THE EFFECTIVENESS OF USING GOOGLE DOCS AS A MEDIA FOR WRITING ACTIVITY ON DESCRIPTIVE TEXT

A Thesis

Submitted as a Partial FulFillment of the Requirements for S-1 Degree

By:
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Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1445 H/ 2024 M

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ABSTRACT

In the process of teaching and learning English, many students experience difficulties in learning English. In turn, to handle student problems, several techniques and learning media are needed that teachers use to overcome these problems. In this study, we investigated the effectiveness of using Google Docs as a media for writing descriptive text together with collaborative writing techniques on the writing ability on descriptive text. This research took place at SMAN 1 Sekampung Udik Lampung Timur involving 30 class XI students.

This research is a pre-experimental research with a one-group pretest and posttest design. Based on research findings, students' grades increased significantly after the treatment was carried out using Google Docs as a media by applying collaborative writing techniques to students compared to the students' grades before the treatment.

The effectiveness of this research can be seen from the results of the researcher's observations and proven by the results of the students' pre-test and post-test. In the Experiment class the lowest pre-test score was 58, the highest pre-test score was 78, and the student average was 65.87. Meanwhile, the results of the post-test obtained a higher score compared to the pre-test score. The experimental class score, the lowest post-test score was 68, the highest post-test score was 82 and the average student score was 73. Thus the results of the data analysis conclusions show how effectiveness of using google docs as media for writing activity on descriptive text.

Keywords: Google Docs Media, Writing Ability, Collaborative, Descriptive Text, Pre-Experimental Design.

DECLARATION

I am a student with the following identity:

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Declare that this thesis is truly my own work. I am fully responsible for the content of this thesis. Opinions or research findings of other researchers included in this thesis are referred to or quoted in accordance with ethical standards.

Bandar Lampung, 30 November 2023

Declared by

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ADMISSION

A thesis entitled: "THE EFFECTIVENESS OF USING GOOGLE DOCS AS A MEDIA FOR WRITING ACTIVITY ON DESCRIPTIVE TEXT" by KURNIA MALASARI, NPM: 1811040228, Study Program: English Education, been successfully defended as Thesis Defence of the Faculty of Tarbiyah and Teacher Training, RadenIntan State Islamic University, Lampung. The thesis defence was held on: Thursday, November 30th 2023.

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MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ انْشُزُوا فَانْشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

"O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do."

(QS. Al-Mujadalah: 11)[1]

[1]Alquran, Al-Mujadalah ayat 11, *Alquran dan Terjemahnya* (Jakarta: Departement Agama RI, Yayasan Penerjemah dan Penerbit Alquran,2013),p. 543.

DEDICATION

Alhamdulillah thanks to Allah SWT for the abundant blessing to me, and from my deep heart and great love, this thesis is dedicated to:

1. To my parents, Muhammad and Nurjannah, who always pray, support and guide me. Sorry if I am late in giving the gift that our family dreams of, thank you for everything, thank you for every words that always encouraged me which always diverts my thoughts about other people's views and judgments about this struggled and I hoped you always made every dreamed of mother and father went true. Amen.
2. My beloved siblings who always encourageme, a source of inspiration and ideas to achieve my goals, give advice, motivation and prayers for me, I really love them.
3. Especially to someone who has accompanied and supported me both mentally and materially, thank you very much without the help of a laptop from you and your encouragement to divert all my difficulties in the end this thesis can be completed, sorry if I'm late.
4. My friends Adelia Yuspita Putri, Anisa Rizkyani, Bella Larassari, Denti Karnisa, Mira Nuri Santika, Putri Asmarita, Novi Putri and also Wiji Astuti who always help me, support me and are always there in the most difficult times.
5. My beloved alma mater and the lecturers at UIN Raden Intan Lampung who have made me grow and contributed a lot to my personal development to continue my future dreams in life.

CURRICULUM OF LIFE

Kurnia Malasari was born on September 02, 1999 in Gunung Sugih Besar, Lampung Timur. Mr. Muhammad and Mrs. Nur Jannah have three children, and Kurnia Malasari is the first of three children. Dian Handayani and Maulida Mulya Sari are her younger sisters.

In 2006, the writer started her education at SDN 1 Pugung Raharjo Lampung Timur and completed it in 2012. Then continued her education at SMPN 2 Sekampung Udik LampungTimur and graduated in 2015. She then completed her education at SMAN 1 Sekampung Udik Lampung Timur, where she graduated in 2018. After completing her studies at Vocational High School, she continued her studies at UIN Raden Intan Lampung as a Tarbiyah and Teacher Training Faculty Study Program for English Language Education undergraduate students in the same year. She spent 40 days with the rest of the teaching staff forpractice field at SMA Perintis 2 Bandar Lampung. The following year, she practiced teaching Bimbel LKP Prestasi Bandar Lampung.

ACKNOWLEDGEMENT

Praise to be Allah SWT the Almighty and the most merciful who has given His blessings and guidance so that can complete this undergraduated thesis. Peace and salutation may always be upon the holy world leader, Prophet Muhammad S.A.W, the man of any good deeds who never think hard for the shake of better and better way of Islamic life. In the third place, thank you addressed to:

1. Prof. H. Wan Jamaluddin Z, M.Ag., Ph. D, Rector of UIN Raden Intan Lampung.
2. Prof. Dr. Hj. Nirva Diana, M.Pd., Head of the Department of English Education at the FacultyTarbiyah and Teaching Training of UIN Raden Intan Lampung.
3. M.Ridho Kholid.S.S.,M.Pd Head of the Tarbiyah Faculty of English Education Departmentand Teaching Training of UIN Raden Intan Lampung.
4. Dr. Moh. Muhassin, M.Hum., my thesis supervisor who have guided and directed me in completingthesis my master.
5. Satria Adi Pradana, M.Pd, my supervisor and second advisor, for his guidance and assistance while I was studying at the university and completing my undergraduate thesis.
6. All lecturers at the Department of English Education at UIN Raden Intan Lampung who have taught researchers since their first year of study.
7. All students of the Department of English Education at UIN Raden Intan Lampung,especially my best friends, Bella Larassati, Putri Asmarita, Annisa Rizkiyani, Denti Karnisa, Mira Nuri Santika, Novi Putri; and also, to all the members of Class G that I can't mention all of their names here, but who are always in my thoughts and prayers everyday; I thank you for your support and for our friendship.
8. My beloved friends, Wiji Astuti, who have been together since we were in high school, thank you for always being there and always

supporting, listening to, calming my cries, my complaints, giving me advice and sincere affection. Thank you very much.

