writing

In this section, there are three steps:

a) Step 1: Choose an appropriate topic

The teacher will give each student a specific project or idea before they begin writing; if not, they are free to choose the topic.

b) Step 2: Gather ideas

Consider what the students will write about after they have a topic.

W.W. Norton, And Company, 2008), p.3.

¹⁷ Alice Oshima and Ann Hogue “*Introduction to academic writing*” (United State of America: Pearson logman,1997) p.3

¹⁸ Dorothy E Zemach and Lisa A Rumisek “*Writing from paragraph to essay*” (MACMILLAN: 2003). p,3.

c) Step 3: Organize

In this step, Students decide which concepts to utilize and where to employ them and decide which topics to cover first, second, and third, and which to cover last.

2) Drafting

Utilize the notes taken regarding the organization and concepts as you write the paragraph or essay from beginning to end. Writers complete this stage by writing from beginning to end.

3) Reviewing and revising

After the writing process, I read through what I have written to see if there is something wrong or needs to revise. Ask another person, such as a classmate or your friend, to read the draft, then ask them what they think of the draft because having a reader's perspective is a good way to determine whether your writing is successful and clear.

4) Re-writing

There are three steps of re-writing:

a) Revise structure and content

In this section, re-write your text. Maybe one of the texts is missing or needs to explain something more clearly or add more details. This step can be called editing.

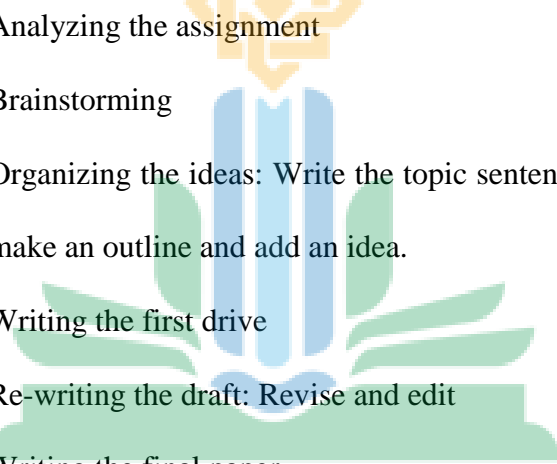
b) Proofread

This time, ensure the term is spelled correctly, and grammar is correct before moving on.

c) Make a final correction

Your text is finished if you have checked the draft or the text from the error.

Boardman and Frydenberg explain there are six steps in the writing process:¹⁹

- 
- a) Analyzing the assignment
 - b) Brainstorming
 - c) Organizing the ideas: Write the topic sentence, eliminate ideas, make an outline and add an idea.
 - d) Writing the first draft
 - e) Re-writing the draft: Revise and edit
 - f) Writing the final paper

While Langan (2010) divided the writing process into four-step:²⁰

- a) Pre-writing: free writing, questioning, making a list, clustering, and preparing a scratch outline.
- b) creating the original draft
- c) Revising
- d) Editing and proofreading

¹⁹ Cynthia A. Boardman and Jia Frydenberg, *“Writing to communicate”* (United States of America: Pearson Longman, 2008) P.31

²⁰ Moh. Hafidz, *“Basic Academic Writing”* (2010: STKIP PGRI Bangkalan) P.1-8

The author concludes that there are four steps in the writing process based on the quotation above, the first is planning or pre-writing, the second is drafting or writing, the third is editing or reviewing, and the last is final or re-writing. The researcher wants to use the step of writing from Langan (2010).

2. The Concept of Recount text

a. Definition of Recount Text

Anderson states that recount text is speaking or writing about past events or pieces of text that retell past events, usually to which they happened. The purpose of the text is to retell the past event or tell someone's experience in chronological order.²¹ Besides that, A.S Hornby stated that recount is telling about something. Recount Text is a text that retells events or experiences in the past.²² On the other hand, words recount texts that tell the reader about a story, action, or activity. Recount text tells past events which occur in a sequence. Recount text is usually found within the biography and does not include conflict but only retells a sequence of events that happened in the past.²³ In this text, the writer can give more information to the reader about the writer's experience and event. Besides that, it can entertain the readers.

²¹ Mark Anderson and Kathy Anderson “*Text type in English 3*” (Australia: MC Milan,1998)

²² A.S. Hornby, Oxford Advanced Learners” *Dictionary of Current English, Fifth Edition*” (New York: Oxford University Press, 1975)

²³ Endang Fauziati et. Al, “*Modul PLPG 2014: Pendalaman Materi Bahasa Inggris*” (2014: Universitas Halu Oleo) p.382.

Based on the definition above, the researcher concludes that recount text retells past events or experiences in the past, and the purpose of this text is to entertain the reader. Recount texts can be of three different types. These three types of recount text are personal, factual, and imaginative.²⁴

b. Kind of Recount text

- 1) Personal Recount: It tells the story of the author's personal experience.
- 2) Factual Recount: It is to report events that happen, such as science experiments reports and police reports.
- 3) Imaginative recount: it creates imaginative stories and writers' events that have happened.

c. The Generic Structure of Recount Text²⁵

Table 2.2
Explanation of generic structure of recount text

TEXT ELEMENT	CONTENT
Orientation	Information about an event and setting of the story provides details of who, what, where, or why.
Events	A sequence of events that happened in chronological order. What happened? First.... Next.... Soon... During.... After.... Later.... Eventually...finally.
Re-orientation (Closing)	Conclusion or summary of the event. What the writer thinks, feels, or decides about the happened events.

²⁴ Wahab Syahirul Amin, *English for Islamic Studies* (Duta Media,2019)

²⁵ Endang Fauziati p.383.

d. Language Feature

- 1) Nouns or pronouns instead of persons, animals, or things involved.
Such as; Yulia, the rabbit, we, etc.
Action verb. Such as: go, sleep, run, etc.
- 2) Past tense. Such as, we went to the zoo, Dina was happy, etc.
- 3) Conjunctions and time connectives order events, happenings, or actions. Such as: and, but, then, after that, etc.
- 4) Adverbs and adverbs phrases to show location, time, and manner.
Such as: right here, in my bedroom, yesterday morning, often, slowly, etc.
- 5) Adjectives to modify nouns. Such as: beautiful, funny, tiny, childish, etc.

e. Example of Recount Text

Table 2.3
The example of recount text

The vocation to BALOGH (Batu Love Garden)	
Orientation	On Saturday last week, I went to Baloga (Batu Love Garden) Baloga is one of the tourist attractions in the city of Malang, and this tourist spot is one of the Jatipark tours. I went there with my friends, Salsa and Gilang, to enjoy the holiday together.
Events	I left home early, around 7 O'clock. First, I took a bus to the train station, our meeting spot, and from there, we took a train to Singosari station. After we got off, we took public transportation to the place. We stopped a couple of times to enjoy the scenery and take pictures.
Re-orientation (Closing)	Finally, around six O'clock, we decided to go home. We had a good time and promised to revisit the garden next time.

C. Google Docs Collaboration

1. The general concept of collaborative writing technique

The collaborative writing method comes from the idea of group learning, which is based on Vygotsky's theory. Human growth and learning occur in a social setting (Cameron, 2001:6). This strategy facilitates students to write specific texts with their friends. In other words, students will work together to produce a good article. It is generally thought of as two or more people writing. This is supported by Bosley (1989), who states that collaborative writing involves two persons or more working together to create a document with shared responsibility for completing the task.²⁶ View by Ede and Lunsford (1990) on collaborative writing. The author identifies three distinguishing features of collaboration writing: (1) interaction that takes place in all stages of the writing process (2) at the time of decision making and responsibility for the resulting text must be agreed upon with each other, and (3) in making a written document, only one is made. From that perspective, collaborative writing is participants work together and interact during the writing process, contributing to planning, idea generation, consideration of the text structure, editing, and revision. (Schagr,1994) states that this collaborative writing process is not just an exchange of ideas but negotiation that will

²⁶ Sukirman Sukirman, 'Using Collaborative Writing in Teaching Writing' (*Langkawi: Journal of The Association for Arabic and English*, 2.1) (2016) p.33–46 <<https://ejournal.iainkendari.ac.id/index.php/langkawi/article/view/443>>.

often arise, so it requires effort to create mutual understanding and expression.²⁷

Based on the explanation above, collaborative writing is a learning activity that two or more learners conduct. The students are allowed to work with their partners as long as each can be responsible for the written assignment given by the teacher. Not only do they exchange ideas, but they also make decisions and are responsible for their work. They must accept feedback from their partner if there is an error because, in collaborative writing, they understand the task they are doing together.

2. The purpose of the collaborative writing technique

According to Johnson in Mulligan and Garofalo's Journal, the purpose or value of collaborative writing is to increase students' interaction in class, reduce anxiety associated with completing tasks on their own, and improve self-confidence.²⁸ Collaborative writing assignments require students to use a variety of social skills that can help foster a sense of responsibility, cooperation, and community (Murray, 1992). Ali Shehadeh states when students work together on writing, and they will help each other with their content, organization, and vocabulary, it can improve students' learning outcomes.²⁹ Apart from being a social approach, group writing supports students' exploration of diverse ideas, values,

²⁷ Christopher Mulligan and Russel Garofalo, *A Collaborative writing Approach: Methodology and students Assessment*, JALT, 2011

²⁸ Christopher Mulligan and Russell Garofalo, *A Collaborative approach: Methodology and students assessment* (2011: JALT) p.8.

²⁹ Ali Shehadeh, *Effect and students perception of collaborative writing in L2*, Journal of second language writing, 2011.

epistemologies, and disciplines within the knowledge community they are learning about and sharing in conversation about writing.³⁰

From the statement above, it may be said collaborative writing is applied in learning to produce written text collaboratively. When the students work together, they will share their ideas, content, and values or share in conversation about writing to make good writing. It can improve students' learning outcomes.

3. The advantages of collaborative writing

According to Mulligan and Garafalo reported, there is some positive effect of using collaborative writing on learners learning improvement, as follow:

a) Develops learner social skill

In cooperating, the responsibility and effort between the learners are great, and the learners can get to know their classmates, which is very helpful for them to get along.

b) Reduce stress and time saving

Working with a partner can lighten the load because when there are difficulties in working on a task, the partner will help or discuss the problem, so it can save time doing tasks compared to working individually.

³⁰ Kathleen M.Hunzer, *Collaborative Learning and writing* (London: 2012) p.110-111

c) Motivate learners

The motivation to learn in doing the task is not only from themselves, but the partner will also have the same motivation in doing the task to increase enthusiasm in carrying out the task given by the teacher.

d) Improvement of writing content for learners

In the writing process, they will consider the content that the teacher will collect. They can add or delete it until they can provide good content.

e) Improves learner in grammatical and structural skill

Work together to support them in various fields of knowledge, such as structure and grammar understanding³¹.

4. Group Formation in Collaborative Writing

As mentioned earlier, collaborative writing refers to teaching strategies in which the students work together in groups. There should be two or more students in a group. Therefore, deciding the size of a group in collaborative writing is important. According to Richard and Renadya, using groups of four in collaborative writing is recommended to the researcher.³² Kagan adds four type of groups: (1) Heterogeneous team is formed based on mix team, which includes high, middle, and low achievers, boy, girl, and ethnic and linguistic diversity. (2) Homogeneous

³¹ Christopher Mulligan and Russell Garofalo, *A collaborative writing approach: Methodology and students assessment* (Ritsumeikan University, 2011) p.6

³² Jack C Richard and Renandya, A Willy *"Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002)p. 53

team, this group is formed based on student characteristics such as student's ability, language team, same gender, and ethnicity. (3) Random teams, These groups are formed by the luck of the draw. (4) Students select a team, this group is formed, students create teams by themselves, and students are allowed to choose their friends to work together and be a team. There are Positive and Negative of different types of groups:³³

Table 2.4
Types of groups

Team Type	POSITIVE (+)	NEGATIVE (-)
Heterogenous	1. Balance 2. Maximizes tutoring 3. Management easier for equal ability level team 4. High achiever on each team	1. Require teacher prep time 2. Require ranking and labeling of students 3. Limited contact between the high achiever 4. Limited leadership opportunities for low achievers
Homogenous	1. Leadership opportunities for low achievers 2. Interaction opportunities for high achievers 3. Opportunity for some high achievers to experience being a teammate, not the	1. To similar group lack input in the zone of proximal development 2. poor self-esteem for low groups 3. Lack of equity 4. challenging to manage a class team at different ability levels

³³ Spancer Kagan and Miguel Kagan “*Kagan Cooperative Learning*” (Kagan Publishing: San Clemente, 2009)

	leader 4. Interest teams promote inquisitiveness	
Random	1. Fair 2. side-step labels and ranking 3. No prior student knowledge is necessary 4. Quick and easy 5. Novelty, Variety, and fun	1. Diversity does not ensure 2. Teams with friends, the potential for off-task 3. Teams with enemies and conflicts
Students- selected	1. Novelty, Variety, and fun 2. Familiarity 3. Easy decision- making and consensus	1. Not Balance 2. High potential for off-task behavior

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Furthermore, in forming students in groups, the researcher may use appropriate groups where students can feel comfortable and easily communicate with their group. Fung supports the teams chosen by students to provide a safe and encouraging environment for members to express their thoughts and opinions, be proactive and involved, and gather information.³⁴ But Richard and Renandya suggest that teacher-selected

³⁴ Young Mei Fung *"The Nature Dynamics of collaborative writing in Malaysian tertiary ESL setting"* (New Zealand: Massey University Press, 2006)

groups work best. Teachers can form diverse mixed language skills, gender, and diligence groups.³⁵

From the explanation above, every teacher has to consider the form of a group because it is important to reach the goal of working. Every group or team has Positive and Negative in the selection of the group to be used.

5. Using Google Docs in writing collaboration

a. The definition of Google Docs

Google Docs was launched in October 2006 as a web-based word processing program, and it has been improved based on user feedback on his discussion group page. Google Docs is flexible and easy to use for a beginner in this platform and accessible via web and collaborative easy to create great content in real-time and 24/7, perhaps the most interesting future.³⁶ There are some tools in Google Docs, such as Google Documents, Spreadsheets, and presentations.³⁷

Kyong and Jeong ouk (2016) defined Google Docs as a platform that users can use to share their collective knowledge with group members, post interesting ideas, and discuss common problems with a critical perspective. Other than that, that can help users submit the draft, revise, edit and share their draft with the same learning

³⁵ Jack C Richard and Renandya, A Willy *"Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002)p. 52-53

³⁶ Attebury at al. *Google Docs: A review* DOI: <https://docs.libpurdue.edu/atg>

³⁷ Ibid

community or another user.³⁸ Hunter (2012:113) Google Docs is equally simple in terms of composition, providing a phrase processing window where as many as fifty authors can immediately work. They can also view before and after updating documents and who made changes. This way makes revision more time efficient.³⁹

Keeping and organizing notes has also proven to be helpful with Google Docs. All drafts are kept in one place. In Google Docs, removed material is still visible as crossed-out text in the saved draft. This feature offers a helpful window to examine how each contributor contributes more directly to the text's final draft, what purposes they serve (content, language, style), and how the work was created collectively.⁴⁰ From the statement above, all in all, the first launch of Google Docs in 2006 has some future like Google Documents Spreadsheets and presentations. It allows users to share documents and edit or view them if needed. Besides that, it also allows collaboration with more than two people, which can be easy for the revision process and shorten the time to work.

b. The step to start collaboration

Before using Google Docs as a tool for collaborative writing, students must understand how to use Google Docs, how to use Google

³⁸ Kyeong, Jeong ouk, *A study on Integration of Google Docs as a web-based collaborative learning platform in Efl writing instruction* (South Korea: 2016) DOI: 10.17485/ijst/2016/v9i39/103239, October 2106.

³⁹ Kathleen M.Hunzer, *Collaborative learning and writing* (North Carolina:2012) p.113.

⁴⁰ Abraham Zs, *Collaborative writing and text quality in Google Docs*. Language teaching and technology (university of California Santa Cruz:2019) 34. DOI: <https://doi.org/10125/44681>

Docs features, and, most importantly, how to invite their friends to write assignments together. To begin collaborating, new users can follow the instructions for setting up a Google Docs account, creating a new one, and providing document access. The steps are explained as follows:

Step 1: Create a Google Docs Account

If the students haven't used Google Docs before, they need to create a Gmail account; however, if they already have one, they can sign in immediately. Students who do not have a Gmail account must register for Gmail first because Google Docs can access the account using a Gmail account.

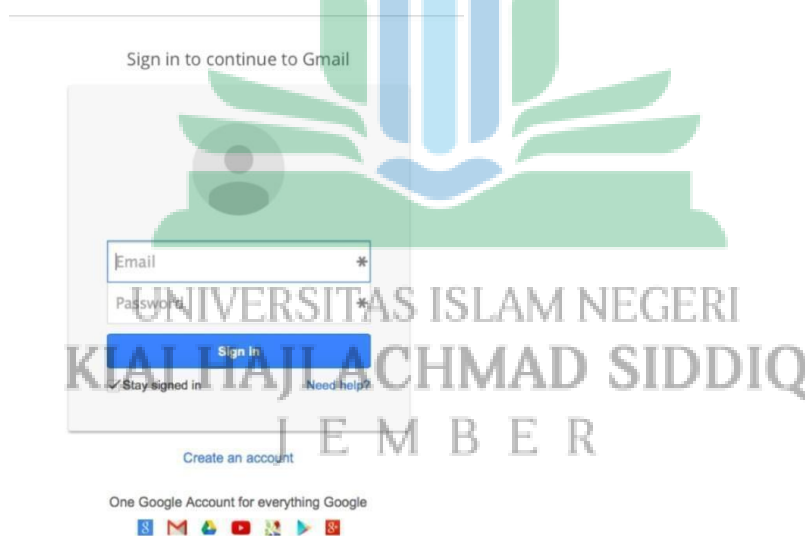


Figure 2.1

Step 2: Visit <http://docs.google.com>

The next step is to open a new tab in your web browser and go to Google Docs by typing <http://docs.google.com> into the search box.

The students can choose the Blank page to start a new document when the Google Docs web application opens.

