CHAPTER I

INTRODUCTION

This chapter aims to provide some anvils in composing this study. This chapter will address the main aspects of this present study, such as the background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and the definition of key terms.

1.1 Background of the Study

Recently, the influence of new technology has been noticeable in the field of education. Over the last decade, teaching has shifted from solely face to the face classroom environment to the online environment or a blend of the two. One of the online environments is Google Docs. Some researchers have presented studies about using Google Docs in the online collaborative task (Alsubaie & Ashuraidah, 2017; Alwaleedi, Gillies, & Hamid, 2020; Andrew, 2019; Islam, 2018; Suwantarathip & Wichadee, 2014). Suwantarathip and Wichadee (2014) revealed that using Google Docs in online collaborative tasks could create better performance than face-to-face in the classroom because it makes students motivated to learn efficiently and encourages them to collaborate with their group in doing the task. Besides, Google Docs is easy to use in learning, saves time, and does not need must effort to complete the English task (Andrew, 2019).

In the Indonesian context, research on using Google Docs in the online collaborative task has been done by Sudrajat and Purnawarman (2019) who focus on investigating students' perception and experience of using Google Docs as an

online collaborative translation class. They found that using Google Docs in collaboration increases student interaction, getting more ideas and information in group work. The other research conducted by Kurniawan, Suganda, and Zuraida (2020) focuses on the effect of cloud collaboration on writing achievement. They stated that cloud collaboration has a positive effect on affective engagement, student confidence, and behavioral engagement in writing courses and English learning. Hidayat's (2020) study also explored the student's view of using Google Docs in writing and he expounded that Google Docs help students to increase their discussion in the group and are easier to use to communicate with their teacher than in a classroom with face to face.

There was several students' problem when faced with online collaboration task: Students lack social interaction and participation in the group (Bakir, Humpherys, & Dana, 2020). Most previous studies were focused on the effectiveness of using Google Docs in collaboration. Furthermore, there is seemingly little research that has been explored on students' perceptions of using Google Docs when finishing their tasks by online collaboration. So, this research needs to explore more about the students' perceptions of virtual collaboration using Google Docs. So, the purpose of this research was to focus on investigating EFL students' perception of using Google Docs in an online collaborative task.

1.2 Scope of the Study

For this study, the researcher involved 10 students at English Department Major at one of the higher education institutions in Southeast Sulawesi. They were in the fourth semester at the university and they studied TEFL when the

teacher gave the task by using Google Docs in collaboration with this subject. This study focused on investigating EFL students' perceptions of using Google Docs in online collaborative tasks. This study analyzed the students' responses regarding their experiences after using Google Docs in an online collaboration task.

1.3 Research Question

Based on the background of this study, one focus question can be identified as follows "What are the EFL students' perceptions of using Google Docs in the online collaborative tasks?".

1.4 Purpose of the Study

Based on the research question, this study aimed to investigate EFL students' perceptions of using Google Docs in online collaborative tasks.

1.5 Significance of the Study

The researcher hopes that the result of this study contributes to the teacher, researcher, and next researcher. The teacher can use Google Docs to give the task to their students. While the students hope to enjoy and can help them to complete their tasks faster. For the researcher, by doing this research, the researcher can help other researchers to understand the subject and get more information about the subject and the writer hopes the result of this study will be useful for further researcher who wants to conduct the next research dealing with this study as a reference.

1.6 Definition of Key Terms

The researcher defines the definition of the term used in this study as follows:

Students' perception: refers to what the students at English Department Major at one of the higher education institutions in southeast Sulawesi were percept of using Google Doc platform during online collaborative tasks.

Google Docs platform: Google Docs is a Web 2.0 Google application that provides word processing, spreadsheet, presentation, and form creation and has a cloud stronger (Chu & Kennedy, 2011). Some of the functions of Google Docs helped to enhance autonomous class participation, active communication, and mutual collaborative as well as dynamic classroom interaction. Google Docs provides features to support collaboration such as editing, and commenting, that make it easy to collaborate in the group without face to face. Google Docs also serves as a useful platform for various projects in learning such as editing, writing, and online collaboration tasks. Google Docs developed the students' collaborative in doing the task and learning skills. Through Google Docs the students can share their ideas, edit, monitor, and give feedback without any restriction of time and place. Google Docs helps students to do online collaboration tasks anytime, anywhere, and on any device with the help of the internet to complete group tasks. Google Docs can also monitor group tasks because it has a revision history that makes it easy to know who is active in doing the task.

An online collaboration task: is defined as an activity in the form of collaboration that uses Google Docs as a platform to do the task in online collaboration. This collaboration process is carried out by the students after the lecturer gives the task and asks them to do it in groups. First step, the students find

their group and then the students enter the file to the account Google Docs, then, before sending the link, the students set the features to editing or comment so that the students can comment and edit each other on the task, and then the students share the link to their group. Students can monitor and share ideas by using Google Docs. It was one of the tools to help the learners get more information or ideas through group work.