9. For every soul who help the research to achieve this, Degree. The Research owes it all to you.

Finally, none or nothing is perfect and neither in this thesis. Any correction comments andcritism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, November 2023

The Researcher,

Kurnia Malasari

NPM.1811040228

TABLE OF CONTENTS

COVER ..... **i**
ABSTRACT ..... **ii**
DECLARATION ..... **iii**
APPROVAL ..... **iv**
ADMISSION ..... **v**
MOTTO ..... **vi**
DEDICATION ..... **vii**
CURRICULUM VITAE ..... **viii**
ACKNOWLEDGEMENT ..... **ix**
TABLE OF CONTENTS ..... **xi**
LISTOF TABLES ..... **xiv**
LIST OF FIGURES ..... **xv**
LISTOFAPPENDICES ..... **xvi**

CHAPTER I INTRODUCTION
A. TitleConfirmation 1
B. Background of theProblem 3
C. Identification of theProblem 7
D. Limitation of the Problem 8
E. Formulation of the Problem 8
F. Objective of the Research 8
G. Significance of the Research 8
H. RelevantResearch 9
I. Systematic andDiscussions 14

CHAPTER II LITERATUREREVIEWS
A. Theory 17
1. Writing 17
a. Definition of Writing 17
b. Writing Ability 18
c. Writing Process 19
d. Component in Writing 20
e. How to Measure Writing Skill 21
f. Purpose of Writing 22
g. Kinds of Writing 23
2. Kinds of Texts 24
3. Descriptive Texts 26

a. The Definition of Descriptive Texts 26
b. Generic structure of Descriptive Texts 27
c. Grammatical Features of Descriptive Text 27
4. Example of Descriptive Text 29
5. Google Docs as Media 30
a. The Definition of Google Docs 30
b. The Function of Google Docs 33
c. The Features of Google Docs 35
d. The Advantages of Google Docs 36
6. Collaborative Writing 37
7. Google document Used in Collaboration 41
B. Hypothesis test 42

CHAPTER IIIRESEARCHMETHODOLOGY
A. Research Design 43
B. Variables of the research 45
C. Operational definition 46
D. Population, Sample and Sampling Technique 46
E. Research Procedure 48
F. Treatment for the Experimental Class 49
G. Data collection technique 49
H. Research Instrument 50
I. Scoring Scale for Evaluating students' Writing Descriptive Text Ability 51
J. Validity and Reliability of the Instrument 54
K. Data Analysis 56

CHAPTER IV RESULTS AND DISCUSSION
A. Research Procedures 59
B. Process of Treatment 59
1. Description of the first treatment 60
2. Second Treatment Description 61
3. Final Care Description 61
C. Research Results 62
1. Pre-Test Results in Experimental Class 62
2. Post-Test Results in Experimental Class 63
D. Data analysis 65
E. Discussion 68

CHAPTER V CONCLUSIONS AND SUGGESTION
A. Conclusion 73
B. Suggestion..... 74

REFERENCES
APPENDICES

LIST OF TABLES

Table 1.1 Qualification Score Writing Descriptive Text of Class XI Students of SMAN 1 Sekampung Udik 5
Table 2.1 The Example of Descriptive Text 29
Table 3.1 The Illustration of Research Design 45
Table 3.2 Instruments of Reseach Design 50
Table 3.3 Scoring Writing Rubic Adapted from Heaton 52
Table 4.1 Experimental Class Pre-Test Results Statistics 63
Table 4.2 Experimental Class Post-test Results Statistics 65
Table 4.3 Experimental Class Normality Test Results 66
Table 4.4 Homogeneity Test Results 67
Table 4.5 The Results of Hypothetical Test 68

LIST OF FIGURES

Figure 2.1 Step in writing use Media Google Docs 32
Figure 4.1 Result of the Pre-test in Experimental Class..... 62
Figure 4.2 Result of the Post-test in Experimental Class 64

LIST OF APPENDICES

Appendix 1 The Students' Name & Score Of The Eleven Grade Of SMAN 1 Sekampung Udik

Appendix 2 The Interview for the English Teacher

Appendix 3 Transcript of Teacher Interview

Appendix 4 Questionare To Students

Appendix 5 Pre-test Instrument

Appendix 6 Post-test Instrument

Appendix 7 Readability of the Writing Test

Appendix 8 Scoring writing rubic

Appendix 9 Lesson Plan for Experimental Class

Appendix 10 The Result of Readabilty of the Writing

Appendix 11 The Name of the Students in Experimental Class

Appendix 12 Pre-test score of students in experiment class

Appendix 13 Post-test score of students in experiment class

Appendix 14 The analysis of students' score of Pre-test in Experimental Class

Appendix 15 The analysis of students' score of Post-test in Experimental Class

Appendix 16 The Result of Reability for Pre-test

Appendix 17 The Result of Reability for Post-test

Appendix 18 The Result of Normality Test

Appendix 19 The Result of Homogeneity Test

Appendix 20 The Result of Hhypothetical Test

Appendix 21 Syllabus

Appendix 22 Dokumentation of the Reseach

CHAPTER I
INTRODUCTION

A. Title Confirmation

It is important to clarify the words related to the title of this proposal as an initial step to gain understanding in order to ease the process of writing a thesis proposal entitled The Effectiveness Of Using Google Docs as Media for Writing Activity On Descriptive Text. In the title of this undergraduate thesis proposal, there is an explanation of how various terminology should be understood. The explanation is as follows:

1. Effectiveness

Effective which means successful or something done works well. Popular scientific dictionaries define effectiveness as the appropriateness of use, use or support of goals. Effectiveness is the main element to achieve the goals or objectives that have been determined in each organization, activity or program. It is said to be effective if the goals or objectives are achieved as determined.[1]

2. Google Docs

Google documents is one of the many applications provided by Google for free. Google Docs is connected to Google Drive and is intended for Google users who want to work on a work or project together even though they are in far apart locations. Google Docs (Google Docs) was developed by Google for the needs of a file server in Office.Google documents provides features to process, edit data, words, and even delete which can be done together and done online. In the best conditions, Google Docs can even

[1]Iga Rosalina, *Efektivitas Program Nasional Pemberdayaan Masyarakat Mandiri Perkotaan Pada Kelompok Pinjaman Bergulir Di Desa Mantren Kec Karangrejo Kabupaten Madetaan.* (Jurnal Efektivitas Pemberdayaan Masyarakat, Vol. 01 No 01 (Februari 2012)), p. 3.

resemble social media applications that can be used for mutual discussion, and exchange chats.[2]

3. Media

Media if understood broadly is human, material, or event that build conditions that enable students to acquire knowledge, skills, or attitudes. Textbooks, teachers, and the environment school is the notion of media.[3]

4. Writing

Writings kill is one of the English skills that is still difficult to master by students. states, "Writing is a difficult skill for native speakers and non-native speakers; because writers must be able to arrange it in various issues, such as association, content, reasoning, vocabulary, and mechanics, for example, spelling, accentuation, and capitalization".] That's because there are several angles that must be understood by those aspects of good writing. However, students must master writing skills because these skills are consistently seen as a significant ability in learning English.[4]

5. Descriptive Text

Descriptive text is a type of text used to describe real objects (people, places, and things). It will help the reader understand more clearly about the actual object. Then the descriptive text consists of identification and description. Identification is the process of how an object is to be described. Then, description is a process on how to describe objects. Descriptive text is a kind of text that is used by every writer or person to explain a thing,

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[2] Dharmawan, K., Ramona, Y., Rupiasih, N., & Nilakusmawati, D. P. E. *Pemanfaatan Aplikasi Google Docs Sebagai Media Pembinaan Karya Ilmiah Remaja.* (Prosiding Seminar Nasional Ilmu Komputer Dan Teknologi Informasi,(October) 2015), p. 45– 48. Retrieved from http://erepo.unud.ac.id/2231/1/cba5cfbb1d7ec2f5a19fb00fb7c542b2.pdf , Saturday 6th 2021

[3] Arsyad, Azhar. 2013. *Media Pembelajaran.* Jakarta: Rajawali Pers, Sunday 7th 2021

[4]Syarofi, A., Kuswahono, D., & Rizky, H. (2018).*Implementing Process Writing Strategy Using Weblogs to Improve Students' Ability in Writing Descriptive Text.*(Lingua Cultura, 12(4)), p. 351–355. doi: 10.21512/lc.v12i4.4142, Sunday 7th 2021

individual, animal, location or event to the reader or listener.[5]

B. Background of theProblem

Writing is an activity of expressing thoughts, ideas and feelings in written form. Writing has several benefits; The first benefit is communicating clearly. That is, writing helps a person describe what is on his mind and allows a person to communicate complex ideas in a more effective way. The second benefit is improving verbal and written skills. This means that when someone writes something, they become more careful in choosing the right words. The third benefit is vocabulary maintenance and expansion. Writing helps a person maintain vocabulary in his mind and acquire new vocabulary.