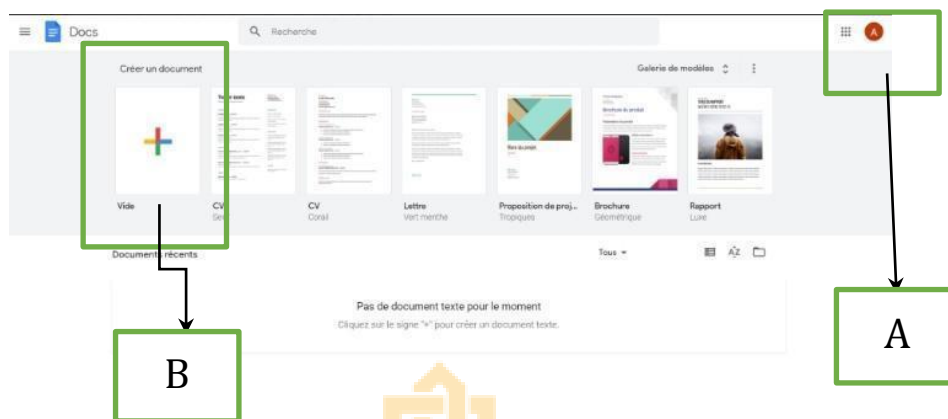


Figure 2.2

1) Gmail account on Google Docs

Picture A displays the student's Gmail account that is shown on the Google Docs page. It indicates that the student has connected to Google Docs successfully.

2) Blank pages

Picture B demonstrates how students can begin a new document by selecting the icon.

Step 3: Create a new document

Google Docs opens a blank document when the blank icon is clicked. Students can begin composing their document's title by typing it in the left column, as seen in picture C below.

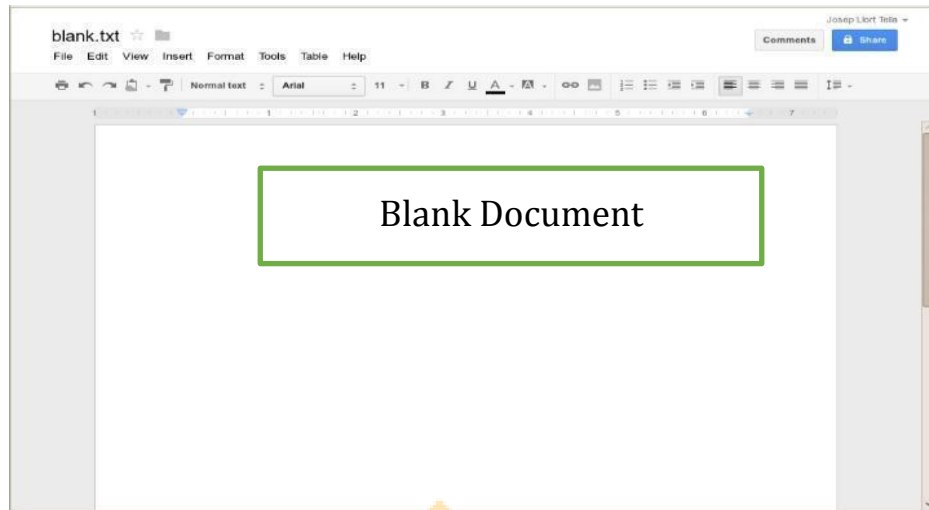


Figure 2.3

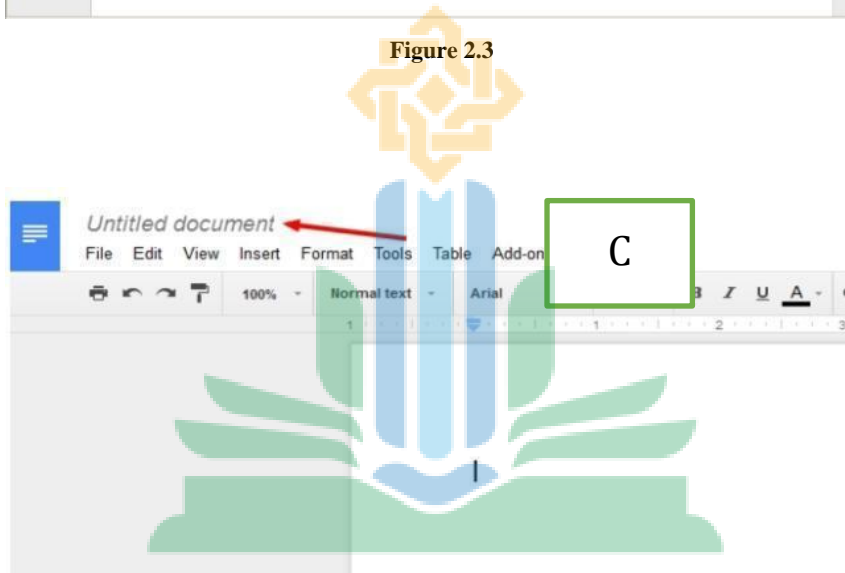


Figure 2.4

Step 4: Give access to collaboration.

The next step after giving the document a title is to provide collaboration access. To do this, first look for the "share" symbol, which looks like the image in D, and then click it. Students can send invitations by clicking the share icon, entering a friend's Gmail address as shown in image E, and then choosing the accessibility option as shown in image F: Anyone with the link (only those who have the link

can access), public on the web (it allows everyone to obtain access without signing in), or private (people who have permission from the account owner can access).⁴¹

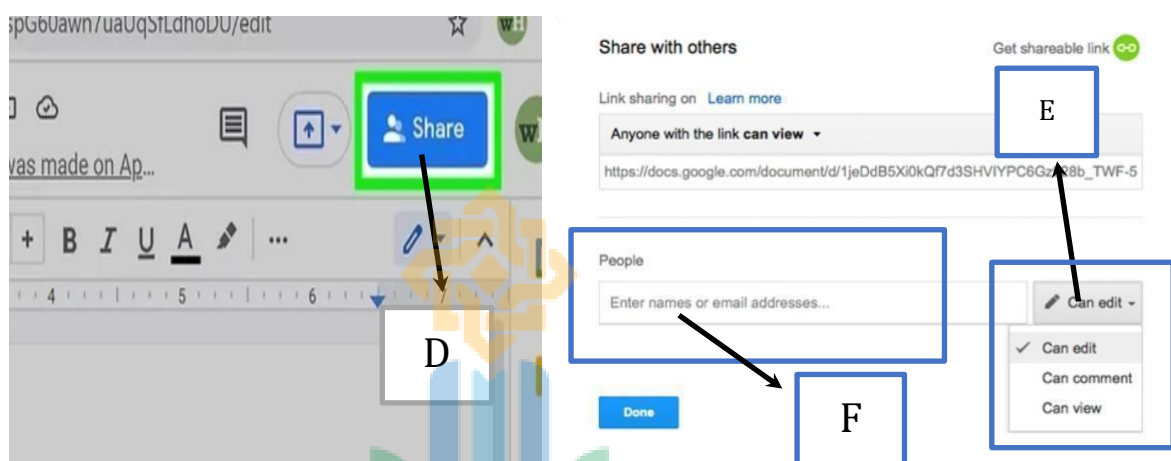


Figure 2.5

One of the tools that support learning and teaching writing is the use of Google Docs. Everyone who works on collaboration projects can communicate with one another using Google Docs. According to Andrew (2004), using Google Docs has certain benefits:

1) Learning new program

Using Google Docs as a media of learning allows students to learn new programs. In addition to doing assignments from their teachers, they also gain knowledge by learning new ways of using technology as a media for learning.

2) Easy to use

⁴¹ Holzner Steven and Nacy Holzner “*Google Docs 4everyone*” (2009: United States of America) p.30

Using Google Docs is very easy to send and edit documents directly with their partners, compared to using Ms. Office, where they still have to send, download, and open the document using Ms. Word.

3) Working together as a group

Google Docs facilitates learning activities by collaborating (group, partner, working together). They can edit and share at the same time as negotiated meaning in a second language and correct each other's errors.

4) The convenience of working together from a different place

Google Docs can be used remotely. The students don't have to sit in the same place while working on a task, even though the partners are in different locations. The student or their partner can do other assignments outside the classroom without occupying the same physical space.

5) Shared view of the partner's work and peer feedback

Everything that students wrote in Google Docs was there, and the partner was able to edit and correct each other's writing.

6) Smart spell checker with grammar support

A built-in smart spell-checking system that uses the Google Docs search help students easily identify spelling and simple grammar errors as they type. Because the Googlebot is always searching the web for fresh and also in definitions, Google's online

spell-checking service is more comprehensive than a traditional dictionary. The spell checker actually grows and adapts to the web and gets smarter all the time. A context-sensitive grammar checker can distinguish between words like "too and to: in a sentence and make an appropriate suggestion for correction.

7) Cloud-based computing

Without worrying about different versions or updates, Google Docs may be utilized on any device. It will automatically save any documents created with students⁴²

Besides that, according to Halimatus Sa'diyah and Salim Nabham, there are several benefits of Google Docs in collaborative writing. Such as:

1) Promoting students' motivation

Google Docs as media in collaborative writing can increase students' motivation to learn to write. Furthermore, Google Docs was quite useful for class instruction. The files were automatically stored as the user typed the information and the characteristics of Google Docs were similar to those of Microsoft Word. Some students had a positive atmosphere in the classroom.

2) Students' familiarity with using the media

Google Docs can be used on computers or gadgets, making users easy to use. The users were able to operate the media despite

⁴² Andrew Matthew, *Collaborating online with four different Google Apps: Benefits and usefulness for future work* (2004: Asia TEFL.16.1277)

not being instructed to do so. It has many wonderful features that make it easier for the user to write well and double-check spelling and grammar.

3) Enhancing student digital literacy and awareness

Google Docs helped the user shift from a manual to a digital learning style or experience. Learning digital media in class enhances students' ability to use technology.

4) Students' social skill improvement

When the students were doing the task carried out online, Google Docs made it easier for them to complete their assignments. Students began to write the text with their groups based on observation and explanation from the teacher. After that, they collaborated and shared their teaching. Working together in creating a document collaboratively by using Google Docs makes the students learn to appreciate each other. They are trained to reduce their individual egos and be open to others' opinions. This activity enhances the students' personalities and positive social attitudes to become more respectful of each other.

5) Increasing students' language writing skill

Another advantage of using Google Docs for collaborative writing is improving students' writing skills. Google Docs includes many useful features that might help students enhance their writing skills. Google docs did have a spelling and grammar checker. This

feature's purpose was to check for misspelled words and incorrect grammar so students' could utilize the spelling and grammar checker to check for problems in their writing, such as improper spelling, inappropriate grammar usage, correcting capitalized words, and punctuation.⁴³



⁴³ Halimatus Saa'diyah & Salim Nabhan *Collaborative writing using Google Docs in EFL classroom: Voice from high school students* (Voles:2021) DOI: <http://dx.doi.org/10.29408/velves.v5i2.3863>

CHAPTER III

RESEARCH METHOD

The methodology that will be applied in this research is presented in this chapter. It includes the research method, research subject, research design, the classroom action research procedure, data collection method, research instrument, data analysis, and criteria of the action success. In the debate that follows, each one of them will be described.

A. Research Method

The method used in this research is Classroom Action Research (CAR). According to Mills in Craswell, Classroom Action Research is defined as a systematic procedure done by the teachers (or other individuals in an educational setting) to gather information about and further improve the ways their particular educational setting operates, their teaching, and their students learning, which aims to improve practice education by studying an issue or the problems they face.⁴⁴ Kemmis & McTaggart in Burns (1999: 32) state that Action research occurs through a dynamic and complementary process, which consists of four essential moments: planning, action, observation, and reflection. These moments are fundamental steps in the process of action research being undertaken to:⁴⁵

Develop a critically informed plan of action to improve what is already happening, Act to implement the plan, Observe the effects of critically

⁴⁴ Jhon. W Cresswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Person,2020) p. 609

⁴⁵ Anne Burns “*Collaborative Action Research for English Language Teachers*” (Cambridge: Cambridge University Press, 1999) p.32

informed actions in the context in which they occur, Reflect on these effects as the basis for further planning, critically informed action, and so on, through successive stages.

The state above means the teacher has a role in classroom action research. It needs to observe students' problems before implementing new methods. After identifying the problem, the teacher and researcher give action, observe, evaluate, and analyze the result to determine whether the method is successful. There are four important moments from action research: Planning, action, observation, and reflection. Therefore, the researcher collaborated with an English teacher to do Classroom Action Research by implementing Collaborative writing through Google Docs to improve writing recount text.

B. Participant Subject of the research

This research will conduct in Classroom Action Research (CAR) at SMAN 1 Maron academic year 2021-2022. The location is in Jl.Raya Maron. The researcher chose this school because the 11th-class student still struggles with writing. Besides that, the school has facilities to support this research, such as computers, and students can learn to use a mobile phone and a projector. SMAN 1 Maron provides four classrooms for 11th-grade students. After discussing with the English teacher, she suggested the researcher conduct class XI (IPS-1), which consists of 16 females and 19 males in the academic year 2021-2022.

C. Research Design

The researcher used the systematic framework design from Kemmis & Mc Taggart (1988). The classroom action research model was developed by Kurt Lewin and is based on four concepts. These are; Planning, acting, observing, and reflecting. These components are called cycles. Then, Kemmis & McTaggart (1988) developed the concept to unite two components of acting and observing as a single unit. Then, the results from these observations are used as the next step, which is reflecting.⁴⁶ The researcher involved four phases, forming a cycle that may repeat until the action research reaches the goal.

Classroom Action Research Procedure (Kemmis & Mc Taggart, 1988)

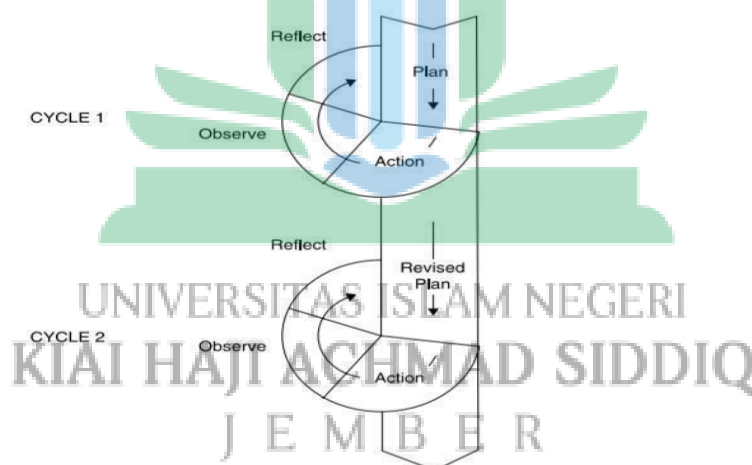


Figure 3.1

Based on Kemmis & McTaggart (1988) research design, the researcher explained every step from the beginning to the end of the research. The explanation is in the picture below:

⁴⁶ Suharsimi Arikunto "Prosedur Penelitian" (PT. Rineka Cipta: Jakarta,2010) p. 131

Modified Kemmist & Mc Taggart (1988) design by the researcher

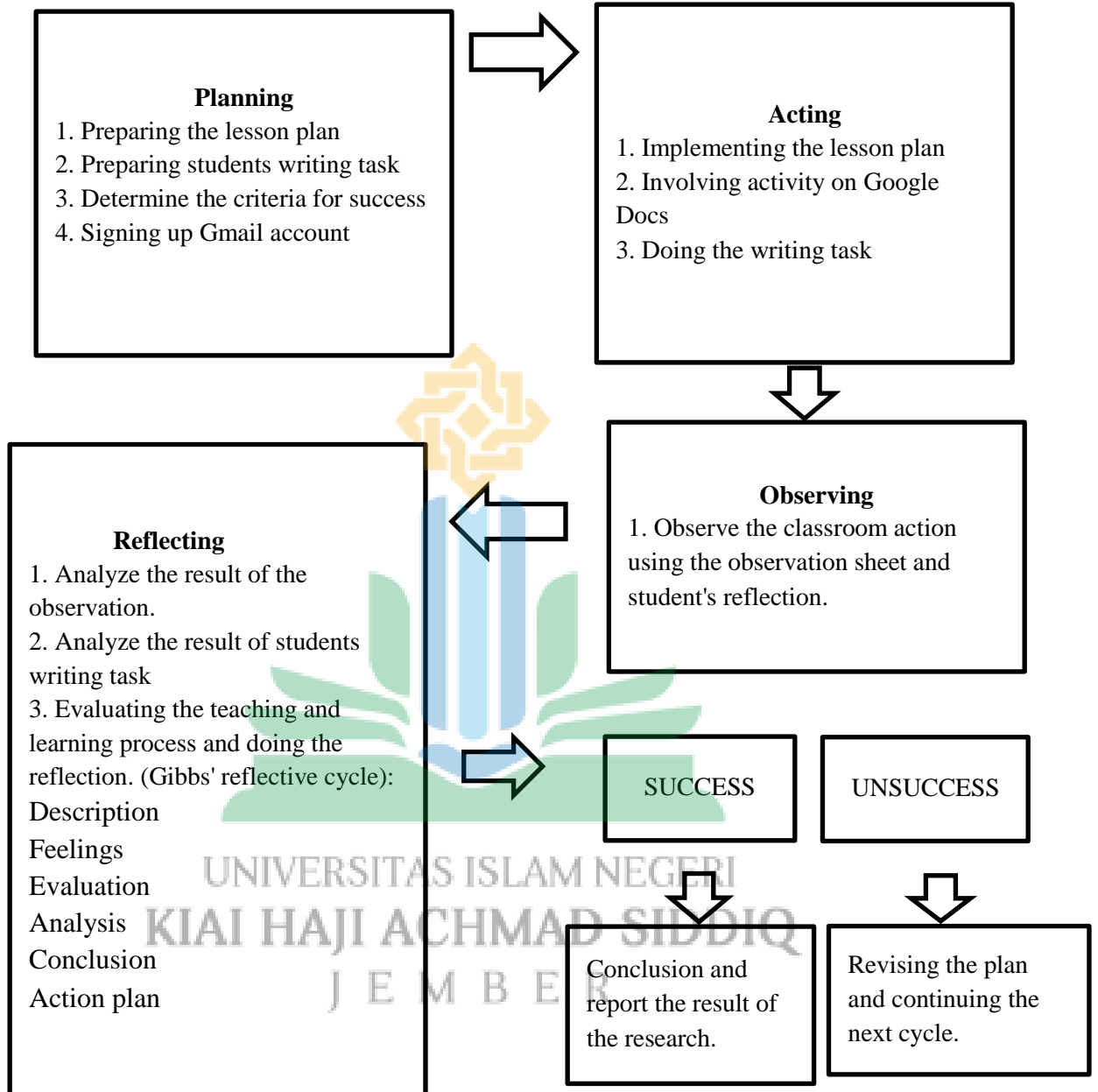


Figure 3.2

D. The classroom Action Research

The four stages of the research process described by Kemmis and McTaggart (1988) are planning, implementing the action, observing, and reflecting. To gather a general understanding of the student's writing abilities, the researcher and the English teacher collaborate to create the first cycle of classroom action research. The researcher and the English teacher completed cycle two with the renewal strategies to increase students' writing abilities if they had not yet made progress in cycle one. From cycle one and cycle two, which every cycle starts with planning, acting, observing, and reflecting, the researcher can compare the result of the student's improvement in writing skills. The phases in cycle 1 and cycle 2 were the same. The research procedure consists of some steps from the preliminary study, planning, acting, observing, and reflecting.

