CHAPTER II

REVIEW OF THE LITERATURE

This chapter begins with the definition of Google Docs, advantages and disadvantages, students' perceptions, and previous studies.

2.1 Theoretical Framework

2.1.1 Google Docs

Technology has always piqued people's interest, and its implementation has become more prevalent in teaching and language learning. For example, online learning technology is becoming increasingly popular in these areas (Moonma, 2021). Many established schools and colleges have begun to provide their courses for free online. It represents a simple and convenient way to get information on practically any topic. There has been a growing interest in online collaborative writing due to the rapid development of new technologies that support individual and group writing.

Social software has become an integral part of young people's daily lives. Web 2.0 is becoming popular in this area, one of which is Google Docs and many students are using this learning application. Web 2.0 technology has been integrated as a platform to facilitate the education system and increase online collaborative work between students and teachers (Khalil, 2018). Suwantarathip and Wichadee (2014) revealed that Google Docs is one of the digital tools from Web 2.0 which has a lot of functions included in Wiki and blog. Google Docs is also of simple application easy to use by connecting to the internet (Moonma,

2021). It is used to edit and make documents (Brodahl, Hadjerrouit, & Hansen, 2011). Chu and Kennedy (2011) stated that it is a free Web that can be used to share, set, and download documents, spreadsheets, creation forms, and presentations. Google Docs allows one to give feedback in the margin, write new Documents, edit and share the documents, and communicate with the instructor through chatting online (Slavkov, 2015).

Google Docs is effective to improve students writing skills (Ebadi & Rahimi, 2017). Metilia and Fitrawati (2018) said that students can increase their writing by sharing their ideas and writing the text, commenting, and editing the drafts of other students by using Google Docs. There were many features available in Google Docs such as open office, word, RTF, the format of the text, and HTML which can be accessed every time and everywhere. It also has cloud storage, form creation, spreadsheet, presentation, and word processing (Alsubaie & Ashuraidah, 2017).

There were several steps in using Google Docs mentioned by Sudrajat and Purnawarman (2019). In the first step to enter Google Docs, the users must have an email to log in to a Gmail account and then sign in or sign up. They can use their old email or new email. But, if the users forget the password of their email, they can click forget password available in a column of log-in, which can be seen in Figure 2.1. After that, the users can click the Google Docs application to make the Document Web which can be seen in Figure 2.2. After that, the users can click the blank or template to create a new document in Google Docs which can be seen in Figure 2.3. After clicking one of the selected, the Document will appear mentioned in Figure 2.4. Then, the Document appears after clicking it and can be

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renamed document according to the users. The Document can be seen in Figure
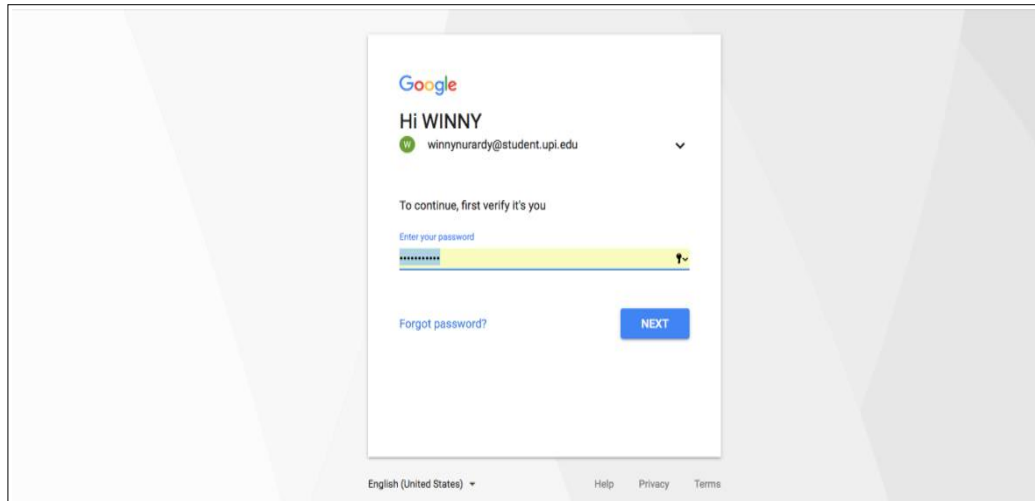2.5.