Writing skills in English require learning with the right techniques, media and teacher creativity. Muhassin believes that teaching English is a complex activity, not every teacher applies the same activities by implementing the same communicative activities. [6]Teaching English as a Foreign Language (TEFL) in Indonesian schools is a dynamic practice where not every teacher performs the same tasks through the same communicative practices. [7]Therefore, teachers must be creative in creating learning using appropriate media, so that students can be active and obtain good results, both individually, in pairs and in groups.

Learning media in general are tools to help the teaching and learning process. Anything that can be used to stimulate the thoughts, feelings and attention and abilities or skills of

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[5] Knapp, P., & Watkins, M. (2005).*Genre, text, grammar: Technologies for teaching and assessing writing*. UNSW Press.

[6]M. Muhassin, Teachers' Communicative Activities *in Teaching English as a Foreign Language (TEFL): Study at Sman 9 Bandar Lampung* , Humanities 7, No.4, 2016, p. 485

[7]M. Muhassin, Annisa, J., & Hidayati, DA (2021). *The Impact of Fix-up Strategy on Indonesian EFL Students' Reading Comprehension* .International Journal of Instruction ,14 (2), p. 253-270.

learners so that it can encourage the teaching and learning process. Technology, social interaction and learning content are important components of an effective learning community.[8] It is also necessary to pay attention to the choice of learning media so that it is used appropriately in learning activities to support students' abilities in ongoing learning. In the development of learning media technology, digital applications are emerging that can be used in learning activities, one of which is Google Docs.

Google Docs is an online-based digital medium that provides teachers with several advanced features to help 21st century students develop writing skills.[9] Therefore, Google Docs can facilitate teachers in the teaching and learning process. Google Docs is a free web-based application that allows users to create word processing documents. The Google Docs application allows access to documents from any computer and enhances collaboration by providing a way to share documents with others as viewers, or by placing them on the *web* . Google Docs allows users to edit documents written by other students and suggests modifications by writing comments rather than editing the document itself. Among many technologies, Google Docs is a learning medium that helps to implement a learner-centered approach in a shared learning environment.[10] The use of Google Docs as a medium for students' writing learning is expected to improve students' writing skills, especially in writing descriptive text.

A person's writing ability is closely related to the problems they face when writing. This is influenced by various aspects which can be categorized into linguistic and non-linguistic aspects. Linguistic aspects that make a significant contribution to the progress of a person's writing

[8]Jihad Benastey, *Using the Google Docs Application as a Learning Media* , UIN Sultan Syarif Kasim Riau, 2018, p. 1

[9]Jihad Benastey, *Using the Google Docs Application as a Learning Media* , UIN Sultan Syarif Kasim Riau, 2018, p. 1

[10]Bernastey's Jihad, p. 1

skills include mastery of English vocabulary, mastery of English grammar, mastery of idea development, mastery of writing mechanics, and mastery of the use of punctuation. Meanwhile, non-linguistic aspects include the use of learning media, application of learning media, and motivation.

Related to the explanation above, the author has carried out a pre-test to determine the writing problems of class XI students at SMAN 1 Sekampung Udik. The pre-test was carried out on January 10 2022. The pre-test results are depicted in the following table:

Table 1.1

Qualification Score Writing Descriptive Text of Class XI Students of SMAN 1 Sekampung Udik

No	Range	Qualification	Total Of Students	Percentage
1	80-100	Excellent-Very Good	0	0%
2	66-79	Good-Average	21	23%
3	56-65	Fair-Poor	31	60%
4	40-55	Very Poor	8	17%
TOTAL			60	100%

Based on the results of the analysis above, the standard score of English in this school is 60. Therefore, it can be concluded that the writing ability of the eleven grade students of SMAN 1 Sekampung Udik is not satisfactory. This shows that 8 students (13%) got a Very Poor score, 31 students (52%) got a Fair-Poor, and 21 students (23%) got an Average score. .

Furthermore, from the explanation above, the author identified that there are several problems in writing students' descriptive texts, namely: limited vocabulary which causes them to express their ideas, weaknesses in mastering English

grammar which makes it difficult for students to convey messages in English. The written form uses appropriate sentence structures, and they have difficulty developing ideas from the writing topic. Apart from that, they also experience problems in applying the concept of writing mechanics in the writing process, and the lack of learning media that can trigger their motivation and interest in writing English texts is also one of the problems faced by class XI students at SMAN 1. Sekampung Udik.

In connection with the problems faced by class XI students at SMAN 1 Sekampung Udik, effective media and strategies are needed in learning to write. Learning media in general are tools for the teaching and learning process. Everything that can be used to stimulate the thoughts, feelings and attention as well as the abilities or skills of students so that it can encourage the teaching and learning process. Technology, social interaction and learning content are important components of an effective learning community. Google Docs is an online digital media that provides teachers with several advanced features to help students develop writing skills. Therefore, Google Docs can make it easier for teachers in the teaching and learning process. One of the efforts in learning to write is the use of effective media and strategies, for example in using Google Docs media as a writing platform with collaborative techniques to guide students on how to write well which makes students become good writers.

The use of Google docs media with Collaborative techniques in student learning has a very big contribution in teaching writing, for example being able to manage their ideas by following the steps for writing using Collaborative techniques. Ideas can be stimulated without losing sight of the main points, and students can point out errors in their writing.

Based on all the illustrations above, it encourages researchers to implement Google Docs as a writing learning

media for class XI high school students using Google Docs media with collaborative techniques in teaching students to write to achieve better student academic achievement, especially descriptive writing abilities. text. This is greatly influenced by the techniques used by the teacher in the classroom. Among the many technologies, Google Docs is a learning medium that helps implement a learner-centered approach in a shared learning environment. Researchers think that Google Docs media is appropriate to use in learning to write descriptive texts as a solution to overcome problems that occur in schools. By conducting this research, the researcher hopes that there will be an effective significance to students' ability to write descriptive texts, especially class XI students at SMAN 1 Sekampung Udik. So, based on this background, researchers investigated whether there was a significant difference in the use of Google Docs media on students' writing skills. Therefore, the researcher describes this research with the title: "EFFECTIVENESS OF USING GOOGLE DOCS AS MEDIA IN LEARNING WRITING DESCRIPTIVE TEXT".

C. Identification of theProblem

Based on the Pra-Test, the writer identified several problems experienced by students in the eleven graders of SMAN 1 Sekampung Udik, including the following:

1. The students had limited vocabulary mastery.
2. The students had weaknesses in writing mechanic.
3. The students had difficulty to develop ideas from the topic.
4. The students did not have adequate grammar mastery.
5. The students had low motivation in writing.
6. The students had insufficient writing abilities.

D. Limitation of the Problem

After identifying the problems of class XI students at SMAN 1 Sekampung Udik, the author limited the problems by focusing on descriptive text in the writing class. The main data was obtained from the results of students using Google Docs Media to create descriptive texts for class XI students at SMAN 1 Sekampung Udik.

E. Formulation of the Problem

After looking at the research problem, the author formulated the research problem as follows: "Is there a positive and significant influence on the use of Google Docs media in writing descriptive texts on class XI students of SMAN 1 Sekampung Udik?".

F. Objective of the Research

Based on the formulation of the problem, the objective of the research is to know whether there is a positive and significant effect of using Google Docs Media on writing descriptive text in class XI students of SMAN 1 Sekampung Udik.