1. Preliminary study

In this step, the researcher queried the English teacher regarding the students' writing scores. Before the treatment, several tools are utilized. The goal is to learn more about the student's writing abilities. In general, the teacher interview includes the problems in the classroom and the teacher's method for resolving those problems. Besides that, the researcher also asked what strategies teachers usually use in teaching English lessons. Besides that, the researcher asked the students about their difficulties in understanding English, especially writing.

2. Planning phase

In the planning phase, the researcher designs lesson plans for each meeting. It prepares other instruments such as an observation sheet, writing assessment, and the last is student reflection used after action research ends. After preparing all the planning above, the researcher will continue to the next phase, that is, action all the planning made.

3. Acting phase

The implementation of the planning phase occurs in the acting phase. It means that all of the research preparation designed in the planning phase should be implemented in this phase. The researcher's role is an English teacher during the research action and implements what has been written in the lesson plan. At the same time, the English teacher is an observer in the classroom. The researcher gives the material and explains about recount text. To facilitate the learning, the researcher uses Powerpoint. After that, she promoted Google Docs to students through Powerpoint and demonstrated it. Thus, the researcher explains how to use Google Docs as media for writing recount text. This media is used for students to create Recount text collaboratively with their pair. Afterward, the researcher gives an exercise for students that should be done collaboratively in the classroom. At the end of the cycle, the researcher gives students assignments about writing recount text to measure student writing improvement.

4. Observing phase

The researcher and the English teacher observe the teaching and learning process, the classroom environment, the teacher's capacity for interaction with students, and the teacher's ability to advertise Google Docs as a collaborative learning tool during this observing phase. Then the student aspect focus on receiving lessons, the ability to work in a team, and the ability to use Google Docs.

5. Reflecting phase

In the last phase, the researcher and the English teacher evaluated the implemented strategy and related it to students writing achievement. Because the purpose of this research was to help students solve their writing problems, the researcher was supposed to show an improvement before the research implemented and after research was implemented, but if there is no improvement, the researcher needs to do another cycle by using modified the action. In the reflection phase, the researcher use theory from Graham Gibbs (1988), which has several components that are:⁴⁷

- a. Description: In the description stage, the researcher explains what he is reflecting on, including the background information.
- b. Feelings: Discuss the researcher's feelings and reactions to the teaching and learning process in the feeling stage. In this stage, the researcher can discuss her emotions honestly.

⁴⁷ Graham Gibbs "*Learning by doing*" (Creative commons: January 2013) p. 49-50

- c. Evaluation: In the evaluation, the researcher discusses the student's reaction and the English teacher's opinion toward teaching and learning.
- d. Analysis: in the analysis stage, the researcher can use another way or experience that might have helped/ hindered the situation.
- e. Conclusion: In this stage, the researcher can draw some conclusions and what will do differently next meeting.
- f. Action plan: in the last stage, the researcher summarizes anything based on the conclusion and creates a plan to take action.

E. Data Collection Method

There are three techniques to collect the data. The techniques used were Student reflection, document review, and assessment. All the technique that the researcher used will explain as follow:

1. Students Reflection

Student reflection is used to help the researcher get information about students feeling or problems. The researcher gives questions to the students in oral or written form about students' feelings or problems after the action is implemented in the classroom.

2. Assessment

The researcher and English teacher as collaborators give the task to the students after the action research is implemented. This assessment aims to measure students' writing ability. Then, the researcher will

compare the previous score with the score after the action implemented in the classroom.

3. Document Review

Document review is used to collect data by examining documents related to the researcher's required data.

F. Research Instrument

The instruments of this research are presented below:

1. Reflection

After the research, the researcher gave a piece of paper to the students containing the reflection from Graham Gibbs (1988), which has several components. These are Description, feelings, evaluation, analysis, conclusion, and action plan.

2. Students writing performance

During the research, the researcher gave some writing tasks about writing recount text to know the result of students' writing ability. Student writing performance is done after the action research was implemented to measure the writing skill of students being improved using collaboration methods through Google Docs as media in the classroom. An example of students writing assignment in writing text:

- a. Make a recount text about "Holiday."
- b. Create the story as creative as possible
- c. Please pay attention to the general structure (Orientation, Event, Re-orientation) and the language feature.

d. The time to finish the story is 40 minutes.

After the students had done the task, the researcher evaluated the writing task. As a writing rubric, the researcher employed an adaptation of Brown and Bailey's analytic scale (1984) in brown (2004)⁴⁸:

Table 3.1
Scoring Rubric adopted from Brown and Bailey's (2004)

		Scale	Criteria
Organization	20-16	Excellent: ideas clearly, well organized (the text structure)	
	15-11	Good: loosely organized, but the main ideas stand out.	
	10-6	Fair: ideas confused or disconnected.	
	5-1	Poor: doesn't communicate, no organization.	
Content	30-24	Excellent: knowledgeable, relevant to the assigned topic, and give detailed information.	
	23-16	Good: mostly relevant to the topic but lacks detail.	
	15-8	Fair: inadequate development of the topic almost matches the social purpose of the text.	
	7-1	Poor: not related to the topic, doesn't match the social purpose of the text.	
Language use	25-19	Excellent: few errors of agreement, tense, articles, pronoun, and preposition.	
	18-13	Good: several errors of agreement, tense, articles, pronoun, preposition, and meaning seldom obscured.	
	12-7	Fair: frequent errors of agreement, tense, articles, pronoun, preposition, and meaning obscured.	
	6-1	Poor: dominated by errors	

⁴⁸ H. Douglas Brown, *Language Assessment: principle and Classroom Practice* (San Francisco State university:2004) p. 245

	Mechanics	5	Excellent: few errors of spelling, punctuation, capitalization, and paragraphing.
		4	Good: occasional errors in spelling, punctuation, capitalization, and paragraphing, but the meaning is not obscured.
		3	Fair: Frequent errors of capitalization, punctuation, and paragraphing.
		2	Poor: dominated errors of capitalization, punctuation, and paragraphing.
		20-16	Excellent: uses an effective word, a word from mastery.
	Vocabularies	15-11	Good: occasional errors or word form, choice, or usage but meaning not obscure.
		10-6	Fair: often error of word form, choice, or usage, meaning obscure.
		5-1	Poor: little knowledge of English vocabulary.

3. Document Review

Document review is used to collect data by examining documents related to the researcher's required data. So, the researcher can collect the data such as students' scores, RPP, and act.

G. Criteria of the action success

The key to success in Classroom Action Research is if the students have progressed in every meeting at first, students are confused to use the Google Docs, become familiar to use Google Docs as media in writing. For supporting the data, According to the Minimal Mastery Criterion (KKM), agreement in SMAN 1 Maron for English lessons is 75 (seventy-five). If the

students get a score of 75 (seventy-five) means the research is successful. The target of researchers is 65% of students to get a score according to Minimal Mastery Criterion (KKM) or over 75 (seventy-five).



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter was conducted based on the steps that had been planned before. This research aims to improve students' writing skills of grade XI in SMAN 1 Maron, as explained in chapter one. To improve their writing skills, the students work collaboratively with their friends. Besides that, the researcher used technology that is Google Docs as a tool for writing. This chapter presents the process of the research. The detail of the research was given as follows:

A. Research Findings

The research was conducted at SMAN 1 Maron in the academic year of 2021-2022 from July 25th – August 9th. The study was conducted in two cycles. The first cycle consisted of three meetings, while cycle 2 consisted of two meetings. Each cycle encompasses planning, implementing the action, observing, and reflecting. It was conducted to find students' writing improvement using the collaborative writing method through Google Docs as the media. The explanations are as follows:

1. Planning

The first step is planning. In this stage, the researcher made a plan before the action is implemented in the classroom. In this phase, the preliminary study was conducted by interviewing the English teacher, gathering the students' writing scores, and doing class observations. Firstly, an interview was carried out with an English teacher to know the student's problems in learning English in the classroom. Secondly, the

researcher needs a Gmail account so the students must create a Gmail account to utilize Google Docs as a collaborative writing platform. The third is an observation sheet, students' reflection, lesson plan, students' writing assignment, and assessment. These instruments were used to observe teaching and learning processes in the classroom. Those aspects included the teachers' and students' performance.

After that, the researcher and English teacher, as the collaborator, discussed the lesson plan, such as the material and the topic that is appropriate to teach based on the syllabus, and the topic chosen is Recount Text. The researcher told the English teacher about the collaborative writing method and the media used in Google Docs. Both of us agreed about the technique and the media but there was a suggestion from the collaborator for using Google Docs on a smartphone only because there are several reasons why we should use the smartphone. First, the schedule of the English lesson collides with another class that has to use a computer too, and the computer didn't have enough for the students, the computer that available around 30. At the same time, there were 35 students in the class that I researched. For these reasons, I agree about teachers' decisions that require using Google docs on the smartphone because Google Docs can use on the computer or smartphone.

After the researcher and collaborator agreed, both the researcher and the English teacher discussed the scoring rubric of writing according to the writing aspect adapted from brown (1989), which consist of

organization, content, Grammar, punctuation, spelling and mechanic, style, and quality of expression.

2. Implementing the action

In the acting phase, the researcher implemented the activities in the planning phase. The first meeting of the cycle was held on Tuesday, 25th July 2022. The researcher entered the classroom with the English teacher as a collaborator who observed the learning and teaching process. In this phase, the researcher implemented the activity written in the planning design. There are 35 students in the class, but some students have critical accidents in the classroom.

a. The first meeting

The first meeting was conducted on Monday, 25th July 2022, starting from 08.30–10.00 am. In the first meeting, the researcher introduced herself and greeted all students. After presenting the section, the researcher directly taught by using prepared lesson plans, while the English teacher, as a collaborator, monitored the teaching and learning process using observation sheets. The researcher guided the students step-by-step and followed the lesson plans that the researcher had made before. First, the researcher explains recount text, including the meaning of recount text, the purpose of recount text, the kind of recount text, generic structure, language features, and the example of recount text. Actually, Recount text was taught in 10th grade. When the researcher asked about recount text to taste their

memory about it, only several students that still memorized the rest of them forgot about this topic.

After explaining the recount text, the researcher allowed the students to ask questions according to each student, and some students asked about this topic. So, the researcher explained again based on the questions until the students had understood. After explaining the recount text, the researcher introduced one of the learning applications which will be used to write. This application is run by Google application that is Google Docs. The researcher explained Google Docs in three ways. First, the researcher explained the function, how to use, and advantages of Google Docs. Second, the researcher showed the step-by-step used projector. Third, the researcher applies together how to use it. After the researchers explained it, all the students understood how to apply Google Docs. Then the researcher made a group consisting of fourth members. The group that the researcher chose from their score in writing, students who passed the minimum mastery criterion, gathered with students who had not reached the minimum mastery criterion.

Next, they could invite their group by asking for the E-mail of each member. Then they can discuss a theme of recount text that will elaborate collaboratively on Google Docs. The students gather directly with their group to do the simple recount text with their group. Because the time will end, the researcher gave the evaluation in the

second meeting. The researcher found some interaction during the teaching and learning process in the first meeting.

1) Student 1 story: *"Miss, we don't have data internet for downloading Google Docs."*

When the researcher was finished explaining about recount text, directly the researcher explained about Google docs on projector briefly. Afterward, I ordered the student to open their phone and download Google Docs from the play store. Before downloading, students ensure in advance whether the item to be downloaded is correct, even though the projector already showed an example of a Google Docs image. The condition in the classroom was crowded because students wanted to tell me that they could download it. The researcher took the students' attention to the class to become conducive as before. Then, I ask the students, "Have you downloaded it?" some students answer "yes," and some students answer "not yet." So, I ordered the students who didn't download Google Docs to raise their hands. There are nine students who have not downloaded it. Without the researcher asking the reason, one of them told me that he didn't have Internet data.

The researcher recalls that an English teacher told me if I wanted to use the smartphone for teaching and learning in the classroom, I had to prepare data internet because there was a

common reason that students used for not participate in a learning process that is "Data Internet" so, the students who had not data internet, they can use the researchers' data internet.

2) Student 2 story: *"I am sorry Miss, my phone doesn't have enough space to download Google Docs."*

After the researcher ensured all students could use data internet and download Google Docs, the researcher continued the explanation step-by-step. The students followed these steps nicely because there were no questions from the students when the researcher asked whether the students understood. The students answer, "understand." So, the researcher continued the explanation until they finished it.

After finishing the explanation, the researcher asked again whether the students understood. And they said, "yes, we are understood, Miss." Next, the researcher gave the students to make a short story about their activity before entering the classroom with their group. In the middle of an activity, two people came to the researcher and told that their phone was insufficient to download Google Docs. It shocked me because before the researcher continued the explanation, she always asked the students about their problems. But the answer is "Nothing." So, the researcher ordered both of them to join their group. And they promise they will bring one of the family's phones for the next meeting. The

researcher was surprised by their statement because they tried to follow the learning process using Google Docs.

3) **Student 3 story: "Miss, how to share the link?"**

All students collaborated with their group and made the condition in the classroom become crowded. Several students ask the researcher about their writing problems, such as vocabulary, Grammar, and ide for their writing. Then, the researcher paused for a moment their activity. I told students that do the writing activity. We have to do it step-by-step.

The first step is pre-writing. In this step, there are three sections, and those are: choosing the topic, gathering the ideas, and organizing the writing. The second is drafting. The third is rewriting and revising, and the last is rewriting. In this step, there are three sections. These are: revise structure and content, proofread and make the final correction. Those steps can use for writing. So, the students must be active when discussing their writing or task.

In the middle of the activity, one group asks how to send the link to their friends. "Miss, how to share the link?" and directly, the researcher approached their group to explain, but one of the people in their group understood how to share the link, and she said, "let me explain to them." When the researcher regarded the students who didn't understand how to share the link, it turned out

that when the researcher explained the steps for writing in Google Docs, he didn't pay attention and was busy talking with his friends.

4) Student 4 story: *"Miss, why do we use Google Docs for writing? Why don't we use paper as usual as our teacher uses in writing?"*

The activity has been running, and all group submitted their task in Google Docs. The meeting was running well, although there were problems there. But the students can complete their tasks. Even though the researcher still assists it. Before the researcher closed the meeting, she asked about the difficulties while working in Google Docs. Suddenly, one student asked the researcher why they had to write using Google Docs because they usually write the task on paper.

Subsequently, the researcher gave why we have to write in Google Docs in this lesson because the researcher wants to recognize technology in the learning and teaching process. The use of technology in learning has been widely carried out. Many platforms are used for students to help them learn writing skills, such as Google Classroom, Whatsapp, Edmodo, etc. Why does the researcher use Google Docs? Besides being easy to use, Google Docs can work together by sending a link to our friends. We can edit together in one file. Google Docs is rarely used in the teaching and learning process.

b. The second meeting

The second meeting was conducted on Tuesday, August 26, 2022, starting from 08.30–10.00 am. This meeting was running well based on the lesson plan that the researcher made. Before continuing the lesson, the researcher evaluated students' assignments on Google Docs. Based on the researcher's observation, some students didn't understand how to write on Google Docs. It is proven that when students do the recount text at the last meeting, some students have not been able to share the link. In addition, when the researcher checked the students' assignments on Google Docs, the researcher found that some of their assignments were still blank and there were no writings. When the researcher asked the group, they had already done it. Then the researcher showed their complete task, which was empty. Then they said, *"we've done it, but how come it's empty?"*

Based on these problems, the researcher gave another Google Docs demonstration. This time, the researcher gave students a picture and ordered them to gather with the group that had finished doing the task and apply Google Docs together so if the students didn't understand, they could ask their friends and the researcher.

After the evaluation and the students understood how to use Google Docs, the researcher moved to another material that had been prepared in the lesson plan. First, the researcher asked about the material given in the last meeting. The researcher provides some

questions to let students understand this material. After that, the researcher gives one sheet of recount text stories to students and asks students to identify the generic structure and language feature in the text. Students can gather with their group that the teacher has chosen to do this task. After the students finish the task, the researcher orders each group to repair their task on Google Docs. They can edit their writing and correct their mistakes. Besides that, the researcher ordered the group to use a spell checker to help them spell correctly.

1) Student 1 story: "Miss, I like Google Docs."

In the second meeting, before the researcher next to another explanation. Some students stated that they like Google docs. Then the researcher asked the reason why he liked Google Docs. The answer to why he likes Google Docs is that he easily does his work together in one file. Usually, when there is a task to use a file, he has to download the file first and then edit it to collect it.

2) Students 2 stories: Bring a snack to the class

In the middle of the lesson, four students are permitted to come to the bathroom, taking turns going to the bathroom. The researcher gave 15 minutes to the toilet. But after 15 minutes, they didn't come to the class. The researcher didn't realize if the students who were permitted to the bathroom didn't return to the class unless one of his group mates told me that he hadn't returned from the bathroom.

I saw my watch, showing it's been more than 15 minutes. Shortly after, they come together and bring snacks to the classroom. It means they didn't come to the bathroom but came to the canteen. Afterward, the researcher called them and asked why they were over the allotted time limit. They answered that after going to the bathroom, they went to the canteen because they were bored in the class and felt hungry. For these reasons, the researcher gave advice not to do it again. And they go back to their group.

c. The third meeting

The third meeting was conducted on Monday, 01 August 2022. The researcher entered the classroom. Researchers first open the class by greeting, praying, and then ice-breaking to refresh their minds and make them ready to take lessons. After that, the researcher reviewed the previous lesson by asking some questions students about recount text and past tense. Next, as usual, the researcher orders the students to log in to Google Docs to evaluate students assignments, and the result is better than the last meeting. Although several students complained about the group, they got.

After evaluating the student's assignment and hearing the students complain, we continued to the next topic discussing common expressions that are used in recount text. For example, a long time ago, yesterday, one upon a time. The second topic was conjunction: after, next, then, and act. After that, the researcher conducted the student's

assignment for cycle 1. The students were made to recount text. The topic was free, and they had to explain each part of their recount text within 40 minutes. After 40 minutes, the students are done with their assignments, and the time will end. The researcher closed the writing class, but before it, the researcher briefly asked again about the material, giving the motivation and prayer together till saying goodbye.

1) Students 1 story: “*We are Didn't comfortable with our group*”

In this meeting, the researcher felt happy because the students could submit their tasks correctly in Google Docs no more errors occurred. Suddenly, one person complained about her group. She told

"Miss, I want to move from my group."

She didn't feel comfortable, and they won't gather with their friends. From these complaints, some students also want to be in a group with their close friends. Then, the researcher asked why she wanted to switch the group. She shook his head and said,

"I just want to be with my close friends."

From the researcher's observation, she is silent when she works with their group and works without discussion. Because the group she got was quiet, the group was passive. It was difficult to discuss when the researcher personally asked the students if she

was unfamiliar with the group members. She feels uncomfortable with her group.

2) Students 2 stories: *“Reshuffle the group”*

The researcher still heard the students complain about their group. Some students already dared to express their opinion about the form of grouping. They already gave the reason why the researcher had to reshuffle the group. The students told:

“Miss, I do this task by myself, other members talk with their friends, and there is a member who just edited the text and didn't give an idea.”

“come on, miss, change the group again. It's up to you. The important thing is I'm not with them anymore.”

Based on the complaints above, the average person who complains about the group is female students.

Hence, the researcher must think of a solution. So, the teaching and learning process goes well and follows the students' wishes, and then the students feel their opinions are heard and are more enthusiastic about learning English lessons.

3. Observing

In this phase, the English teacher and the researcher observed all activities during the teaching and learning process in the classroom. They also observed students' responses, students' attitudes, and students' attention.

When the researcher entered the class in the first meeting, the condition was not conducive for the students to talk to each other, but the

researcher reminded them to focus on the lesson. When the researcher opened the class, the situation was quiet. The students paid attention to the teacher's presentation; some wrote down the material in their notebooks. The researcher also allows the students to share their opinion and be more communicative during the lesson. The students are silent and still doubt whether to respond to the teacher. They are afraid of making mistakes when they answer or ask about the material. When the researcher recognized Google Docs and gave them an explanation, they were very excited because Google Docs were new media for learning writing. One of them also said that he had never heard what Google Docs was, and everyone agreed. They are enthusiastic about the lesson because they got something new in learning writing, so the researcher, as an English teacher, and the students can learn online together, and we can edit the file in one file.

After the writer finished the explanation, the researcher made a group based on the score writing the researcher got from the English teacher. Immediately, the students gather with their group. So, the classroom situation became crowded. It takes about 10 minutes to make the class as quiet as before. The first meeting did not run so well since the students did not ask a question or give their opinion in this lesson, so the class was silent, except when the writer explained about Google Docs, and the students paid attention when the researcher explained the material.

In the second meeting, the researcher started the lesson by giving an evaluation of their homework on Google Docs. Based on the evaluation, some students did not collect their homework, and the researcher asked why they were confused about operating Google Docs. Then, the researcher explained how to use a picture series again. The researcher taught the students patiently till the students understood. After the evaluation and explanation were finished, she continued with the task of Recount text. Students must identify the generic structure and language features available in the story, and they can gather with their group to do this task.

In groups, the students actively did the task. They discussed with their group actively, so the class became crowded, but it did not matter because they were crowded to discuss the task with their group. After completing their task, the researcher is ordered to continue their homework on Google Docs, which can edit or revise their task and check using a spell checker.

In the third meeting, students were more interested in the lesson. They were very enthusiastic about learning how to write using Google Docs. When the researcher asked the difficulties used Google Docs, one of students said *“there is no problem Miss, we just login using e-mail then just write and if we want to do the task together, just share the link to our friends Miss”* it indicated that there was no problem for the students using Google Docs to learn writing and also the internet access contribute the

success of this research. The researcher usually began the class by ice breaking first to refresh their mind. The students look very happy and more ready to get the lesson. After that, the researcher reviews their assignment, and the result is better than the last meeting. Although their assignment is better and there is no problem using Google Docs, the students have another problem, which is a form of grouping. They were uncomfortable with their group. Those are the complaints about the form of grouping. It makes the researcher get new information if the students feel uncomfortable with their group. It makes them annoyed and unfocused. From that, the researcher will form a grouping more relevant and the students more comfortable with their group.

In this meeting, the students showed some improvement in their writing and enthusiasm for learning English. The researcher also improved her teaching and could interact with the students. The classroom was conducive to when teaching and learning process. The students' understanding was better. Although any comment from their teamwork, they can control it, and that doesn't make an excuse not to do the task. It's proven because all students collect assignments and can invite their friends to have a good discussion that shows solidarity by helping each other in one group.

4. Reflecting

a. Teacher Reflection

After the researcher conducts cycle 1, the researcher and the English teacher evaluate what they got during the teaching and learning process. The researcher would do a reflection focused on reflective practice to analyze the improvement of students' writing skills using collaborative writing through Google Docs. The reflection would consist of six steps adapted from Gibb's model. These are Description, feelings, evaluation, analysis, conclusion, and lesson plan. The step would be explained as follows:

1) Description

In the first meeting, the researcher entered the class accompanied by the English teacher as the collaborator. The situation in the classroom was crowded. When the English teacher recognized me as a researcher to the student, they excited to know who am I and what would be done in their class. So, the researcher told them about her research that would be focused on improving students writing skills using collaborative writing through Google Docs. They are excited to follow the teaching and learning because this is a new thing for them. They never used Google Docs as media for writing.

In the second meeting, they liked to use it after the students did the collaborative writing through Google Docs in the last

meeting. Although some students still don't understand when they want to share the link with their friends, they have an effort to learn how to use Google Docs by asking researchers or their friends. Besides that, the researcher regarded some students didn't comfortable with their group. They were silent when the group discussed the task, and some students were still talking with their friends when the group discussed the task.

In the third meeting, when the researcher explained again about the topic, the students dared to ask questions or answer the question given by the researcher. In addition, the students also dare to express their feelings about their group. Such as They don't feel comfortable with their group. They want to gather with their close friends. But they can be professional in doing their task. All group could finish their task given by the researcher.

2) Feelings

The first meeting is when the English teacher recognizes the researcher to the students. The researcher was really nervous in the first meeting she entered the classroom. The researcher had never taught in senior high school before, but the English teacher as the collaborator calmed me down and ordered me to enjoy the teaching and learning process. Finally, she could teach fluently, but she felt she could teach more than today.

The researcher was ready to teach in the classroom in the second meeting. The researcher learned a lot at this meeting. The researcher immediately told the students to be quiet when they were crowded. Actually, the researcher didn't know what to do when the students were crowded other than telling them to be quiet. Besides that, at this meeting, four students were also allowed to go to the bathroom. But when they returned to the class, they brought snacks from the canteen. When she asked why they went to the canteen when the lesson was not over, they answered that they were bored in class and felt hungry. When the researcher discovered the students' statements that they were bored in the class, she felt less able to manage the class. It makes input for the researchers, so for the next meeting researcher must be made learning more exciting and fun. While, for the students crowded in the class, the researcher would give warm-ups such as providing a game for about 5-10 minutes to make them refocus on their task.

In the third meeting, the researcher was pleased because the meeting was run well and was better than before. The students have asked about what they don't understand. It means they have paid attention to learning. So, the researcher was enthusiastic about explaining the topic and felt more positive. Moreover, all students are doing their tasks, and some students could manage their friends

to follow the discussion on their task. Otherwise, there was a complaint about their group.

3) Evaluation

In the first meeting, on the plus side, the researcher got a new experience, and the students were excited to receive the lesson from a new teacher. On the negative side, the class situation was passive. No one asked when the researcher explained the topic.

In the second meeting, on the plus side, the researcher could know the reason and students' attitudes when they are got bored in class. On the negative side, the class still can't be controlled, the class is still crowded, and students are going to the canteen during the learning process.

In the third meeting, on the plus side, the students were more excited to ask what they didn't understand. The students could manage their group to follow the discussion of the task. On the negative side, the students complained about the form of grouping made by the researcher.

4) Analysis

In the stage of reflection, the researcher realized that the researcher should know things how to convey learning in an interesting way to students' concentration and didn't boring during the learning process. To reverse the attention of students, the researchers gave warming up when the students were not

concentrating or crowded. The researcher gave warming up when the students were crowded. Afterward, the student gets excited and returns to discussing with their group.

5) Conclusion

In this cycle, the researcher knew about their weakness in the process of teaching and learning. So, the researcher could grow to the next meeting and realize that it is ok to make mistakes.

6) Action Plan

The next time, the researcher will make a topic more interesting and increase the practice of what students do not understand. I could also seek advice from the English teacher to reshuffle the form of grouping on collaborative writing. This will help me better organize the class and increase students writing recount text.

Table 4.1.
The student's progress in cycle 1

Aspect	The situation during cycle 1
Writing skill	Meeting 1 <ol style="list-style-type: none"> The students understand the generic structure of recount text. Students' vocabulary was improved. Some were able to write sentences coherently. Some students wrote the sentence in the wrong structure (Grammar) Some students spelled words incorrectly.
	Meeting 2 <ol style="list-style-type: none"> Some students are still wrong in Grammar. The students were able to develop

	<p>their ideas relevant to the topic.</p> <p>c. The students were able to organize the recount text using an appropriate generic structure.</p> <p>d. Some students ignore punctuation.</p>
	<p>Meeting 3</p> <p>a. Some students were able to organize a good paragraph of recount text.</p> <p>b. Some students still ignore spelling words correctly.</p> <p>c. Some students were still wrong in Grammar.</p>
Group of collaborative writing	<p>Meeting 1</p> <p>a. The students are still awkward with other members.</p> <p>b. Some students talked by themselves and didn't focus on group work.</p> <p>c. Some students didn't pay attention to the group.</p>
	<p>Meeting 2</p> <p>a. The students get used to the group.</p> <p>b. Some students are starting to pay attention to their group and do their tasks well.</p> <p>c. Some students still talk with their friends.</p>
	<p>Meeting 3</p> <p>a. The students can organize the group appropriately.</p> <p>b. The students have been able to reprimand their friends for participating in doing the task given.</p> <p>c. Some students still walk to another place or group.</p>

After evaluating students' activities in the classroom, the writer calculated students' assignments in cycle 1 using the rubric score of recount text. The purpose was to see if the teaching strategies could bring improvement to the students writing ability.

The result of students' assignment in cycle 1 can be seen on table

4.2 below:

Table 4.2
Students' score cycle 1

Students' Number	Students Assignment
Students 1	60
Students 2	56
Students 3	50
Students 4	78*
Students 5	60
Students 6	60
Students 7	75*
Students 8	78*
Students 9	78*
Students 10	55
Students 11	68
Students 12	70
Students 13	75*
Students 14	70
Students 15	68
Students 16	80*
Students 17	50
Students 18	88*
Students 19	75*
Students 20	75*
Students 21	80*
Students 22	60
Students 23	68
Students 24	78*
Students 25	75*
Students 26	70
Students 27	70
Students 28	90*
Students 29	60
Students 30	68
Students 31	65
Students 32	80*
Students 33	78*
Students 34	70
Students 35	60

The assignment result is that 15 or 43% of students passed the minimum mastery criterion. The other students also improved their scores. According to the data, the additional 20, or 57% of the students, had not reached the minimum mastery criterion, which is 75. That was why the researcher needed to be continued to the next cycle. Based on the explanation above shows the research finding of the first cycle.

The researcher found the result of cycle 1 from the writing aspect. The students' context was suitable for the title, the student's ideas got coherent, and the students got the new vocabulary. The problem in the writing aspect is that the student still lacks Grammar (they lack in tenses), and the students still omit punctuation and capitalization. From the collaborative writing aspect, the students develop social skills. The problem with collaborative writing is that some students don't care about their group, some go around the class when the discussion happens, and the students feel uncomfortable with their group.

Based on the result above, the researcher will continue to the next meeting, which is cycle 2. There was some recommendation for cycle 2. In the writing stage, the researcher will give more explanations and assignments related to Grammar, and the researcher will provide more attention to punctuation and capitalization. In the stage of collaborative writing, the researcher

will reshuffle the form of grouping, and the researcher will control every group.

Cycle 2

After cycle one was ended, the researcher found some progress in the students writing skills and collaborative learning. But there were some unsolved problems in cycle one. Considering these unsolved problems in cycle one, the study continued to cycle 2. The implementation of cycle 2 was the same as cycle 1, but the researcher gave more attention to the unsolved problem in the first cycle.

b. Revising Plan

Based on cycle 1, the researcher realized that students still had unsolved problems. The problem found in cycle one by the researcher in writing skills and collaborative writing stated as follows: The grammatical mistakes, especially in tenses and the mechanics' aspect (ignoring punctuation). While in collaborative writing, those are: Some students didn't pay attention to their group and some students are uncomfortable with their group.

After dealing with the unsolved problem in the first cycle, the researcher had to revise the plans. The revised plan was:

- 1) The researcher will give more explanation and exercise about grammar.
- 2) The researcher will remind the student to pay more attention the punctuation when they begin to write.

- 3) The researcher will control every group when they begin the collaborative writing.
- 4) The researcher will change the group with another form.

Hence, the researcher made the lesson plan based on their writing problem, and the researcher also looked for interesting ways to teach students to make them easy to understand and not boring in class. The next step was to reshuffle the group members. the researcher will classify the group member based on the students who selected a team.⁴⁹

c. Implementing the action

1) The first meeting

The first meeting in cycle two was conducted on Monday, 08th August 2022. The meeting starts from 08.00-10.00 am. At the beginning of the lesson, the researcher started with warming up and apperception to make sure that the students were ready to study. After that, the researcher begins by reviewing students' assignments in the first cycle. The researcher briefly explained recount text to students to remind students about Recount text and how to use Google Docs briefly. Next, the researcher orders the students to make a group one group consisting of two people, which the students can choose by themself for the group.

⁴⁹ Spancer Kagan & Miguel Kaagan "Kagan Cooperative Learning" (Kagan Publishing:San Clemente,2009)

After the students choose the group, they move to gather with their group. The teacher gave the example of recount text which already gave different colors in every sentence, which text consists of past tenses. It made students know the example of past tense in recount text. After the students got past tense examples from the text, the researcher gave more explanations on the whiteboard. Not only the tenses, but the researcher also explains conjunction, adverb, pronoun, and punctuation. After the explanation, the researcher allowed students to ask a question if they didn't understand.

Next, the researcher asked students to make a sentence using the past tense, and the researcher gave jumble words for students to understand. After completing their assignment, the students submitted their work to the researcher's Google Docs account. Then the researcher discusses the work together with the students. After discussing students' work is 30 minutes before the lesson ends. So, the researcher gave students an assignment to make recount text with their new group and submitted their assignment in Google Docs. In this chance, the researcher always reminded the students about capitalization and punctuation because, in cycle one, they always ignored capitalization and punctuation. After they submit their assignment, the researcher ends the lesson.

a) Students 1 story: "We are happy with our new group."

In this meeting, the researcher reshuffled the form of grouping. The students could choose their partners by themselves. When the researcher announced it, they were happy with the researcher's decision. The students gather directly with their group. When the teacher gives the writing task, they are excited to do it. The difference is evident in this cycle. They are calmer when doing the task and a bit crowded, but they are crowded to discuss with their group. Some group had finished their task, so they told me:

"We are doing this task fast because we can discuss it together, miss. I am happy with this new group."

From the statement above, they were comfortable with their group because when the researcher gave a task to students, nothing complained from them.

2) The second meeting

The second meeting was conducted on Tuesday, 09th August 2022, and the lesson star from 08.00-10.00 am. This meeting was better than the last meeting. The students were very excited to learn English lessons. As usual, the researcher opened this class by praying together and didn't forget the researcher gave warming up the students to relax their minds and make them ready to follow this class. After all activities, the researcher began the class by reviewing the previous lesson. Yet, since the students

improved their collaborative writing, the researcher did not have many things to evaluate.

In this chance, the researcher gave students a task about tenses, the researcher gave random words, and students should arrange the sentences correctly. The task consisted of ten questions. The researcher gave ten minutes to do this task. After the students finished the task, the researcher ordered them to switch tasks with friends. Afterward, the researcher discussed with the students and gave correct answers and explanations about the task. Next, the researcher asked every group to exchange the recount text last meeting to each group randomly. After every group got the story from another group, they developed the recount text story by using Google Docs. The students could use Google Docs as media for discussion. They had to correct the grammar and mechanics. Every group commented to each other about their work. If they find mistakes in the text, they discuss them with their group in the class. Students must be careful in checking their work because the researcher must know about the mistake in every group. The students who finished giving comments have to submit them in Google docs.