G. Significance of the Research

The significance of the research are:

1. **Theoretically**

The implications of this study support previous theories about the effect of using Google Docs as media for writing on descriptive text.

2. **Practically**

a. For the Students

The purpose of this research is to make it easier for students when they want to create text with technology, especially Google Docs. This research is expected to get used to using technology in their students' English

learning, by using Google Docs students are expected to be able to develop their writing skills.

b. For the Teacher

This research hopefully would be beneficial for the teacher to recognize how far the students' ability in producing written text also to give information about students' weakness when dealing with learning issues, especially in writing.

c. For the Other Researcher

By doing this research, the researcher gets new experiences and new knowledge about the research and hopefully, it can be the reference for the other researcher to do the new research in the future.

H. Relevant Research

The first is research by Kyeong Ouk Jeong, A study on the Integration of Google Docs as a Web-based Collaborative Learning Platform in EFL Writing Instruction,The purpose of Kyeong journal is to explore EFL college students perceptions and experiences about the technology-enhanced collaborative English writing course. This research used a quantitative method. The participants of his study were 20 students taking an English course in the first semester of 2014 at a college situated in the middle part of Korea. Once students wrote their writing on the cloud-based online platform, they could receive feedback from peer-editing as well as from teacher-editing. Descriptive data from semi structured focus group interviewand students writing samples on the website also anlyzed. The finding of this journal 90% of the students responded that they enjoyed their experience of exchanging

online feedback on their writings via Google Docs as the cloud-based online writing system.[11]

The difference between both type research is the object study of this research is the eleventh-grade students of MAN Demak, while Kyeong research is students English course in the first semester of 2014. The similarity between this research and Kyeong research is in the method of analysis to analyze data that is quantitative research, and it's also using technology in English language learning.

The strength of this research is the researcher conveyed the method, data analysis, result clearly. Whereas, the weakness was the researcher used one classroom, so the participant was limited.

The second previous research was conducted by Ornprapat Suwantarathip and Saovapa Wichadee, The Effect of Collaborative Writing Activity Using Google Docs on Students Writing Activity. This study underlines how poor the students writing ability in the English language a low experienced by undergraduate students at Bangkok University. After conducting an observation, the data found that some students have a problem with a low score in writing an assignment, therefore collaborative writing was applied as an option to improve students writing ability. To create learner-centered learning, Google Docs was used as a collaboration media.[12] This research used the experimental method. It was conducted with the students enrooled in EN02 course in the first semester of academic year of 2013. Both groups were assigned to complete four writing assignments using different working methods. The instruments employed in the study were writing tests and two questionnaires. Data were analyzed by using means,

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[11] Kyeong Ouk Jeong, *A Study on the Integration of Google Docs as a Web-Based Collaborative Learning Platform inEFLWritingInstruction*,IndianJournalofScienceandTechnology,(2016) . p. 39

[12]Ornprapat Suwantarathip and Saovapa Wichadee, *The Effects of Collaborative Writing Activity Using GoogleDocsonStudents'WritingAbilities*, (TurkishOnlineJournalofEducationalTechnology,13.2(2014)),p.148.

standard deviations, percentages, and independent samples t-tests. The results indicate that a significant difference was found between the two groups writing mean score after the experiment. Students in the Google Docs group gained higher mean scores than those working in groups in a face-to-face classroom.

This research has a similarity with my research because both of them used Google docs as media online with a collaborative writing activity, both of them also used the experimental method. But, the difference research is in the object of study of this research is the eleventh- grade students of MAN Demak, while Suwantarathip is undergraduate students at Bangkok University.The strength of this research is the researcher used the same trial in the research. So, there is a specific difference between the resulting score from students after and before using Google Docs with the collaborative writing activity. The weakness of the research is the main problem still general. So, the researcher should make the problem more specific.

The third research was conducted by Megan Woodrich, Google Docs as A Tool for Collaborative Learning Writing in The Middle School Classroom. In this study, the authors examine how an online word processing tool can be used to encourage participation among students of different language backgrounds, including English Language Learners. To be exact, the paper discusses whether student participation in anonymous collaborative writing via Google Docs can lead to more successful products in a linguistically diverse eighth-grade English Language Arts classroom. The method is through face-toface, online, and anonymous writing activities, a rubric, and a survey. The finding of this research 95% students enjoyed working on Google docs.[13]

[13]Megan P Woodrich and Yanan Fan, *Google Docs as a Tool for Collaborative Writing in the Middle School Classroom*, (Journal of Information Technology Education: Research, 16 (2017)), p. 391–410 <https://doi.org/10.28945/3870>. Tuesday 9th 2021

The difference between both types of research is the object study of this research is the eleventh-grade students of MAN Demak, while Megan is middle school classroom at eighth grade. The similarity with my research is also used media online for English language learning.

The strength of this research all the contents and instructions are already written in this journal, he also gave some suggestions for the English language teachers to applied google docs in English language learning. The weakness of this study is the author used many methods for his research, it means not focused on one method.

The Fourth research on Exploring Student's View of Using Google Docs in writing class by Hidayat, Elizabeth Simpson, Google Docs in an out of Class Collaborative Writing Activity. Goals of this study assessing the effectiveness of using Google Docs in an out-of-class collaborative writing activity through measuring the assignments influence on students learning experiences, and teaching students to successfully communicate their understanding and application of concepts through writing. This research used the experimental method. Participants were 35 students, All students participated in two assignments as a requirement of their class. Seven students did not complete all aspects of the study due to class absences, 31 students completed the questionnaire for Assignment 1, and 28 students completed the questionnaire for Assignment 2. Finding of this study is Google Docs changed the means of communication used in collaborative writing, 93% of students considered Google Docs a useful tool for group work.[14]

The similarity between both in researches used the quantitative method. the differences in this research focus on improving applied google docs and my study focus on

[14] Wenyi Zhou, Elizabeth Simpson, and Denise Pinette Domizi, *Google Docs in an out-of-Class Collaborative Writing Activity*, (International Journal of Teaching and Learning in Higher Education, 24.3 (2012)) ,p. 359–375.

writing with media online google docs. The strength of this research is data of the research was collected by giving tests, so there is a significant difference before and after using google docs collaborative writing activity. The weakness of this study is the researcher needs more time to find out the result.

The last previous research was conducted by Jawaher Alsubaie, Exploring Writing Individually and Collaboratively Using Google Docs in the EFL Context.This research was conducted to analyze students' achievements by submitted tasks using both faces to face setting for the pre-individual and collaborative tasks and online learning environment for the post individual and collaborative tasks. The results were consistent as that students perceived Google Docs as a useful tool for both individual and group work.

The participants in this study were a class of Arabic major from a college in Saudi Arabia. The research was searching for the differences between the students individual and collaborative work using Google Docs, and discerning the students perspectives toward collaborative work with Google Docs on English writing tasks. the results were consistent as that students perceived Google Docs as a useful tool for both individual and group work. The Results show significant increase in the students scores using Google Docs. Further, the results were consistent as that students perceived Google Docs as a useful tool for both individual and group work.[15]

The strength of this research is the researcher used pre and post-questionnaires, pre and post written tasks, students portfolio, a customized rubric for test scores, and post interviews to find out the result and to explore the integration effectiveness. While the weakness of this

[15] Jawaher Alsubaie and Ali Ashuraidah, *Exploring Writing Individually and Collaboratively Using Google Docs in EFL Contexts* ,(English Language Teaching,10.10(2017),10https://doi.org/10.5539/elt.v10n10p10, Thursday 11th2021.

research is participants of his study were a class of Arabic major. I think it not effective in EFL context.

This research has a similarity with my research because both of us using google docs and experimental study. The difference between my study is the research didn't use the genre of the text.