The time will end 40 minutes again, so the researcher takes the time to do an assignment in cycle 2. The students are to sit in their seats, and everyone should prepare a piece of paper. The

researcher gives five themes that students will use to create a Recount text with a free title.

a) Student 1 story: “*New experience, it was amazing.*”

In this meeting, the students were more enjoyable to do their tasks. Some students said this is a new experience to write on Google docs with the group they want. There is no comment or complaint from the students. When I asked whether they understood or not, they answered that they understood how to write using Google Docs and how to write recount text. It is proven by the score of their assignment in cycle two. Their writing was better than before.

d. Observing

The implementation of observation was the same as in the first cycle. The English teacher who acted as an observer in the classroom observed all of the activities from the beginning until the end of the teaching and learning process. In every meeting, the researcher prepared the sheet of observation for the English teachers' observation is elaborated furthermore as follows:

1) The first meeting

When the researcher entered the class, students looked ready for the lesson and seemed enthusiastic about the lesson. Then, when the researcher reviewed the last meeting, many still memorized it. After that, the researcher explained again about the

topic. The researcher explained tenses and punctuation, capitalization, and also a conjunction. When the researcher asks the question about what the researcher explained, they can respond to the researcher's question with short answers. Their enthusiasm was seen by answering the question loudly together.

Then, during the first meeting of cycle two, the writer reshuffled the group members and asked the students to make another recount text. Then, the researcher showed varied responses in the class. The students were happy to gather with their group and did not complain again. The process of students' discussion with the new group was run well. In this meeting, they were more active in discussing with their group. When the students were doing the task, the researcher found that their grammar improved and showed in their work. There were little that only a few students who ignored punctuation and capitalization.

2) The second meeting

This meeting was the last in cycle two. When the researcher entered the class, the researcher asked about the problem or difficulties in the last meeting. They answered that they had no problem in the previous meeting. They look happy to get the lesson from the researcher. The students could easily do the task given by the researcher about past tense. They had to arrange the sentence

with the appropriate words. It indicated that they had no problem with the tenses.

When the students were asked to develop the topic, they could develop a topic that their friends gave. They are also active in the lesson without being made noisy. Because the students discussed the lesson in Google Docs, by giving comments to each other. When the researcher and the students discussed the text, the students paid more attention to the lesson.

e. Reflecting

1) Teacher Reflection

After conducting cycle two, the researcher and the English teacher evaluate what they got during the teaching and learning. The researcher adapted Gibb's model, which consists of six steps: Description, feelings, evaluation, analysis, conclusion, and lesson plan. The steps would be explained as follows:

a) Description

In the first meeting in cycle two, the researcher entered the class accompanied by an English teacher as the collaborator. There was a different situation in the classroom. The students were quieter when the researcher came and more excited to begin the lesson. I explain the topic and what was not understood in the first cycle. When the researcher asked the students to do the task in Google Docs, they immediately

opened it like they were used to using it. They no longer ask how to share the link, like in cycle 1. They can already use it. When the researcher reshuffled the form of grouping, they were very happy because the students were free to choose their friends to be in a group. The more active discussion in their group. They feel comfortable with their group.

The second meeting is the last meeting for cycle two. After the researcher reviewed the last meeting, the researcher was next to the other task. Besides that, in this meeting, the students express their feelings more about collaborative writing and using Google Docs to write their tasks. Most of them express a positive opinion.

b) Feelings

In cycle two, the researcher feels confident to enter the class because she has new planning for this meeting. The researcher also gets advice from an English teacher as a collaborator for this cycle. After the researcher explained the lesson, the researcher directly reshuffled the form of grouping based on the evaluation in cycle 1. At first, the researcher was a little afraid to divide the group, but they were happy and comfortable with their group. Besides that, at the last meeting, the researcher felt happy because the students express their happiness during the learning and teaching process. They are

satisfied with their group. They are so glad to do collaborative writing and happy to use Google Docs as a tool for collaborative writing.

c) Evaluation

In this cycle, on the plus side, the researcher got new ways to combine the form of grouping according to the student's wishes, and the students felt suitable with their group. Besides, the researcher can manage the classroom preferable to the last cycle. On the negative side, the researcher found that a few students were still careless in the students' tasks and discussion mechanics.

d) Analysis

On reflection, the researcher can establish a students' group in which the researcher changes the form of grouping. After the change, the group students' activities in the discussion are better than in the first cycle. So, members also become the point of view in forming the appropriate group.

e) Conclusion

For this cycle, the researcher is trying to make students comfortable while learning, so the students can focus on receiving learning well when the researchers have found their weaknesses in learning and corrected their shortcomings, such as giving ice breaking when the students unfocus to the

learning process and changing the form of grouping to make students comfortable with their group. It proves that the efforts made by researchers to make learning goes well resulted in a different reaction from the students, and it's better than cycle 1.

f) **Action Plan**

From this meeting, in which the process of teaching and learning goes well, the researcher will use this form for teaching in the classroom because the researcher had to know the form of a good way to improve students writing, especially in recount text. This lesson plan is also discussed with the English teacher.

2) **Students' Reflection**

a) **Description**

In the classroom, the students pay attention to the researcher to focus on the explanation.

"I didn't feel bored when Miss Yulia taught. She explained clearly, used simple language, and dressed well"

From the statement above, the students feel comfortable with the way of learning the researcher provides.

b) **Feelings**

Many feel that the students feel during the teaching and learning process.

"I feel happy to work collaboratively because the task can be completed quickly, and we can exchange opinion."

From the statement above the students comfortable to work together with their friend because that can be save times and get new knowledge from the opinions of his friends.

"I like Google Docs. I can cooperate with my friends. Just share the link. No need to send files and download the files."

"When using Google Docs created a new experience for me because, in addition to writing using notebooks, we can also write with Google Docs easily."

From these statement above the students comfortable with the media that the researcher used to write recount text.

"When miss Yulia made a group for the first time, I was uncomfortable with the group. But when Miss Yulia reshuffled the form of grouping, I was happy because I could gather with my friends."

The students were suitable for their new group, which the researcher made in cycle two.

c) Evaluation

The students are happy with their progress, from those who do not understand the structure of recount text and language features used in recount text.

"When Miss Yulia teaches us, it's clear and easy to understand, from the tasks given are also varied."

"In the first group, I can work with friends who are not close to me, so I can know how they discuss in the group."

d) Analysis

"I have done the task well according to the explanation given by Miss Yulia."

"When discussing with each group, I can express my opinion and take part in writing because everyone has their own task in the group."

From that statement, the students improved their task, and also, during the discussion, they could give their opinion.

e) Conclusion

"The form of groping was suitable for us."

"Give ice breaking often, so the students don't feel bored in the class."

The students express the good part or part that could be improved or suggested.

f) Action plan

"Next time, I will use Google Docs if there is an online assignment because it only sends a link, and all members can directly write in one file without going to friends' homes."

"Next time, I will use Google Docs because there is a spell checker to check my writing."

From that statement above, the students feel the advantages of Google Docs and want to apply it again.

Table 4.3.
The student's progress in cycle 2

Aspect	The situation during cycle 2
Writing skill	Meeting 1
	a) The students were able to express their idea fluently. b) The students were able to make their sentences coherent.

	c) The students did not ignore punctuation.
	Meeting 2 a) The students were able to write recount text grammatically correct. b) The students did ignore punctuation and capitalization.
Group of collaborative writing	Meeting 1 a) The students were more enjoyable with their group. b) The students actively discuss with their group.
	Meeting 2 a) The students can make their group more active in the discussion. b) The students kept all their focus on discussing with their group.

After evaluating students' activities in the classroom, the result of students' assignments in cycle 2 indicated the improvement of the student's writing skills.

The result of students' assignment in cycle 2 can be seen on table 4.4 below:

Table 4.4
Students' score in cycle 2

Students' Number	Score
Student 1	78*
Student 2	70
Student 3	68
Student 4	80*
Student 5	80*
Student 6	68
Student 7	75*
Student 8	80*
Student 9	80*
Student 10	60
Student 11	78*
Student 12	70
Student 13	78*
Student 14	85*
Student 15	75*
Student 16	80*

Student 17	75*
Student 18	90*
Student 19	78*
Student 20	78*
Student 21	85*
Student 22	72
Student 23	78*
Student 24	78*
Student 25	90*
Student 26	72
Student 27	88*
Student 28	90*
Student 29	75*
Student 30	88*
Student 31	65
Student 32	80*
Student 33	80*
Student 34	70
Student 35	75*

The result of students' assignment in cycle 2 showed 26 or 75% of students passed the minimum mastery criterion. The others also improve their scores. According to the data, the other 9 or 25% of them, had not reached the minimum mastery criterion of 75. The result of cycle 2 can be concluded that the student's writing and collaboration got better than in cycle 1 as presented in table 4.5.

Table 4.5

The improvement of students' learning and achievement at the end of cycle 2

After cycle 1	After cycle 2
Writing Skill	Writing Skill
<ol style="list-style-type: none"> Content: the students' writing was understandable and showed some subject knowledge. The students could explore their idea easily, but there was little extension. Organization: The students' 	<ol style="list-style-type: none"> Content: The students' writing was understandable and showed knowledge of the subject. The students were able to explore the idea easily. Organization: The students' writing showed the idea clearly

<p>writing showed the idea clearly, and the students were able to make coherence in a sentence in the provided text.</p> <ol style="list-style-type: none"> 3. Vocabulary: The students could use an appropriate word in their sentences. However, the meaning was sometimes obscured. 4. Language Use: Several students' errors in using tenses. Some students could write grammatically correctly, but most of them omitted the tenses. 5. Mechanics: Sometimes, the students make a punctuation errors. The students still ignore punctuation in their writing. 	<p>stated. Most students developed the idea using the appropriate generic structure of recount text.</p> <ol style="list-style-type: none"> 3. Vocabulary: The students were able to use appropriate words in their sentences. The meaning was clear. They improved their vocabulary. 4. Language Use: Most of the students could write grammatically correct sentences. They used past tense to write recount text. 5. Mechanics: Most students paid attention to capitalization and functions in their writing.
<p>Group of collaborative Writing</p>	<p>Group of collaborative Writing</p>
<ol style="list-style-type: none"> a) The students were still awkward with their group. b) Some students didn't suitable with their group. c) Some students can manage their group to discuss the task. d) Some students talk with their friends, which disturbs the group's concentration. 	<ol style="list-style-type: none"> a) The students were suitable with their group. b) The students can manage their group very well. c) All members of the group follow the discussion of the task given by the researcher.

B. Discussion

After the research implementation, the information was gathered through the reflection, and students' assignment. Each of the was explained furthermore, as follow;

1. The result of student's reflection

In the cycle one, many students express their feelings a lot, starting from the introduction of the researcher about the research that will be held until the researcher introduces the media that will be used. The teaching

and learning was started when the researcher explain the lesson and used the media many the students utter their feelings, they are confused because this is the first time they use Google Docs. Besides that, there was a reason that was often used in the classroom when the teacher asked for learning to use a mobile phone that was they didn't have data internet. With the reasons used by the students, the researcher has prepared a solution for the problem. From the example: the students told they didn't have data internet, the researcher prepared internet data so that the students can use internet data that has been prepared by the researcher.

After the students have recognize Google docs, the researcher directly made a group that the researcher discussed with the English teacher. After the students gather with their group, they can assess the members in the group by the way they work together in the group. In the first time the researcher made the group and then the students gather with their group, there is no complain from the students. But after passage the time and the students often gather with their group to discuss the task, they already feel the nature and performance of each member. So that, in the third meeting of cycle one, many students complain about their group they want to change the form of grouping. Then the researcher began to think about the new group. The researcher discussed with the English teacher to reshuffle the group and we agree for the students to choose their own group members. we are taking the form of grouping based on Kagan Mulligan which called by "students selected team"

In the cycle two, the students gave another expression. They are happy and more excited to do the task because the researcher had change the group. The students gave positive comment to the researcher. They are more active in discussion and more fast to do the task.

2. The result of teacher reflection

The content of the observation was mainly about students' activity in following the lesson and the teacher's involvement in facilitating students' needs. In the action research, the researcher and the English teacher exchange their role. the researcher acted as a teacher who taught the students, while the English teacher acted as an observer who observe the teaching and learning process.

After getting the result of reflection in cycle one and cycle two, the researcher can conclude that the progress of the students gradually increased. In the first until the third meeting in cycle one, many students were strange and confused to used the media that the researcher used. The students didn't suitable with their group which the form of grouping had determined by the researcher. The good thing was they respected the researcher when the researcher explained the material, they paid attention, and they want to attempt try to use Google Docs. However, they confused after the researcher introduce Google Docs media. They seemed curious and interested in operating Google Docs because it was new for them and they still need to practice a lot with it. However, their communication skill between other students also low. Only several students that showed good

cooperation and contribution in doing collaboration work. Fortunately, in the last meeting of cycle one, the amount of responsive students increased.

In the cycle two which consist of two meetings, there were many students enjoy the learning and get used to it. The students' discussion become active. Sometimes the researcher gave warming up to the student when they unfocuss or crowded. Yet, in the cycle two, the students did not ask many questions about Google Docs since they had already understood it. Their cooperation in finishing group project also improved way better. Every member group give idea and help each other. Their management in sharing job to every member arranged nicely. So that every member has their job and the discussion becomes productive.

Observation sheet also utilized to observe the teacher's activity. In the first until the last meeting in cycle one, the teacher was struggled to manage the students. Responsive with English lesson and how to solve some complain from them when they did not want to study. Although only several students who interested with the lesson, the researcher kept trying invite all of them by building the good way such as good communication, assign different tasks, and also prepared various warming ups to attract students' attention.

In the cycle two, the relationship between the teacher and the students became a lot better. The researcher began to memorize student name. the way the researcher delivered the lesson also improved. The presentation is better and confidence. The researcher always participate in

the students activities more often by offering some help when the students faced the difficulty.

3. Collaborative writing through Google Docs can improve students' writing skill of Recount text

The implementation of Google Docs as teaching media had improved students writing skill of recount text. Five aspects in writing concerned in this research could be improved. Those are content, organization, vocabulary, language feature and mechanics. In the cycle two in students' assignments, the students got higher achievement. Each of the improvement is discussed as research finding as follows.

a. The improvement of students' writing in content aspect

Based on the student's assignment scores, the content aspect had improved. It was shown by the ability of students in developing the idea. Their idea was relevant with the title. The students were understandable and showed knowledge of the subject. The students can think the idea easily. By Google Docs the students were able to develop the idea easily. They could discuss the topic with their group in online way. Kyong and Jeong ouk (2016) stated that Google Docs as platform can be used by user share their collective knowledge with group members, post interesting ideas and discuss common problem with a critical perspective. Other then, that can help user submit draft,

revise, edit and share them draft to same learning community or the other user.⁵⁰

b. The improvement of students' writing skill in organization aspect

In this aspect, the students' writing showed the idea clearly stated, supported each paragraph and logical sort. Most of the students were able to develop the idea using the appropriate generic structure of the Recount Text. Google helped students to make their writing well organize. In Google Docs, the researcher gives outline consisting title, identification, and description. Students had to fill the outline with the true sentence. So, an outline given to the students became a good Recount Text.

c. The improvement of students' writing skills in vocabulary

In this aspect, students could use the appropriate word in their sentences. The meaning was clear. They add their vocabularies. They made fewer mistakes in spelling. By using spell checker in Google Docs, students' spelling got better before they had used spell checker.

As stated by Sa'diyah & Nabhan (2021), a built-in smart spell checking system used by Google Docs, help students easily identify spelling as they type. Since the students used spell checker in Google Docs, their mistakes in spelling words was reduced.

⁵⁰ Kyeong, Jeong ouk, *A study on integration of Google Docs as a web-based collaborative learning platform in Efl writing instruction* (South Korea: 2016) DOI: 10.17485/ijst/2016/v9i39/103239, October 2106.

d. The improvement of students' writing skills in the language feature aspect

In this aspect, most of the students were able to write sentence grammatically correct. They did not ignore the tense. By using Google Docs, the researcher could explain about grammar easily. The researcher showed the example of past tense to the students by using Google Docs. Google Docs has a grammar checker to help students in solving grammar problems.

e. The improvement of students writing skills in the mechanic aspect

After the researcher finished the first cycle, the researcher still found many mistakes in students' mechanics. In cycle two, the researcher tried to give more attention to their mechanic aspect. Students had to know how to use punctuation and capitalization correctly. The problem is only in their awareness of using punctuation and capitalization. They often forget to use it. So the researcher reminded the students about the punctuation and the capitalization frequently to the students when they do the task.

4. The form of grouping in collaborative writing

In the form of grouping, the researcher had to determine the best possible group for learning to run well. It was proven by the student's observation in the classroom that the students were strange or confused about doing the collaborative writing through Google Docs in the first cycle. They are not used to using the researcher's method in the classroom.

The form of grouping that the students didn't feel suitable with the group, didn't have data internet, and the students were still noisy in the classroom. Although the researcher felt the need for improvement in the first cycle, the researcher continued the research in cycle two.

In cycle two, there was a change in students' activeness in discussing with their group, and they really attention to their Google Docs because the researcher reshuffled the form of grouping according to the student's request, the first group that students got according to the score of writing which is a score that passed the minimum mastery criterion one group with students whose the score had not reached the minimum mastery criterion. This group didn't run well, so the researcher reshuffled the form of grouping based on Kagan (2011). Kagan adds that there are four types of groups: Heterogeneous teams, Homogeneous teams, Random Teams, and students select a team.⁵¹ Become a students-selected group, in which the students can choose the team by themself. Fung also support the teams selected by the students to provide a safe and encouraging environment for members to express their thought and opinions, be proactive and involved⁵². After the researcher reshuffled the group, there was no complaints from the students because they were suitable with their new group, and the discussion ran well. Furthermore, the students showed mutual engagement wich is needed in group work.

⁵¹ Spancer Kagan and Miguel Kagan “ *Kagan Cooperative Learning*” (Kagan Publishing: San Clemente, 2009)

⁵² Young Mei Fung “*The Nature Dynamics of collaborative writing in Malaysian tertiary ESL setting*” (New Zealand: Massey University Press, 2006)

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher explained the conclusion and suggestions based on the combined narrative inquiry findings of the classroom action research. The decision discussed the result of collaborative writing through Google Docs for improving students writing recount text. In comparison, the suggestion discussed some alternative ways that can be used for the teacher to teach the students.

A. Conclusion

Based on the researcher's findings, it can be concluded that the collaborative writing technique on Google Docs can improve students' writing recount text at eleventh-grade students of SMAN 1 Maron. The student's progress from the first meeting until the last meeting was monitored using reflection from Graham Gibbs and students assesment. The data obtained showed that the interaction process between students in collaborative writing improved. It can be seen in how the students interact and help each other whenever a problem occurs. In cycle one, they were so awkward with their group to do discussion. After many meetings passed, the students became more attentive and serious in their group discussions, and the communication improved with the teacher and the other students.

In the stage of writing, students were able to improve their skills in writing recount text. The students easily develop their ideas, improve their sentence structure, organize the text well, use correct capitalization and punctuation,

and choose appropriate vocabulary. Then, the students' assignments were conducted to support students' writing recount text improvement. In cycle one, the researcher compares the score before the research was implemented and students' assignments in cycle one. The researcher found some improvement that showed in understanding Recount text. The students could be identified and implement the generic structure of recount text into their writing. Their content was more interesting to read. However, some students still had not met the criteria of success since they still did not pay attention to the language structure of the recount text. The problem in cycle one was raised as a topic in cycle two. At the end of cycle two, the researcher conducted another assignment known as the students' assignment in cycle two. Then, the student's assignment result was compared with cycle one. The data showed that the students of SMAN 1 Maron had improved writing ability.

B. Suggestion

After conducting the teaching and learning process, the researcher noted some suggestions which might be helpful and can be used for further learning.

- 1) The role of technology in humans' life is inseparable. They used technology to facilitate their business. In this technology era, many students can't see the potential of it to be included in their learning. Here, the researcher supposed the students to use technology to entertain themselves and meet their learning needs.

- 2) To teach student writing skills, the teacher can consider Google Docs as a media since Google Docs can be used for discussion rooms and media to do collaborative writing among students.



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Appendix 1

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Yulia Agustina
SRN : T20186106
Program : English Education Department
Faculty : Tarbiyah and Teacher Training
University : UIN KH Achmad Siddiq Jember

States that thesis entitled “The Implementation of Collaborative Writing Through Google Docs as A Media in Improving Students Writing Recount Text” is truly my original work from the result of conducting a research at Eleventh-grade A students of SMAN 1 Maron, except some resources which are accepted from references mentioned.

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KIAI HAJI ACHMAD SIDDIQ
JEMBER

Jember, 25 October 2022

Stated by

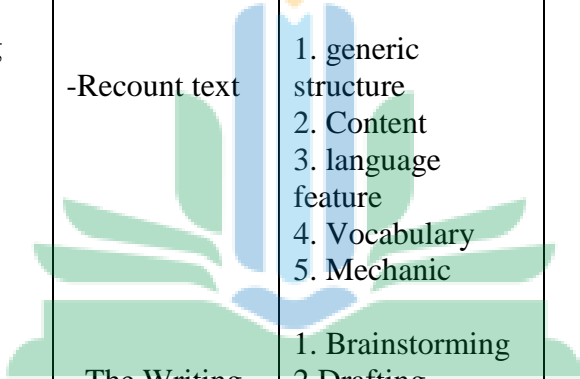
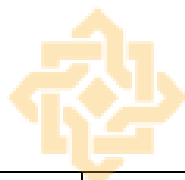


Yulia Agustina
NIM. T20186106

Appendix 2

The Implementation of Collaborative Writing through Google Docs as a media in improving student writing recount text at 11th Grade of SMAN 1 Maron-Probolinggo

Title	Variable	SUB Variable	Indicators	Data Resources	Research Method	Problem
The Implementation of Collaborative Writing through Google Docs as a media in improving students' writing recount text at 11 th Grade of SMAN 1 Maron	1. Goggle docs 2. Collaborative writing	- Google doc as a tool for teaching writing collaboratively - Concept of collaborative writing	Creating a Google account - Creating an email account - The advantages of Google doc 1. The step to start collaboration 2. The purpose of collaborative writing 3. Advantage of collaborative writing	1. Primary Data: a. Student reflection 2. Secondary Data: a. Observation b. Students writing assignment c. Teacher reflection d. Document Review	A. Research Design: Classroom Action research (CAR) by Kemmis and Mc Taggart: 1. Planning 2. Acting 3. Observing 4. Reflecting B. Participant: Students 11 th grade (IPS-1) of SMAN 1 Maron C. Data Collection Method:	1. How could collaborative writing through Google Docs in the classroom to improve students' writing ability in class XI IPS-1 of SMAN 1 Maron? 2. How is the form of grouping in collaborative writing through



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	3. Writing skill	-Recount text - The Writing process - The Writing product	1. generic structure 2. Content 3. language feature 4. Vocabulary 5. Mechanic 1. Brainstorming 2. Drafting 3. Editing 4. Revising 5. Publishing 1. generic structure 2. language feature		1. Reflection 2. Students writing assignment	Google Docs in the classroom?
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Appendix 3

CLASSROOM ACTION RESEARCH SCHEDULE

No.	Date	Activities	Time
1.	Tuesday, June 07, 2022	Discuss about the lesson plan	08.30-10.00
2.	Friday, June 24, 2022	Teachers gave students score in writing	08.00 – 08.30
3.	Monday, 25 July, 2022	1 st meeting (cycle 1)	08.30 - 10.00
4.	Tuesday, 26 July, 2022	2 nd meeting (cycle 1)	08.30 – 10.00
5.	Monday, 01 August, 2022	3 rd meeting (cycle 1)	08.30 - 10.00
6.	Monday, 08 August, 2022	1 st meeting (cycle 2)	08.30 - 10.00
7.	Tuesday, 09 August, 2022	2 nd meeting (cycle 2)	08.30 – 10.00

Probolinggo, 09 Agustus 2022
Kepala
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J E M B
Tjahjo Dwi Poetro, S. Pd.MM
NIP.196905111999031009

Appendix 4

Teachers' Reflection in Cycle 1

No.	Reflection	Explanation
1.	Description	<ul style="list-style-type: none"> - The situation in class was crowded. - The students are excited to meet a new person. - The students are excited to follow the teaching and learning process. - The students like to use Google Docs. - The students didn't collaborate well with their friends.
2.	Feelings	<ul style="list-style-type: none"> - The researcher felt nervous in the first meeting. - The researcher teaches well because she is not confident, so she lacks in controlling the classroom. - In the second meeting, the researcher had positive vibes to teach, but she faced difficulty making students focus when the situation was crowded.
3.	Evaluation	<ul style="list-style-type: none"> - The students were excited to receive the lesson from a new teacher, but the class situation was passive because No one asked when the researcher explained the topic. - The class is still crowded, and some students go to the canteen during the learning process. So, the researcher must have a way to control it. - The students were more excited even though there was a comment about the form of grouping.
4.	Analysis	<ul style="list-style-type: none"> - To reverse students' attention, the researcher gave warming up when they didn't need concentration and were bored during the learning process.
5.	Conclusion	<ul style="list-style-type: none"> - It is ok to make mistakes, and she knows her weakness during the teaching and learning process.
6.	Action Plan	<ul style="list-style-type: none"> - I will reshuffle the form of grouping and explain more about grammatical structure.

Teacher Reflection in Cycle 2

No.	Reflection	Explanation
1.	Description	<ul style="list-style-type: none"> - The situation in the class is more conducive, and the students are more excited to learn. - The student is already accustomed to the media.
2.	Feeling	<ul style="list-style-type: none"> - The researcher is more confident and good at classroom control. - Both students and researchers felt happy because the form of grouping was suitable to students' wishes.
3.	Evaluation	<ul style="list-style-type: none"> - The good combination of grouping

4.	Analysis	- The discussion in the group was more active, and the students divided the task.
5.	Conclusion	- The researcher has made an effort to repair the weakness in cycle one.
6.	Action Plan	- The researcher used this form of teaching because she knows a good way to improve students' writing skills.



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Appendix 5

Nama : Vina Aniba Suci A.

Kelas/No. absen: XI-IPS 1 (35)

1. Saya merasa sangat senang dan tidak bosan karena cara mengajar Miss Yulia yang jelas dan juga bervariasi.
2. Saya suka dengan Miss Yulia mengajar karena mempunyai banyak cara agar kita tidak bosan saat pembelajaran, ketika menjelaskan dan membimbing penggunaan google docs dengan sabar.
3. Banyak hal baru yang saya dapatkan ketika saya bekerja sama dengan teman-teman saya tau siapa yang tidak mau berdiskusi dan yang benar serius, yang nyebelin. dan hal baru yang saya dapat dari menggunakan google docs sangat banyak. Saya baru tau jika kita bisa mengerjakannya dengan satu file, dan mengedit kata yang salah.
4. Sangat senang pada pembentuk tim grup ke-2 soalnya saya bareng bersama teman saya jadi enak berdiskusi dan tugas cepat selesai kalau yang grup pertama. Saya kurang suka karena anak-anaknya unik. tidak mau diajak serius.
5. Saya suka, mempermudah tugas harus salin file, jadi cuma kirim link saja. dan saya juga mengetahui grammar yang salah dan juga typo.
6. Pada pertemuan pertama sempat ada kesulitan karena saya baru tau Google docs dan baru download, tapi setelah itu sudah bisa jadi sekarang tidak ada kesulitan.
7. Tidak ada, hanya diawali pembentukan kelompok yang masih

ditentukan oleh Miss Yulia awal masih-main-main, ngomong sendiri. susah diajak mendengarkan. tetapi setelah ganti kelompok jadi enak karena saya satu kelompok bersama teman-teman saya jadi bisa diskusi bareng dan cepat selesai.

Suka : Saat memilih kelompok sendiri, menulis menggunakan google Docs, saat Miss Yulia mengajar.
Tidak suka : Pada saat berdiskusi dikelompok pertama harapan saya semoga Miss Yulia bisa mengajar lagi disini dan semoga bu guru menggunakan Google Docs untuk mengerjakan.

Appendix 6

Students' score cycle 1

Students' Number	Students Assignment
Students 1	60
Students 2	56
Students 3	50
Students 4	78*
Students 5	60
Students 6	60
Students 7	75*
Students 8	78*
Students 9	78*
Students 10	55
Students 11	68
Students 12	70
Students 13	75*
Students 14	70
Students 15	68
Students 16	80*
Students 17	50
Students 18	88*
Students 19	75*
Students 20	75*
Students 21	80*
Students 22	60
Students 23	68
Students 24	78*
Students 25	75*
Students 26	70
Students 27	70
Students 28	90*
Students 29	60
Students 30	68
Students 31	65
Students 32	80*
Students 33	78*
Students 34	70
Students 35	60

The average of students' mean score

$$M = \frac{\sum x}{n}$$

$$M = \frac{2441}{35}$$

$$M = 69,74$$

M = Mean

$\sum x$ = Total score

N = Number of students

Students' score in cycle 2

Students' Number	Scores
Students 1	78*
Students 2	70
Students 3	68
Students 4	80*
Students 5	80*
Students 6	68
Students 7	75*
Students 8	80*
Students 9	80*
Students 10	60
Students 11	78*
Students 12	70
Students 13	78*
Students 14	85*
Students 15	75*
Students 16	80*
Students 17	75*
Students 18	90*
Students 19	78*
Students 20	78*
Students 21	85*
Students 22	72
Students 23	78*
Students 24	78*
Students 25	90*
Students 26	72
Students 27	88*
Students 28	90*
Students 29	75*
Students 30	88*
Students 31	65
Students 32	80*
Students 33	80*
Students 34	70
Students 35	75*

The average of students' mean score

$$M = \frac{\sum x}{n}$$

$$M = \frac{2712}{35}$$

$$M = 77,48$$

M = Mean

$\sum x$ = Total score

N = Number of students

Students' score before action implemented

Students Number	Score
Students 1	50
Students 2	48
Students 3	40
Students 4	60
Students 5	60
Students 6	50
Students 7	55
Students 8	45
Students 9	40
Students 10	55
Students 11	50
Students 12	50
Students 13	55
Students 14	60
Students 15	40
Students 16	60
Students 17	50
Students 18	75*
Students 19	60
Students 20	60
Students 21	75*
Students 22	55
Students 23	60
Students 24	50
Students 25	50
Students 26	55
Students 27	60
Students 28	78*
Students 29	56
Students 30	60
Students 31	50
Students 32	75*
Students 33	75*
Students 34	50
Students 35	50

Appendix 7

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMAN 1 Maron
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X1-IPS 1/ I (Ganjil)
Topik : Recount Text
Skill : Writing
Alokasi Waktu : 2 x 45 Menit (Pertemuan 1 cycle 1)

A. Kompetensi Dasar dan Indikator Pencapaian Komunikasi

Kompetensi Dasar	Indikator Pencapaian Komunikasi
3.7. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.	3.7.1. Memahami fungsi atau tujuan dari Recount Text.
4.7. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis.	4.7.1. Memahami unsur kebahasaan dari Recount Text sesuai dengan penggunaannya.
4.7. Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.7.2. Dapat membuat Recount Text secara tulis.

B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Peserta didik dapat memahami fungsi dan tujuan dari Recount Text.
2. Peserta didik dapat menentukan tujuan, struktur teks dan unsur kebahasaan dari Recount Text.
3. Peserta didik dapat membuat teks tulis berupa Recount Text menggunakan bahasa Inggris.

C. Materi Pembelajaran

Topic : Recount Text
Skill : Writing

Recount text is speaking or writing about past events or pieces of text that retell past events, usually in order to which they happened. The purpose of the text is to retell the past event or tell someone's experience in chronological order.

a) Kind of Recount text

- a) Personal Recount: It tells the story of the author's personal experience.
- b) Factual Recount: It is to report events that actually happen, such as science experiments report, police report.
- c) Imaginative Recount: it creates imaginative stories and writer's events that have happened.

b) The Generic Structure of Recount Text

TEXT ELEMENT	CONTENT
Orientation	Information about an event and setting of the story, provides details of who, what, where, or why.
Events	A sequence of events which happened in a chronological order. What happened? First.... Next.... Soon... During.... After.... Later.... Eventually...finally.
Re-orientation (Closing)	Conclusion or summary of the event. What the writer thinks, feel or decide about the happened events.

c) Language Feature

- a. Nouns or pronouns instead of persons, animals, or things involved. Such as: Yulia, the rabbit, we, etc.
- b. Action verb. Such as: go, sleep, run, etc.
- c. Past tense. Such as: we went to the zoo, she was happy, etc.
- d. Conjunctions and time connectives which order events, happenings, or actions. Such as: and, but, then, after that, etc.
- e. Adverbs and adverbs phrase to show location, time and manner. Such as: right here, in my bedroom, yesterday morning, often, slowly, etc.
- f. Adjectives to modify nouns. Such as: beautiful, funny, tiny, childish, etc.

E) Example of Recount Text

Vocation to BALOGA (Batu Love Garden)	
Orientation	On Saturday last week, I went to Baloga (Batu Love Garden) Baloga is one of the tourist attractions in the city of Malang, where this tourist spot is one of the Jatimpark tours,I went there with my friends, Salsa and Gilang, to enjoy the holiday together.

Events	I left home early, around 7 O'clock. First I took a bus to the train station, our meeting spot, from there we took a train to Singosari station. After we got off, we took public transportation to the place. We stopped a couple of times to enjoy the scenery and take pictures.
Re-orientation (Closing)	Finally, around six O'clock we decided to go home. We really had a good time and we promised to visit the garden again next time.

D. Pendekatan dan Metode Pembelajaran

Pendekatan : Scientific Approach

Metode : Collaborative writing

E. SUMBER BELAJAR

- Endang Fauziati et. Al, "*Modul PLPG 2014: Pendalaman Materi Bahasa Inggris*" (2014: Universitas Halu Oleo)

F. MEDIA PEMBELAJARAN

1. Papan tulis
2. Spidol
3. Handphone (Application Google Docs)
4. Internet

G. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
a. Pendahuluan	<ol style="list-style-type: none"> Membuka pelajaran dengan mengucapkan salam dan berdoa. Memeriksa kehadiran peserta didik. Apersepsi (Motivasi). Memberikan pertanyaan ringan yang menuju kepada materi yang akan dibahas (Brainstorming). Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran. Menginformasikan tujuan yang akan dicapai selama pembelajaran. 	10 Menit
Kegiatan Inti	<p>Observing</p> <ol style="list-style-type: none"> Siswa mengamati penjelasan guru mengenai materi recount text tentang generic structure, kind of recout text, language feature. Guru memberi contoh tentang Recount text Guru meminta siswa untuk membaca contoh Recount text. 	75 menit

	<p>d. Siswa diperkenalkan dengan media kolaborasi menulis yaitu Google Docs.</p> <p>Menanya</p> <p>a. Guru melontarkan pertanyaan yang berhubung dengan contoh yang diberikan.</p> <p>Mengeksplorasi</p> <p>a. Siswa diminta untuk membuat recount text secara singkat.</p> <p>Mengasosiasi</p> <p>a. Guru membentuk kelompok yang beranggota 4 orang.</p> <p>b. Setiap kelompok ditugaskan untuk membuat recount text dengan tema yang bebas.</p> <p>Mengkomunikasikan</p> <p>a. Setiap kelompok berdiskusi untuk menentukan tema yang akan digunakan.</p>	
Penutup	<p>a. Guru menyanyikan ulang tentang materi secara singkat.</p> <p>b. Guru dan siswa bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu.</p> <p>c. Guru memberikan motivasi sebelum menutup pembelajaran.</p> <p>d. Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing.</p>	5 Menit

H. PENILAIAN

Penilaian diambil dari observation sheet of students and teachers' activity mengenai partisipasi siswa dan guru dalam proses belajar mengajar serta reflection untuk menilai proses kegiatan belajar mengajar dikelas terkait dengan respon dan keaktifan siswa maupun situasi dan kondisi kelas selama pembelajaran berlangsung.