I. Systematic and Discussions

The researcher discusses the research into structure below:

a. Chapter I (Introduction)

This chapter which is composed of the Title Confirmation, Background of the Problem, Identification of the Problem, Limitation of the Problem, Formulation of the Problem, Objective of the Research , Significance of the Research, Relevant Research, Systematic and Discussions.

b. Chapter II (Literature Review)

This chapter which is composed of the Writing, Kinds of Texts, Descriptive Texts, Example of Descriptive Text, Google Docs as Media, Collaborative Write, and Google document Used in Collaboration.

c. Chapter III (Research methodology)

This chapter which is composed of Research Design, Variables of the research, Operational definition , Population, Sample and Sampling Technique , Research Procedure, Treatment for the Experimental Class, Data collection technique, Research Instrument , Scoring Scale for Evaluating students' Writing Descriptive Text Ability, Validity and Reliability of the Instrument , Data Analysis.

d. Chapter IV (Result and Discussion)

This chapter which is composed of the Research Procedures, Process of Treatment, Research Results, Data analysis, Discussion.

e. Chapter V (Conclusion and Suggestion)

This chapter which is composed of the Conclusion and Suggestion.

CHAPTER II
LITERATURE REVIEW

In this chapter contains some theories through a review of some the literature related to this reseaech. There are: Writing, Kind of Text, Descriptive Text, Example of Descriptive Text, Google Docs as Media, Collaborative Writing, Google Docs Use in Collaboration.

A. Theory

1. Writing

a. Definition of Writing

Writing is one of the four aspects of language skills. Other language skills are listening, speaking and reading. According to Iskandarwassid, Writing activities are the final result of a person's language skills after listening, speaking and reading skills.[1] When viewed from the perspective of language skills, writing is an active, productive activity. For students, writing tends to be more about thinking abilities.

This is in line with Mulyati that writing essentially conveys ideas and roles by using graphic symbols (writing). The ideas or messages to be conveyed depend on development and level of knowledge and reasoning power.[2] There are at least three components included in the act of writing, namely: (1) mastery of written language, which will function as a writing medium, including: vocabulary, sentence structure, paragraphs, spelling,

[1]Iskandarwassid, & Ristianti, *Peningkatan Kemampuan Menulis Narasi Melalui Model Pembelajaran Teknik Visual-Auditif-Taktil*. Jurnal Penelitian Ilmu Pendidikan, (2010). 11(1), p. 75–99.

[2]Abidin, Y., Mulyati, T., & Yusanah, H. *Pembelajaran Literasi Strategi Meningkatkan Kemampuan Literasi Matematika, Sains, Membaca, dan Menulis*. Jakarta: Bumi Aksara, (2017). p. 244

pragmatics, and so on; (2) mastery of the content of the essay according to the topic to be written; and (3) mastery of types of writing, namely how to assemble written content using written language to form a desired composition. As part of language activities, writing is closely related to thinking activities. The two complement each other.

Costa suggests that writing and thinking are two activities that are carried out together and repeatedly. [3]Writing is a container and at the same time the result of thought. Through writing activities, writers can communicate their thoughts and through thinking activities, writers can improve their writing abilities.

for all the statements above, it can be assumed that writing is a process of thinking and removing the idea from the mind to develop and make a communication. and then, writing is not easy to do, so practice is advised.

b.Writing Ability

Writing ability is the skill of a writer to communicate and share information with readers. [4]In other words, writing is the process by which students learn about their writing abilities. Writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. It means that through writing, students can express and develop their thoughts and ideas in written form, as well as write as much as possible.

Harmer said that if we want to teach students to be good at writing in English, the teacher needs to teach them how to use punctuation conventions correctly.[5] In other

[3]Sri Lestari, *UPAYA MENINGKATKAN KETERAMPILAN MENULIS SISWA DENGAN PENDEKATAN KONTEKSTUA*,(Universitas Sebelas Maret Surakarta), (2009), p. 192

[4]Marriane Celce-Murcia, Elite Olshtan, *Discourse and Context in Language Teaching*, (Cambridge: University Press, 2003), p. 142

[5]*Ibid.*,

words, when asked to prepare or write something, everyone must be aware of the rules and components that must be comprehended and mastered in order to write well. In writing, some elements of language are spelling, punctuation, grammar, and vocabulary.

Ability is important and the ability to write is very important because if we can write anything, such as for education, social, and then as a medium for communication between many people. From this research, it can be concluded that writing ability is an important skill and a medium through which to write something.

c. Writing Process

Before beginning to write, the writer should think about how to create good sentences. As maintained by Harmer, there are four stages of the writing process: planning, drafting, editing, and final version.

1. Planning

   Before the writing process, the topic or object is decided. It means that the writer must have knowledge of the item or themes before beginning to write.

2. Drafting

   "Drafting" refers to the first step in writing. When the writers have decided on a topic, they look for and write some information related to the topic.

3. Editing

   When the writers make a product, they need a reader who gives comments and suggestions. It can help the writer revise or edit their written text. It means that editing or revising is important to correct your idea or delete your idea until it becomes the best text.

4. Publishing

   Publishing is the final step in honing one's writing abilities. In this step, the writer prepares their written

product well. It is the last process of writing. In this process, the writer corrects and revises until it can be read.

Based on the statement above, the researcher can conclude that there are four stages of the writing process; they are planning, drafting, editing, and publishing (final version). It does not only need a one-step action but rather several actions to ensure that the written work is perfect.[6]

d.Component in Writing

Some components are used in scoring writing ability. Terrible stated that the criteria for scoring writing ability are content, organization, vocabulary, language, and mechanics.The components of writing are as follows:

1) Content: the substance of writing ideas express (unity), content relevant to the topic.
2) Organization: ideas clearly stated and supported, logically sequence connective.
3) Appropriately use (cohesion).
4) Vocabulary: the section of words those are suitable for the content.
5) Language: the employment of grammatical forms and syntactical patterns.
6) Mechanics: the use of graphics conversation of language (demonstrates good command of spelling punctuation, and capitalization).

Based on the statement above, the researcher concluded that there are five components that are used in scoring writing ability. They are: content, organization, vocabulary, language, and lastly, mechanics.[7]

[6]Harmer, *Op.Cit.*, p.4

[7]Berry Santrio Cipta, Ihda Husnayaini, Zulfikri B. Rasuan, *An Analysis of Students' Ability in Writing Descriptive Text,* English Education Journal, *(*2021), p. 12

e. How to Measure Writing Skill

The researcher needs help from someone who is regarded to have enough capability for scoring data; it is done to avoid subjectivity in scoring. The grade of writing skills is taken from the criteria of the writing test. There are five components to the writing test adopted by Jacobs. They are: content, organization, vocabulary, language use, and mechanics.

1. Content

   Measuring the content of the written product is not an easy task. To make the teacher or evaluator simple to count on, he applies several descriptors: knowledgeable, substantive, through the development of the thesis, and relevant to an assigned topic.

2. Organization

   In an organization, some descriptions have to be in well- written text. They are fluent expression, ideas clearly stated and supported, succinct, well organized, logical sequencing and cohesive.

3. Vocabulary

   Good writers have to enrich their vocabulary for their writing to have quality. But it is not enough without choosing the correct vocabulary for the text. Jacobs's states vocabulary into four descriptors: sophisticated range, effective word/idiom choice and usage, word form mastery, and appropriate register.

4. Language Use

   As with vocabulary, in writing evaluation, language use consists of eight descriptors: effective complex constructions, agreement, tenses, number, word order/function, articles, pronouns, and prepositions.

5. Mechanics

Mechanics is a description of spelling, punctuation, capitalization, paragraphing, and handwriting in the written product. It serves as the foundation for evaluating the composition profile.

Based on the statement above, this research can conclude that measurement of writing is needed to know whether the students have a good ability or skill in writing or not.[8]

f. Purpose of Writing

In writing, there are some purposes for the readers, like conveying information and facts to the readers. Grenville explained that there are three purposes for writing as follows:

1. Entertain

The writer can entertain the readers with something like an exciting plot that can involve the readers' emotions, like sadness, humor, or even something very serious like novels, stories, or poems.

2. Inform

Writing to inform is one of the most common purposes of writing. Most journalistic writing fits this purpose, like uncovering the facts about a phenomenon or event and then reporting the facts. An example of writing to inform would be newspaper articles, scientific or business reports, economic reports, etc.

3. Persuade

It means the writers trying to convince the readers to do something. It is an effort to affect the

[8]Laras SekarTanjung, *The Effect of Guided Writing Strategy Toward Students' Writing Skill at Senior High School 1 Ulakan Tapakis*, (S1 Thesis, Imam Bonjol University, Padang, 2017), p. 30-31.

other about something. To make someone do or believe something by giving them a good reason to do it and making them believe it.

Based on the explanation, we can conclude that the purpose of writing is to entertain, deliver information, and persuade the readers, in addition to expressing the notion of the sign letter.[9]

g. Kinds of Writing

The various effects a writer may wish to have on his or her readers to inform, persuade, or entertain result in a different kind of prose. That informs which, depending on what it is about, is exposition, description, or narration.

1. The exposition explains how things work in an internal combustion engine. The exposition reveals what a particular mind thinks, knows, or believes. Exposure is constructed logically. It is organized around cause and effect, true or false, less/more, positive/negative, general or particular, assertion/denial. Its movement is signaled by connectives like "therefore," "however, and "besides," but more importantly, "for example."
2. A description deals with perceptions, most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.
3. Narrations combine a series of related events to form a story. It is problem is twofold: arranging the events in a sequence of time and revealing their significance.
4. Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and

[9]Kate Grenville, *Writing from Start to Finish A Six-Step Gide* (Sydney:2001), p. 1.

often appeals to reason in the form of an argument, offering evidence or logical proof. Another form of persuasion is satire, which ridicules folly or evil, sometimes subtly, sometimes crudely and coarsely. Finally, persuasion may be in the form of eloquence, appealing to ideals and noble sentiments.

5. Writing that is primarily entertaining includes fiction, personal essays, and sketches. Such prose will receive less attention here. It is certainly important, but it is more remote from everyday needs than exposition or persuasion.

There are kinds of writing. It should be known by writers what kinds of writing they should do. Every kind of writing must have a specific function.[10]

2. Kinds of Texts

There are many types of text, but there are some common texts that we know like the one below according to Gerot and Wignell:

a. Spoof

A spoof is a text that retells an event with a humorous twist

b. Recount

The recount is text t retell events for inform or entertaining.

c. Report

The report is text to describe the way things are, concerning a range of natural, manmade, and social phenomena in our environment.

[10]Thomas S. Kane, *The Oxford Essential Guide to Writing* (New York: Berkle Books,2000), p.6.

d. Analytical Exposition

An analytical exposition is a text to persuade the reader or listener that something is the case.

e. News Item

The news item is text to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

f. Anecdote

An anecdote is a text to share with others an account of an unusual or amusing incident.

g. Narrative

The narrative is text to amuse, entertain and deal with the actual or vicarious experience in different ways; Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

h. Procedure

Procedure text is to describe how something is accomplished through a sequence of actions or steps.

i. Description

The description is text to describe a particular, place, or thing.

j. Hortatory Exposition

Hortatory exposition is text to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation text is to explain the processes involved in the formation or workings of natural or sociocultural phenomena.

l. Discussion

Discussion text is to present (at least) two points of view about an issue.

m. Reviews

Reviews are text to critique an art work or event for a public audience.[11]

3. Descriptive Texts

a. The Definition of Descriptive Texts

A text is a meaningful linguistic unit in a context. "Meaningful is full of meaning. The term "context" can refer to either a linguistic or a socio-cultural context. A text is any meaningful linguistic unit in both the linguistic context and the non-linguistic context. A text can be spoken or written, and a spoken text can be something that has meaning.[12]It means that text is any meaningful linguistic unit in both a linguistic and non-linguistic context. A text can be spoken or written, and a spoken text can be something that has meaning.

A descriptive text is a text that describes something specifically so the readers can imagine what the object is being described. Descriptive texts are texts that describe the characterization of something by using sensory details that appeal to physical or intellectual sensibilities. Descriptive text is a text for describing what people, animals, or things are like.

A descriptive text is one that is used to describe a specific person, location, or object in very general terms. Ester provided the other definition; descriptive text is a text that describes a person, animal, and also

[11]Aswin Arisandi Putra,*The Use Of Poster Comment In Increasing Students' Ability To Write Descriptive Text At The Second Grade Of SMKN 8 Bulukumba*.(Makassar, UIN ALAUDDIN, 2018). p. 11

[12]SanggamSiahaan and KisnoShinoda, *Generic Text Structure* (Yogyakarta, GrahaIlmu : 2008), p. 1.

an object. Be it in form, quantity, or nature.[13] It can be concluded that descriptive text can give information about something such as a person, things, or places, and the reader can imagine these objects as if they were real (a living picture).

b. Generic structure of Descriptive Texts

A generic structure is a structure for organizing texts for create coherent descriptive texts have two generic structures. They are as follows:

1) Identification

Identification is a statement or a short paragraph that identifies the object that is going to be described. It is usually interesting and able to provoke the readers into being eager to read the text.

2) Description

Describe a place, person, or thing's parts, qualities, and characteristics.[14] It means that descriptive text consists of generic structures that aim to inform the reader about the phenomenon or object being described.

c. Grammatical Features of Descriptive Text

In describing a particular object, the descriptive text has to use some language features as follows: It focuses on the specific participant, who has one clear object that is to be described, and it uses attribute and

[13]Ester Riska Siantur,*KINDS OF TRANSLATION METHOD USED BY THE STUDENTS' IN TRANSLATING DESCRIPTIVE TEXT FROM ENGLISH TO INDONESIAN*, Universitas Prima Indonesia, Medan,2021, p. 96

[14]Helvira Y, Fatimah T, and Adzanil, *Teaching Writing Descriptive Text By Using Collaborative Technique*,(English Department The Faculty Of Teacher Training And EducationBung Hatta University). Available on https://ejurnal.bunghatta.ac.id/index.php/JFKIP/article/view/2438Monday 15th , February 2021, p. 4

identifying processes. Exclaimed by Djuharie, the explanation that language features of descriptive text are[15]

1) Specific noun such as: father, school, my dog, my house, etc.
2) Simple present tense such as: Johnny is a clever students, angel is a beautiful girl.
3) Detailed noun phrase such as: an intelligent tall student, a big large beautiful wooden house.
4) Adjectives that have character of describing, numbering, such as: three tall buildings, sharp white fang, etc.
5) Relation process such as: my car has four doors; my father is really handsome, etc.
6) Figurative language such as: my throat is a dry as a desert her skin is a white, and smooth as water, etc.

As a result, the researcher should concentrate on the linguistic elements when writing a decent descriptive text. Researchers use the present tense in a variety of situations. In the nominal group, for example, the use of characteristics, identifying processes, and classifiers resulted in better outcomes when the character of the object was defined, and the researcher should also evaluate the use of conjunctions, punctuation, and capitalization.