Guru Pamong Bahasa Inggris



Cicis Wedastriana, S, Pd
NIP.197807262008012014

Probolinggo, 25 July 2022

Guru Praktik



Yulia Agustina
NIM.T20186106

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMAN 1 Maron
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X1-IPS 1/ I (Ganjil)
Topic : Recount Text
Skill : Writing
Alokasi Waktu : 2 x 45 Menit (Pertemuan 2 cycle 1)

A. Kompetensi Dasar dan Indikator Pencapaian Komunikasi

Kompetensi Dasar	Indikator Pencapaian Komunikasi
3.7. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.	3.7.1. Memahami fungsi atau tujuan dari Recount Text.
4.7. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis.	4.7.1. Memahami unsur kebahasaan dari Recount Text sesuai dengan penggunaannya.
4.7. Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.7.2. Dapat membuat Recount Text secara tulis.

B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Peserta didik dapat memahami fungsi dan tujuan dari Recount Text.
2. Peserta didik dapat menentukan tujuan, struktur teks dan unsur kebahasaan dari Recount Text.
3. Peserta didik dapat membuat teks tulis berupa Recount Text menggunakan bahasa Inggris.

C. Materi Pembelajaran

Topic : Recount Text

Skill : Writing

Recount text is speaking or writing about past events or pieces of text that retell

past events, usually in order to which they happened. The purpose of the text is to retell the past event or tell someone's experience in chronological order.

a) Kind of Recount text

- a) Personal Recount: It tells the story of the author's personal experience.
- b) Factual Recount: It is to report events that actually happen, such as science experiments report, police report.
- c) Imaginative Recount: it creates imaginative stories and writer's events that have happened.

b) The Generic Structure of Recount Text

TEXT ELEMENT	CONTENT
Orientation	Information about an event and setting of the story, provides details of who, what, where, or why.
Events	A sequence of events which happened in a chronological order. What happened? First.... Next.... Soon... During.... After.... Later.... Eventually...finally.
Re-orientation (Closing)	Conclusion or summary of the event. What the writer thinks, feel or decide about the happened events.

c) Language Feature

- a) Nouns or pronouns instead of persons, animals, or things involved. Such as: Yulia, the rabbit, we, etc.
- b) Action verb. Such as: go, sleep, run, etc.
- c) Past tense. Such as: we went to the zoo, she was happy, etc.
- d) Conjunctions and time connectives which order events, happenings, or actions. Such as: and, but, then, after that, etc.
- e) Adverbs and adverbs phrase to show location, time and manner. Such as: right here, in my bedroom, yesterday morning, often, slowly, etc.
- f) Adjectives to modify nouns. Such as: beautiful, funny, tiny, childish, etc.

d) Recount text

Visiting uncle's house

The last semester vacation was an unexpected holiday. Because, I didn't have any vacation schedule. But, my father gave me a surprise. I was very happy and excited to visit my uncle who had not met for two years.

I prepared everything needed to go on vacation. After that, dad invited me to go to the terminal because we did left at 05.00 pm. The trip that must be taken to Panyabungan was around 13 hours. Along the way, I saw such an amazing view from the bus window. The next day, we arrived

at 08.00 am. I didn't expect them to gather to greet us. On the day, I had to take a rest for freshen my body.

The second day there, I did take by my uncle to go to the garden to harvest oranges. The location of garden was not far from Uncle's house. Arriving there, I was happy to be able to pick oranges directly from the tree. The oranges that had been picked were sold and some were for souvenirs. The third day, I and uncle went to the river for take a bath. I did amaze to see the water that was so clear. There, I found many people busy to washing and bathing. The holiday was over, I had to go back to Medan to continue the routine activities. While there, I got a lot of experience and visited family that I had never met before.

Although it was a short vacation, it was a memorable holiday for me. I got a lot of experience there.

D. Pendekatan dan Metode Pembelajaran

Pendekatan : Scientific Approach

Metode : Collaborative writing

E. SUMBER BELAJAR

- Endang Fauziati et. Al, "Modul PLPG 2014: Pendalaman Materi Bahasa Inggris" (2014: Universitas Halu Oleo)

F. MEDIA PEMBELAJARAN

1. Papan tulis
2. Spidol
3. Handphone (Application Google Docs)
4. Internet

G. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
a. Pendahuluan	<ol style="list-style-type: none"> Membuka pelajaran dengan mengucapkan salam dan berdoa. Memeriksa kehadiran peserta didik. Memberikan pertanyaan ringan yang menuju kepada materi yang akan dibahas (Brainstorming). Guru mengumpulkan respon dan menyimpulkan jawaban, serta menyampaikan tujuan pembelajaran. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran. 	10 Menit
Kegiatan Inti	<p>Observing</p> <ol style="list-style-type: none"> Siswa mengamati evaluasi yang diberikan guru terkait dengan tugas kolaborasi yang siswa kerjakan di Google Docs. Guru melakukan demonstrasi cara 	75 menit

	<p>menggunakan Google Docs dengan memberikan picture series agar seluruh siswa semakin paham.</p> <p>Menanya</p> <ol style="list-style-type: none"> Guru menanya materi mengenai pembelajaran yang telah dijelaskan oleh guru. Guru memberi satu kertas yang berisi cerita recount text dan siswa memahaminya. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> Siswa diminta untuk mengidentifikasi generic structure dari recount text yang telah diberikan oleh guru. <p>Mengasosiasi</p> <ol style="list-style-type: none"> Siswa diminta untuk kembali berdiskusi dengan kelompok yang telah dibuat pada pertemuan pertama. Siswa secara berkelompok diminta untuk mengidentifikasi generic structure recount text yang telah diberikan oleh guru. Siswa diminta untuk memperbaiki tugas pada pertemuan pertama dengan benar. <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> Siswa berdiskusi untuk membuat tema yang akan diangkat untuk tugas membuat recount text. 	
<p>Penutup</p>	<ol style="list-style-type: none"> Guru menanyakan ulang tentang materi secara singkat. Guru dan siswa bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu. Guru memberikan motivasi sebelum menutup pembelajaran. Menutup pelajaran dengan berdoa. 	<p>5 Menit</p>

H. PENILAIAN

Penilaian diambil dari observation sheet of students and teachers' activity mengenai partisipasi siswa dan guru dalam proses belajar mengajar serta reflection untuk menilai proses kegiatan belajar mengajar dikelas terkait dengan respon dan keaktifan siswa maupun situasi dan kondisi kelas selama pembelajaran berlangsung.

Guru Pamong Bahasa Inggris



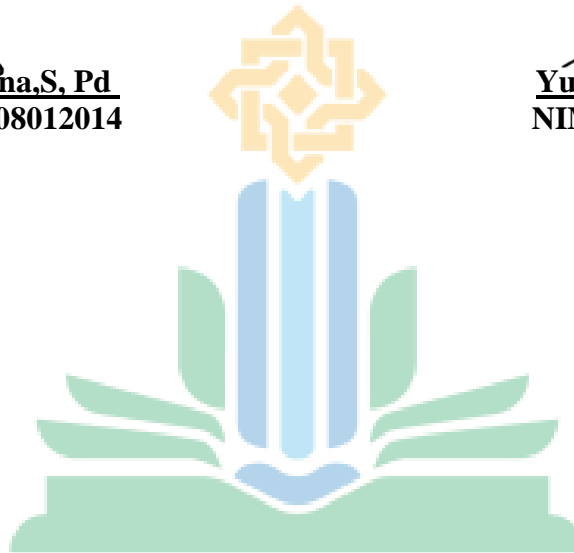
Cicis Wediastriana, S, Pd
NIP.197807262008012014

Probolinggo, 26 July 2022

Guru Praktik



Yulia Agustina
NIM. T20186106



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMAN 1 Maron
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X1-IPS 1/ I (Ganjil)
 Topik : Recount Text
 Skill : Writing
 Alokasi Waktu : 2 x 45 Menit (Pertemuan 3 cycle 1)

A. Kompetensi Dasar dan Indikator Pencapaian Komunikasi

Kompetensi Dasar	Indikator Pencapaian Komunikasi
3.7. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.	3.7.1. Memahami fungsi atau tujuan dari Recount Text.
4.7. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis.	4.7.1. Memahami unsur kebahasaan dari Recount Text sesuai dengan penggunaannya.
4.7. Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.7.2. Dapat membuat Recount Text secara tulis.

B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Peserta didik dapat memahami fungsi dan tujuan dari Recount Text.
2. Peserta didik dapat menentukan tujuan, struktur teks dan unsur kebahasaan dari Recount Text.
3. Peserta didik dapat membuat teks tulis berupa Recount Text menggunakan bahasa Inggris.

C. Materi Pembelajaran

Topic : Recount Text

Skill : Writing

Recount text is speaking or writing about past events or pieces of text that retell past events, usually in order to which they happened. The purpose of the text is to

retell the past event or tell someone's experience in chronological order.

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- e) Adverbs and adverbs phrase to show location, time and manner. Such as: right here, in my bedroom, yesterday morning, often, slowly, etc.
- f) Adjectives to modify nouns. Such as: beautiful, funny, tiny, childish, etc.

D. Pendekatan dan Metode Pembelajaran

Pendekatan : Scientific Approach

Metode : Collaborative writing

E. Sumber Pembelajaran

- e. Endang Fauziati et. Al, "Modul PLPG 2014: Pendalaman Materi Bahasa Inggris" (2014: Universitas Halu Oleo)

F. Media Pembelajaran

- 1. Papan tulis
- 2. Spidol
- 3. Handphone (Application Google Docs)
- 4. Internet

G. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
a. Pendahuluan	<ul style="list-style-type: none"> a. Membuka pelajaran dengan mengucapkan salam dan berdoa. b. Memeriksa kehadiran peserta didik. c. Memberikan pertanyaan ringan yang menuju kepada materi yang akan dibahas (Brainstorming). d. Guru mengumpulkan respon dan menyimpulkan jawaban, serta menyampaikan tujuan pembelajaran. e. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran. 	10 Menit
Kegiatan Inti	<p>Observing</p> <ul style="list-style-type: none"> a. Guru meminta murid untuk login ke Google Docs untuk mengevaluasi tugas pada pertemuan sebelumnya. <p>Menanya</p> <ul style="list-style-type: none"> a. Guru menanya materi yang belum dimengerti oleh siswa. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> a. Siswa diminta untuk login ke Google Docs dan membahas tentang tugas sebelumnya, kemudian guru memberi penjelasan tambahan tentang common expression and conjunction yang digunakan pada recount text. <p>Mengasosiasi</p> <ul style="list-style-type: none"> a) Siswa bersama guru mencoba membetulkan kalimat dan struktur kata yang salah pada tugas yang diberikan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> a. Siswa memperbaiki kesalahan pada tugas mereka secara berkelompok. <p><i>Guru melakukan students' assignment 1 sebagai syarat penelitian CAR</i></p>	75 Menit
Penutup	<p>Guru menanyakan ulang tentang materi secara singkat.</p> <p>Guru dan siswa bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu.</p> <p>Guru memberikan motivasi sebelum menutup pembelajaran.</p> <p>Menutup pelajaran dengan berdoa.</p>	5 Menit

H. PENILAIAN

Penilaian diambil dari observation sheet of students and teachers' activity mengenai partisipasi siswa dan guru dalam proses belajar mengajar serta reflection untuk menilai proses kegiatan belajar mengajar dikelas terkait dengan respon dan keaktifan siswa maupun situasi dan kondisi kelas selama pembelajaran berlangsung.

Probolinggo, 01 Agustus 2022

Guru Pamong Bahasa Inggris

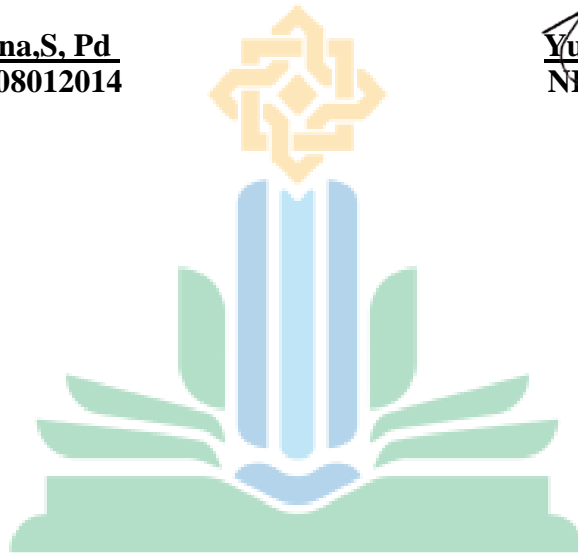


Cicis Wediastriana, S, Pd
NIP.197807262008012014

Guru Praktik



Yulia Agustina
NIM.T20186106



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMAN 1 Maron
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X1-IPS 1/ I (Ganjil)
Topik : Recount Text
Skill : Writing
Alokasi Waktu : 2 x 45 Menit (Pertemuan 1 cycle 2)

A. Kompetensi Dasar dan Indikator Pencapaian Komunikasi

Kompetensi Dasar	Indikator Pencapaian Komunikasi
3.7. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.	3.7.1. Memahami fungsi atau tujuan dari Recount Text.
4.7. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis.	4.7.1. Memahami unsur kebahasaan dari Recount Text sesuai dengan penggunaannya.
4.7. Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.7.2. Dapat membuat Recount Text secara tulis.

B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Peserta didik dapat memahami fungsi dan tujuan dari Recount Text.
2. Peserta didik dapat menentukan tujuan, struktur teks dan unsur kebahasaan dari Recount Text.
3. Peserta didik dapat membuat teks tulis berupa Recount Text menggunakan bahasa Inggris.

C. Materi Pembelajaran

Topic : Recount Text

Skill : Writing

- a) **Simple past tense**

Verbal:

(Positive +) S + V₂ + Complement

(Negative -) S + Did not + V₁ + Complement

(Interrogative?) Did + S + V₁ + Complement

Example (Contoh):

(+) I went to Yogyakarta with my friend last week

(-) I Didn't go to Yogyakarta with my friend last week

(?) Did I go to Yogyakarta with my friend last week?

Nominal:

(Positive +) S + to be (was/were) + Complement (adj/noun/adv)

(Negative -) S + to be not (wasn't/ weren't) + Complement
(adj/noun/adv)

(Interrogative?) to be (was/were) + S + Complement (adj/noun/adv)

Was: I, he, she, it (singular)

Were: you, we, they (plural)

Example:

(+) I was slim ten years ago
time

(+) you were very sad last
time

(-) I wasn't slim the years ago
time

(-) you weren't very sad last
time

(?) was I slim ten years ago?
time?

(?) were you very sad last
time?

My first experience

At that time, I was 17 years old. I asked my father to give me a gift which is a motorcycle. However, my wish was rejected by my father because I was still an adult. Then, I asked my father to teach me to ride a motorcycle. Initially, my father refused my request and promised to teach me next year, but I sulked. **(Orientation)**

Finally, my father taught me to ride a motorcycle in a field near the house. Father gave instructions on how to drive it. First, my father led me from behind and I was riding on my father. Over time, I want to try it myself. I was happy and proud to be riding a motorcycle. A few days later, I tried to ride a motorcycle on the narrow street of my house. I was nervous when there was another motorcycle in front of me. Unexpectedly, my motorcycle hit the wall which made me fall from the motorbike. **(Event)**

I was afraid of being scolded when I got home. But the reality, my father was very proud of me. I was also given advice to be more calm in driving. **(Re-Orientation)**

Came late to the school

Last Wednesday, I was late for school. That's because I..... **(play/played)** online games until 3:00 a.m. At 5:30 a.m., my mom tried to wake me up. But, I ignored mother's words and continued to sleep again. Suddenly, I was jolted from my sleep and saw it.... **(is/was)** after 06:30. Without thinking, I.... **(take/took)** a

towel and immediately ran towards the bathroom. I... **(see/saw)** breakfast that had been served by my mother. But, I didn't have time to have breakfast.

Usually, I go to school with my mother. But, mother had gone to the office before I... **(wake up/woke up)**. Finally, I... **(go/went)** to school by public transportation. It showed at 06.49, the public transportation that I... **(want/wanted)** arrived. The trip to school took about 8 minutes. Because it was busy, the streets began to jam and..... **(make/made)** my trip a longer time. I arrived at school at 7:10. While the class starts at 07.00. I ran to the classroom, but the teacher..... **(doesn't/didn't)** let me in because it was past schedule. Finally, I... **(am/had)** to stand outside the classroom and lost one lesson. I was embarrassed and promised not to repeat it again.

D. Pendekatan dan Metode Pembelajaran

Pendekatan : Scientific Approach

Metode : Collaborative writing

E. Sumber Pembelajaran

- Endang Fauziati et. Al, “Modul PLPG 2014: Pendalaman Materi Bahasa Inggris” (2014: Universitas Halu Oleo)

F. Media Pembelajaran

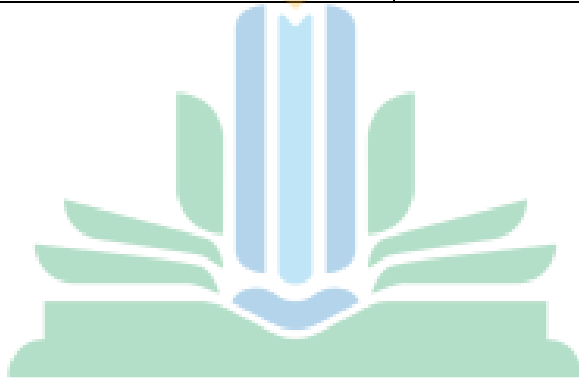
1. Papan tulis
2. Spidol
3. Handphone (Application Google Docs)
4. Internet

G. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salam dan berdoa. b. Memeriksa kehadiran peserta didik. c. Memberikan pertanyaan ringan yang menuju kepada materi yang akan dibahas (Brainstorming). d. Guru mengumpulkan respon dan menyimpulkan jawaban, serta menyampaikan tujuan pembelajaran. e. Menyampaikan secara singkat garis besar materi yang akan disajikan selama	10 Menit

	pembelajaran.	
Kegiatan Inti	<p>Observing</p> <p>a. Siswa mengamati penjelasan guru mengenai grammar dan language feature yang digunakan pada cerita recount text.</p> <p>Menanya</p> <p>a. Siswa diminta untuk membuat kalimat past tense dan mengisi jumble words yang disediakan oleh guru.</p> <p>Mengeksplorasi</p> <p>a. Guru dan siswa mengoreksi Bersama hasil pekerjaan siswa.</p> <p>Mengasosiasi</p> <p>a. Guru menyuruh siswa untuk membentuk grup dan siswa bebas untuk memilih sendiri anggota grup nya.</p> <p>b. Guru memint perwakilan setiap kelompok untuk mengundang anggota kelompok dan guru kedalam media Google Docs.</p> <p>c. Setiap kelompok ditugakan untuk menentukan tema cerita.</p> <p>d. Guru meminta setiap kelompok untuk focus pada grammar, capitalization, and punctuation.</p> <p>Mengkomunikasikan</p> <p>a. Setiap kelompok berdiskusi untuk membuat tema yang nantinya akan dilanjutkan di media</p>	75 Menit

	Google Docs.	
Penutup	<ul style="list-style-type: none"> a. Guru menanyakan ulang tentang materi secara singkat. b. Guru dan siswa bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu. c. Guru memberikan motivasi sebelum menutup pembelajaran. d. Menutup pelajaran dengan berdoa. 	6 Menit



H. PENILAIAN

Penilaian diambil dari observation sheet of students and teachers' activity mengenai partisipasi siswa dan guru dalam proses belajar mengajar serta reflection untuk menilai proses kegiatan belajar mengajar dikelas terkait dengan respon dan keaktifan siswa maupun situasi dan kondisi kelas selama pembelajaran berlangsung.