[15]Rakhman Halim, DESCRIPTIVE TEXT Seri Buku Pengayaan- Text Type (Genre) Reading Comprehension, (Bandung, 2017).p. 58

4. Example of Descriptive Text

The text below is an example of descriptive text about the animal.

Table 2.1:

The Example of Descriptive Text

Generic Structures	Paragraph
Identification	*National Monument* *The National Monument or are largely known as Monas is one of the famous landmarks in Central Jakarta, Indonesia. The construction was started in 1961 and was officially opened for public in 1975. This obelisk monument was built to commemorate Indonesian people struggle in obtaining their independence from Dutch colonialism.*
Description	*The full height of Monas is 132 meters, soaring from the ground to the sky. It consists of three different parts of level. The upmost part is a flame shaped crown which is covered by 45 kg of gold. It weighs about 14.6 tons and has a height of 17 meters. The second part is the top platform. It has rectangular shape with the size of 11 by 11 meters. Visitors can reach it by using the elevator; it takes about three minutes long. From this platform, they can see a vast and clear view of the whole city.*

	The last part is the lower platform. This rectangular platform has a width of 45 meters for each[16]

From the explanation above, it can be concluded that a descriptive text is a piece of writing in English that discusses the features of something. It can be a person, a place, a animal or a thing in such a way that a picture is formed in the readers' mind.

5. Google Docs as Media

a. The Definition of Google Docs

Firth and Mesureur defined Google docs as a freely accessible platform from Google Company. Here, to work with Google docs and to keep the document the learners need to stay online. [17]This is one of the factors that make Google Docs different from Microsoft Word. Setyawan and Rochsantiningsih also mentioned that Google Docs can be defined as the convenient online word processor, spreadsheet, and presentation compiler designed by Google that can facilitate the process of collaborative learning between the learners or teacher also make an online document, save it, and share it at ease.[18]

Suwantarathip and Wichadee said that there are four options in Google Docs, such as Google Document, Google Spreadsheets, Google Presentation, and Google Drawing. These four options carry different purpose to

[16]Fadhilaturrahmah,*Descriptive Text: Monas National Monument,*scribd.com, 2019

[17]Mark (Keisen Univerisity) Firth and Germain (Keisen Univerisity) Mesureur, *Innovative Uses for Google Docs in a University Language Program,* (JALT CALL Journal, 6.1 (2010)), p. 3-16.

[18]Gelegar Yudha Setyawan, '*Optimizing Google Docs to Improve Students Writing Skill of Descriptive Text'*, English Language Teaching, 2012, p. 233.

adjust the users' needs. Moreover, when the users feel like want to work using one of these features in collaboration, they can use the collaboration feature served by Google Docs. In Suwantarathip and Wichadee's journal that there is an editing tool enables every group member to have access to edit the document. They also can view the before and after updated document and who made the change.

All in all, Google Docs is a free online application which runs by Google Company in order to fulfill society's needs, including the learners' academic purposes. It facilitates the learners to share documents, viewing or editing if needed. Besides, it also allows multiple participants to collaborate on a project via the web.

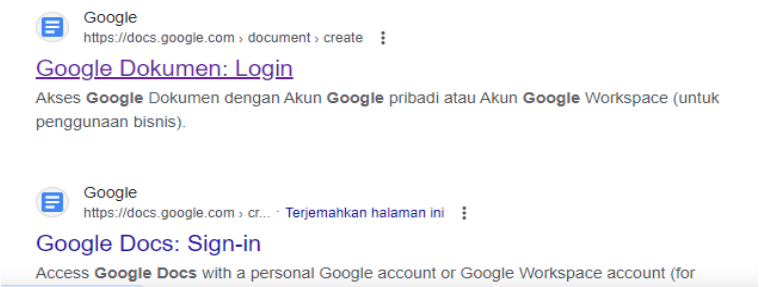
There are many important Internet services and tools, such as blogs, wikis, Mozila and Google, have emerged as a result of the Web2.0 period. Blogs have been used to exchange information for a decade, however wikis enable anybody to edit, alter, or remove material. Google Docs is another digital tool that combines the capabilities of blogs and wikis. According to Google Docs, "a free, web-based word processor, presentation, form, spreadsheet, and data storage tool provided by Google". Users may use it to make or create, modify, and online document storage. A comprehensive revision history is kept. The complete document may be viewed as it was at anypoint in the past. An author has the option of reverting to a previous version. Google Docs consists of four main components: Documents, Spreadsheets, Presentations, and Drawing, all of which perform comparable tasks. There are also tools for comparing any two document versions.The focus of this evaluation is on the use of Google Docs as a student learning media and how it can help students write in English classroom.

Figure 2.1

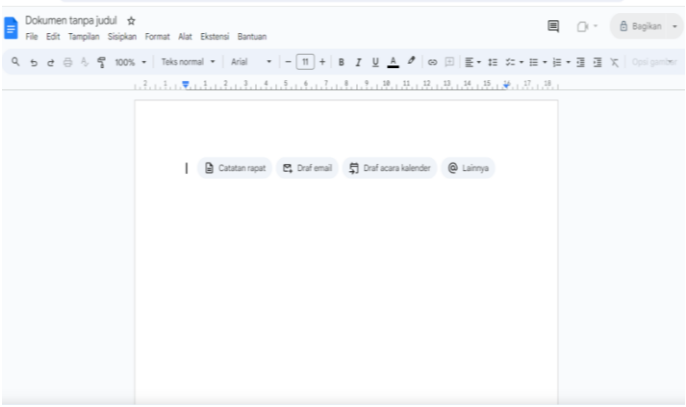
Step in writing use Media Google Docs

1. Setting up a Gmail account

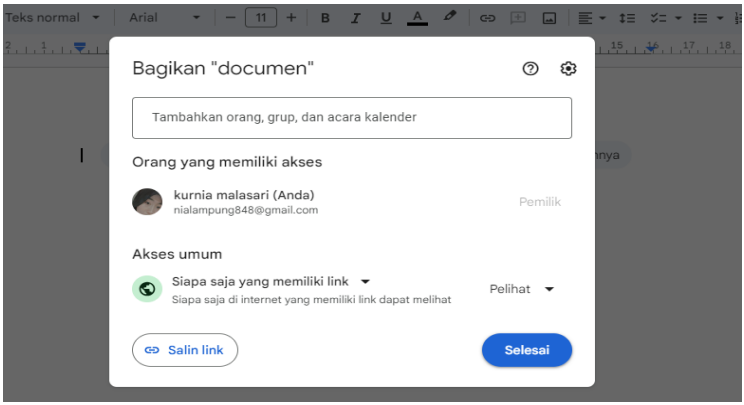
2. Log In Google Docs



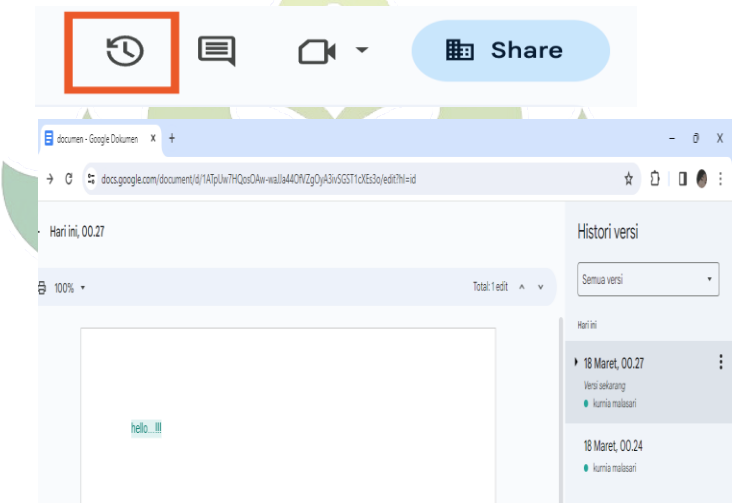
3. Creating a document



4. Sharing the document



5. Looking at the revision history



b.The Function of Google Docs

There are four Google Documents functions that we need to know as below:[19]

[19]Veniri Lestari, *The Effect of Using Google Docs as Media for Collaborative Writing Activity on Students' writing Skills, (*Universitas Islam Negeri Fatmawati Sukarno, 2015), p. 37.