Guru Pamong Bahasa Inggris

Cicis Wedastriana, S, Pd
NIP.197807262008012014

Probolinggo, 08 Agustus 2022

Guru Praktik

Yulia Agustina
NIM.T20186106

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMAN 1 Maron
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X1-IPS 1/ I (Ganjil)
Topik : Recount Text
Skill : Writing
Alokasi Waktu : 2 x 45 Menit (Pertemuan 2 cycle 2)

A. Kompetensi Dasar dan Indikator Pencapaian Komunikasi

Kompetensi Dasar	Indikator Pencapaian Komunikasi
3.7. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.	3.7.1. Memahami fungsi atau tujuan dari Recount Text.
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B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Peserta didik dapat memahami fungsi dan tujuan dari Recount Text.
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Topic : Recount Text

Skill : Writing

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1. Personal Recount: It tells the story of the author's personal experience.
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c) Simple past tense

Verbal:

(Positive +) S + V₂ + Complement

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Example (Contoh):

(+) I went to Yogyakarta with my friend last week

(-) I Didn't go to Yogyakarta with my friend last week

(?) Did I go to Yogyakarta with my friend last week?

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D. Pendekatan dan Metode Pembelajaran

Pendekatan : Scientific Approach

Metode : Collaborative writing

E. Sumber Pembelajaran

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KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ol style="list-style-type: none">Membuka pelajaran dengan mengucapkan salam dan berdoa.Memeriksa kehadiran peserta didik.Memberikan pertanyaan ringan yang menuju kepada materi yang akan dibahas (Brainstorming).Guru mengumpulkan respon dan menyimpulkan jawaban, serta menyampaikan tujuan pembelajaran.Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran.	10 Menit
Kegiatan Inti	<p>Observing</p> <ol style="list-style-type: none">Guru mereview tugas yang telah dikerjakan pada pertemuan yang lalu. <p>Menanya</p> <ol style="list-style-type: none">Guru memberi pertanyaan tentang struktur kata yang digunakan recount text yakni simple past tense. <p>Mengeksplorasi</p> <ol style="list-style-type: none">Guru memberikan random word dan siswa harus Menyusun kalimat dengan benar.Guru meminta siswa untuk menukar tugas kelompok pada pertemuan yang lalu dengan kelompok lain untuk memberi komentar tentang kesalahan yang ada pada pekerjaan kelompok yang di dapat. <p>Mengasosiasi</p> <ol style="list-style-type: none">Siswa bergabung dengan kelompoknya untuk berdiskusi tugas yang diberikan oleh guru. <p>Mengkomunikasikan</p>	75 Menit

	a. Setiap kelompok memberi komentar pada cerita yang dibuat oleh kelompok lain.	
Penutup	a. Guru menanyakan ulang tentang materi secara singkat. b. Guru dan siswa bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu. c. Guru memberikan motivasi sebelum menutup pembelajaran. d. Menutup pelajaran dengan berdoa.	5 Menit

H. PENILAIAN

Penilaian diambil dari observation sheet of students and teachers' activity mengenai partisipasi siswa dan guru dalam proses belajar mengajar serta reflection untuk menilai proses kegiatan belajar mengajar dikelas terkait dengan respon dan keaktifan siswa maupun situasi dan kondisi kelas selama pembelajaran berlangsung.

Guru Pamong Bahasa Inggris



Cicis Wediastriana, S, Pd
NIP.197807262008012014

Probolinggo, 09 August 2022

Guru Praktik



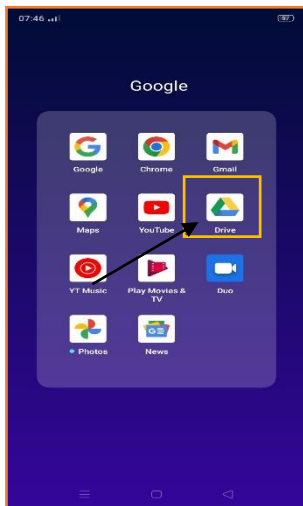
Yulia Agustina
NIM.120186106



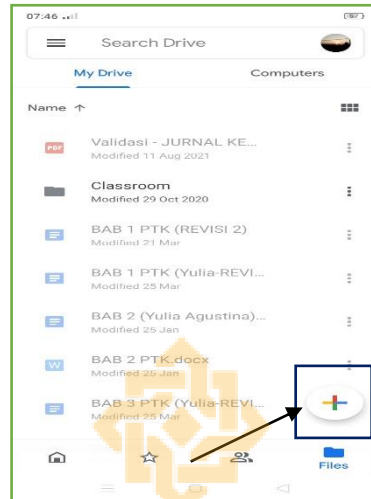
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 8

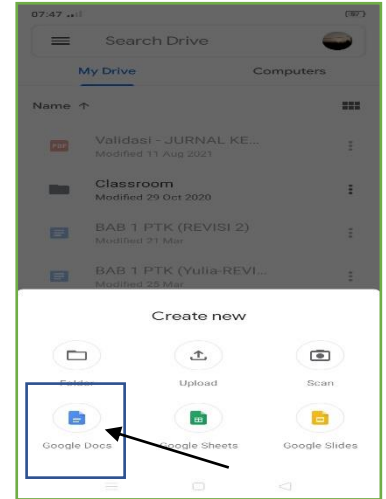
HOW TO USE GOOGLE DOCS (Using Smartphone)



1. Buka google Drive



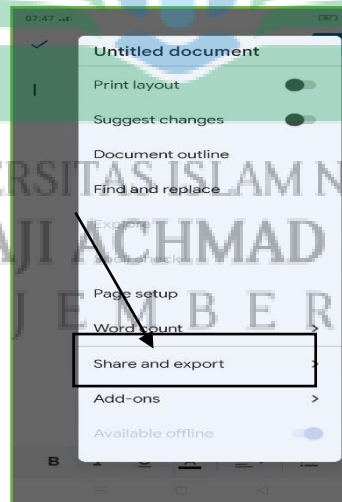
2. Pilih tanda plus + yang ada di bawah



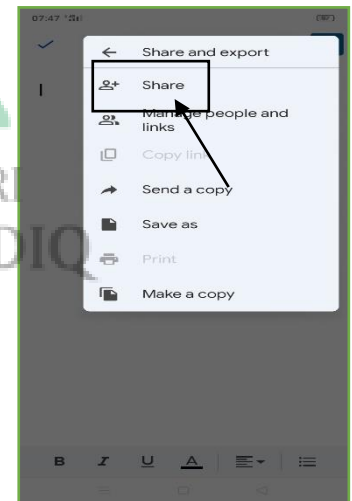
3. Kemudian klik **Google Docs**



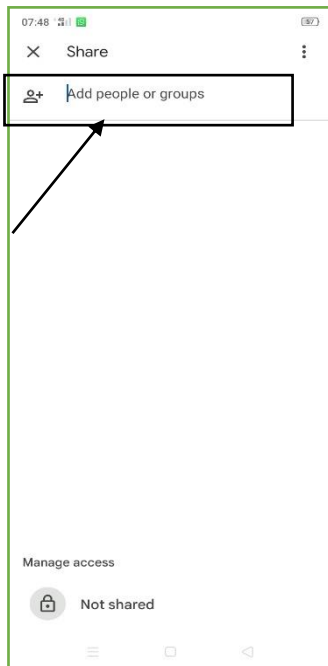
4. Kemudian klik titik tiga yang ada di ujung atas



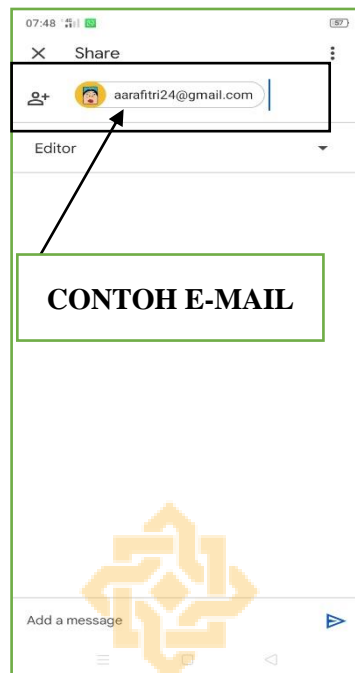
5. Pilih **SHARE AND EXPORT** (bagikan dan ekspor)



6. Kemudian pilih **SHARE** (berbagi)

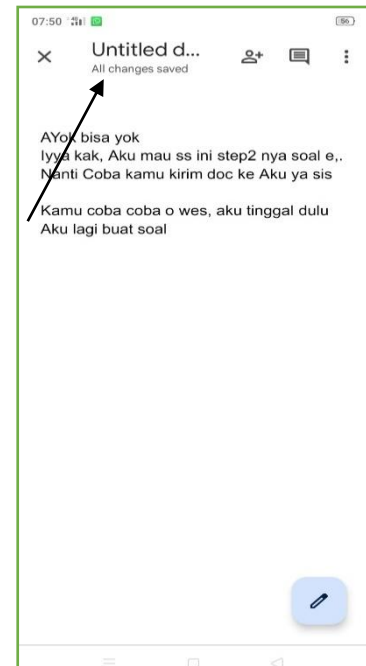


7. Klik **ADD PEOPLE OR GROUP**



CONTOH E-MAIL

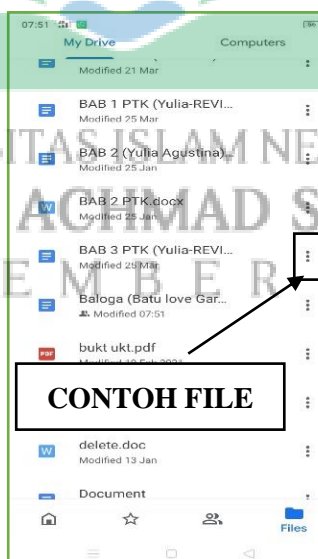
8. Kemudian masukan E-mail teman kalian



9. Tulis tugas kalian, apabila sudah selesai, beri judul tugas kalian dengan cara klik **Untitled Document**

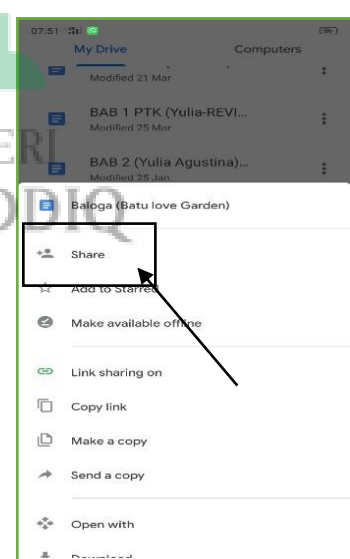


10. Kemudian beri kalian kerjakan, setelah selesai klik **OK**, file akan tersimpan di dokumen.



CONTOH FILE

11. kemudian kalian kumpulkan file tersebut kepada miss, dengan cara pilih dokumen yang telah kalian kerjakan, klik titik tiga di samping kanan



12. Kemudian klik **SHARE**, dan kirim ke E-mail Miss (maron0586@gmail.com)

Appendix 9

Screen capture of students' collaboration process

Google Docs comes with an automatic document saver linked to Google Drive and the documents won't be lost.

The screenshot shows a Google Docs document titled "My Vocation With My Family On The White Sand Beach In Situbondo". The document text is highlighted in yellow, and a red box highlights the "Terakhir diedit 3 menit lalu" (Last edited 3 minutes ago) status in the top right corner. A comment box on the right side shows a comment from Yulia Agustina, dated 21.59 Hari ini, with the text: "untuk penulisan kota, negara atau nama daerah pasti menggunakan huruf kapital di awal kalimat". The comment box also includes options to "Balas atau tambahkan orang lain dengan @" and "Pelihat bisa melihat komentar dan saran."

Google Docs has spelling checker dan grammatical correct.

Comment column that can be used by teacher and students' for discussion.

Appendix 10

Photograph during research activities



(The researcher explained the topic)



(Students are applying Google Docs)



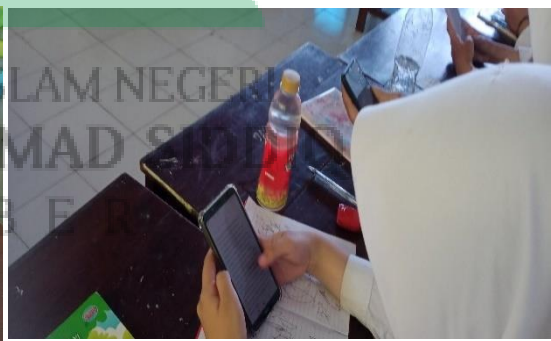
(The students gather with their group)



(The researcher control in each group)



(The students start doing the task with their group)



(The students revise their task on Google Docs)

Appendix 11



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-4170/In.20/3.a/PP.009/07/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMAN 1 MARON
Desa Maron wetan - Maron - Probolinggo

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

NIM : T20186106

Nama : YULIA AGUSTINA

Semester : Semester Delapan

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai **The Implementation of Collaborative writing through Google Docs as a Tool in Improving Student's writing Recount Text at 11th Grade Of SMAN 1 Maron** selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Tjahjo Dwi Poetro, S.Pd. M.M

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 25 Juli 2022

an. Dekan,

Wakil Dekan Bidang Akademik,



Appendix 12


PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 1
MARON
Desa Maron Wetan Kec. Maron Kab. Probolinggo ☎ (0335) 613688 Email : sman1maron@gmail.com
PROBOLINGGO Kode Pos : 67276


SURAT KETERANGAN
Nomor : 420/ 138/101.6.3.11/2022

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Maron Kabupaten Probolinggo dengan ini menerangkan :

Nama : YULIA AGUSTINA
NIM : T20186106
Program Studi : TADRIS BAHASA INGGRIS

Bahwa yang bersangkutan telah melaksanakan penelitian di SMA Negeri 1 Maron selama 30 hari pada : Tanggal 25 Juli s.d 9 Agustus 2022 dengan Judul Penelitian “**The Implementation Of Collaborative writing through Google Docs as a Tool In Improving Student”S Writing Recount Text At 11th Grade Of SMAN 1 Maron .”** dalam rangka menyusun Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan.

Demikian surat keterangan ini kami buat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
Jember

Probolinggo, 9 agustus 2022
Kepala


TIAHJO DWI POETRO,S.Pd.MM
NIP. 19690511 199903 1 009

Appendix 13



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LOLOS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Yulia Agustina
NIM : T20186106
Program Studi : Tadris Bahasa Inggris

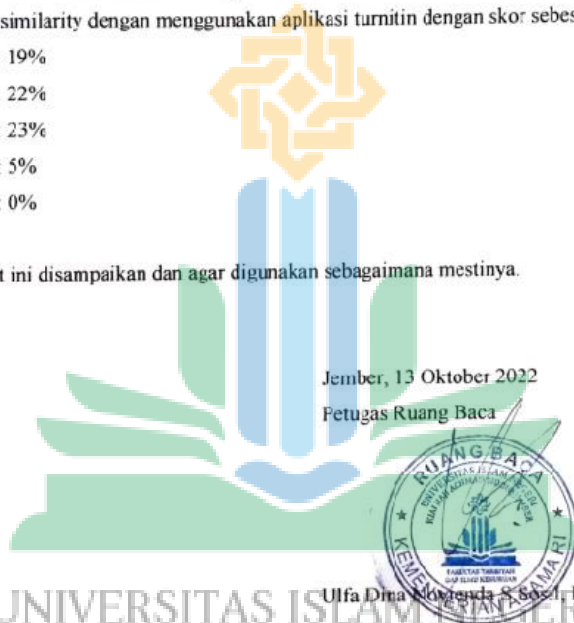
telah lolos cek similarity dengan menggunakan aplikasi turnitin dengan skor sebesar 13,8%

1. BAB 1: 19%
2. BAB 2: 22%
3. BAB 3: 23%
4. BAB 4: 5%
5. BAB 5: 0%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 13 Oktober 2022

Petugas Ruang Baca



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JEMBER

Ulfa Dina Novrianda S.Sos., M.Pd

Appendix 14

CURICULUM VITAE



Personal Information

Name : Yulia Agustina
SRN : T20186106
Gender : Female
Place, Date of Birth : Probolinggo, July 30 1998
Address : Brabe, Maron, Kab. Probolinggo
Religion : Islam
Department/Major Courses : Language Education/English Department
Email Address : maron0586@gmail.com

Educational Background

2005 - 2011 : SDN Maron Kidul 1
2011 - 2013 : SMPN 1 Maron
2013 - 2017 : PP. Al-Mashduqiah

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