1) Create documents anywhere and anytime

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

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

2) Support large Cloud Storage

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

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

3) Can be used for PDF file conversion

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

the file using Google Docs then click File » Download » Microsoft Word (.docx).

4) Support Microsoft Office formats

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

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

c. The Features of Google Docs

Google Docs brings many features that can make it easier and faster for users to complete work/tasks. Check out some of the main features of Google Docs below.[20]

1) Integration with Google Drive automatically. The convenience offered by Google Docs is that users can save all documents to Google Drive. When entering the Google Docs worksheet, users do not need to click Save or CTRL + S, Google Docs works automatically in saving documents in *real-time*.

Share documents to collaborate. Through the Share feature, users can add members by *email* or write their name. Users can also share the *link* so that it can be accessed publicly. This

[20]Veniri Lestari, p. 23.

collaboration feature will make it easier for users to complete documents more quickly and efficiently.

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

d. The Advantages of Google Docs

There are four advantages of Google Docs that are important to know, namely as below:[21]

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

[21]Veniri Lestari, p. 24.

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

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

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

The indicators of Google Docs are:

a) By using Google Docs, students will be interested in taking writing classes during teaching and learning process,

b) Google Docs can improve students and class descriptive text writing skills during the teaching and learning process.

6. Collaborative Writing

Collaborative writing strategy is a teaching writing technique that allows students to work together in pairs or groups to produce a good writing. This technique helps the students to write with their peers a certain email. The students must work together to produce good learning, in other words. Collaborative writing offers an opportunity not only to practice literature review, scholarly writing but also to promote reflection, knowledge sharing and critical thinking.

According to Haring-Smith in Hafour & Al- Rasyidy explain collaborative write as A Process write in in it Which Lots person participate in development And share not quite enough answer For results end . According to Erkens , Jaspers, Prangsma , and Chancellor Inside Hafour & Al-Rahidy illustrate that That is very complex process in in Which That phase (i.e. , planning , drafting , write repeat , And editing) is complicated And strengthened by That author " during writing individual .[22]

That collaborative currently Study technique own Once accepted with Good by student in in That currently Study And skill development process , according to Gleeson. Checked That collaborative currently Study technique , claims that That push development thinking critical through discussion , clarification from concept , And evaluation from other owned by people corner look . Memory And enthusiasm they For deepen topic This more Far affairs improved as a results from This critical thinking ability .23

Collaborative Writing is derivative from learning cooperative, which defined by Jacob as A technique learning in Where student participate in activity group small (at least two people), each have level different abilities . Every member group is responsible answer No only For learn what is taught , but Also For help owned by they Friend peer in Study And understand That fill .

Student obtain addition opportunity to become Alone involved in in That currently Study process And learn to take not quite enough answer For That in accordance process learning through approach learning like discussion And exchange idea . As a result , the Collaborative Writing does

[22]Hafour, M. F., & Al-Rashidy, A. S. M..*Story boarding based collaborative narratives on Google Docs: Fostering EFL learners' writing fluency, syntactic complexity, and overall performance*, (JALT CALL Journal, 16(3). (2020)), P. 123–146.) https://doi.org/10.29140/jaltcall.v16n3.393 Monday 1th March 2021

[23]Gokhale, A. A. *Collaborative Learning Enhances Critical Thinking*. (Journal of Technology Education, 7(1). (1995)), P. 22–30. https://doi.org/10.21061/jte.v7i1.a.2 Monday 1th March 2021

not collaborate or write together . Student get chance addition For involved in a way personal in in That currently Study process And learn to take responsible answer For That in accordance run from That currently Study process through currently Study approach like as discussion And exchange idea . As a result , the Collaborative Writing does not collaborate or write together .

Based on on That explanation in on That researcher found That Writing collaborative is process write involving collaboration more Lots matter compared to One people , Which go through A process from planning , drafting , revise , And editing .

1) That profit from Collaborative Writing

According to Alwasilah, this Collaborative Writing method give follow benefits :

a) Push student for each other study in work group , and provide environment work to be done they experience in inside professional world in period front

b) In still a attitude from write as a process because group work emphasize revision , possible few students more weak for do it recognize writing from more colleagues strong

c) Push student for each other study in work group , and provide environment work to be done they experience in inside professional world in period front that positive influence from collaborative write[24]

d) Collaboration in write increase skills social . productive verbal exchanges make student aspire for develop social skills ,

[24] Mulligan, C., & Garofalo, R, *A collaborative writing approach: Methodology and student assessment*. (The Language Teacher, (2011),35(3)), P. 5. https://doi.org/10.37546/jalttlt35.3-1Monday 1th March 2021

e) He push that students . Student knowledge is demonstrated through that support and interaction from work team ,

f) Write group increase text descriptive . With modify write process , like as editing ,that student will decide is content must included or removed .

2) Step of Collaborative Writing Technique

In study This use approach Process This will develop ability student in express himself idea in a way written . According to Murray in Ashwandi write currently Study activity use a process approach is characterized with using collaborative brainstorming , writing free , choice topic writing submitted to writer , editing group colleagues , and learning steps in the process . The approach includes : developing idea , organize ,revise ,And editing .[25] In collaborative writing carried out using Google Docs for editing, revising the results of members' writing can be done in the comments column, the results of editing or revisions carried out by group members can enable members to know where errors or shortcomings are in their writing. The results of revisions or editing carried out by group members will not change the author's main writing.

Steps for Collaborative writing using Google Docs are as follows::

1. Form groups in pairs
2. Create a Google Docs account for researchers and students
3. Students write in Google Docs

[25] Aswandi and Zuchri, Fauriz. 2009. *Modul Pendidikan dan Latihan Profesi Guru: Teaching Reading and Writing.* Surabaya: UNESA. p. 4

4. Students share their documents with their group partners by clicking "Share"
5. Group members enter the email or name of the desired person into the worksheet link
6. Group members can provide comments in the form of input on their group's writing and vice versa.
7. The results of students' writing will be observed by researchers.

7. Teaching Writing Collaborative using Google Docs

Make text use Google document in a way collaborative ,reader should know How to use Google document And How to inviting And share That document with colleagues in a way written text . That Step is as following :

1. Create a Google account document

   If students don't have an account on Google documents, students must register for a Gmail account. However, if the student has a Gmail account, then the student is logged in. The reason you have to have a Gmail account is because with this Gmail account you can log in to Google Docs.

2. Students log in to their Google Docs account by clicking www.docs.google.com
3. Students create a new document by clicking in the Google Docs view to add a new document
4. Students give access to collaboration to their group members and to researchers, by clicking the "share" icon, by clicking on this icon, students agree to invite their friends by typing in the Gmail accounts of their group members.

B. Hypothesis test

The hypothesis is:

H_0 : There is no effect of using Google Docs as a medium for students' descriptive text writing activities in class XI of SMAN 1 Sekampung Udik for the 2023/2024 academic year.

H_a : There is an influence of using Google Docs as a medium for students' descriptive text writing activities in class XI of SMAN 1 Sekampung Udik for the 2023/2024 academic year.

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