Figure 2.1 Google login page
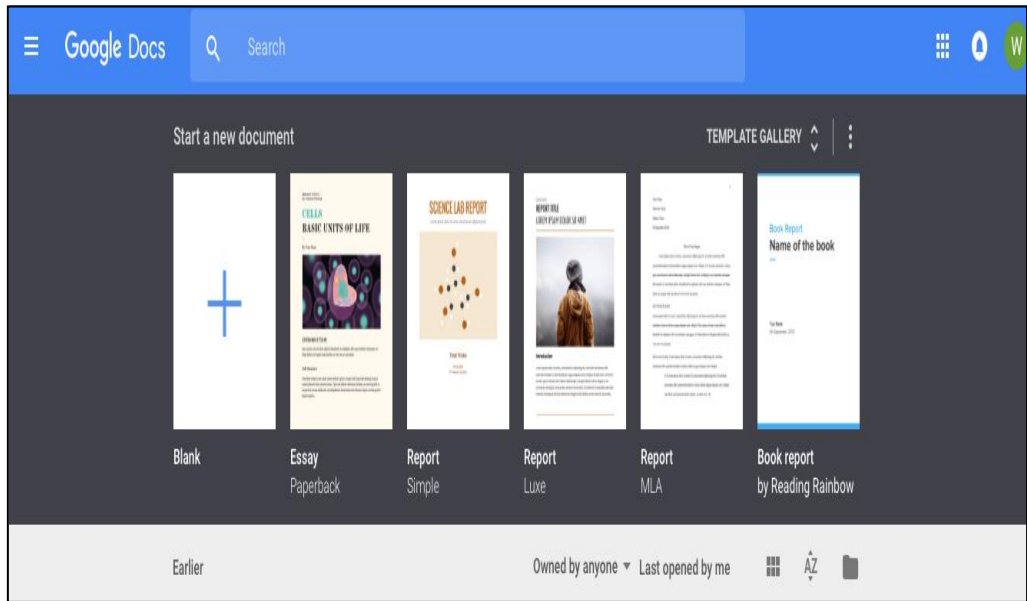

Figure 2.2 Google Docs application

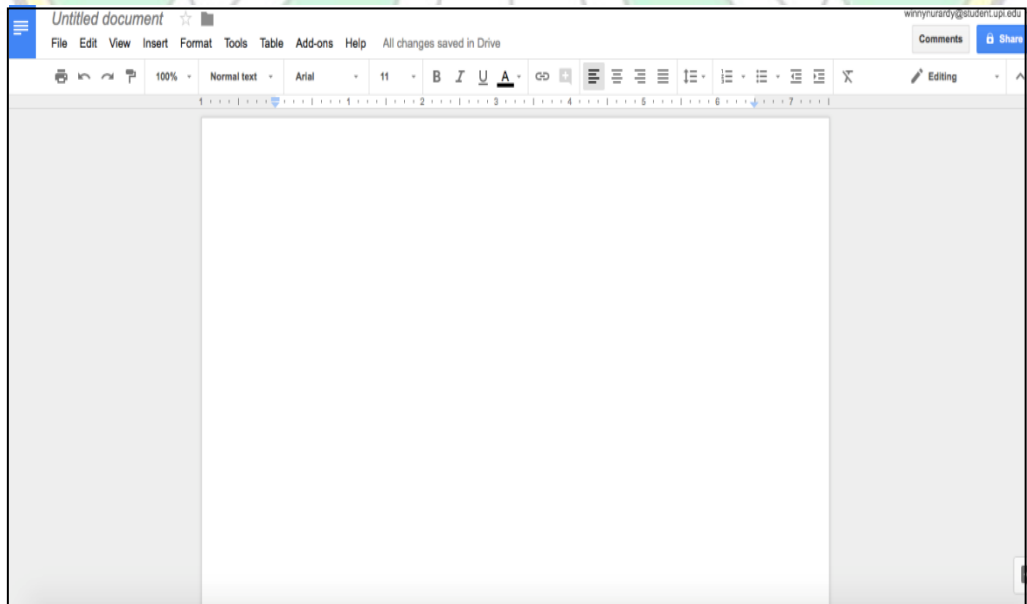Figure 2.3 Google Docs page

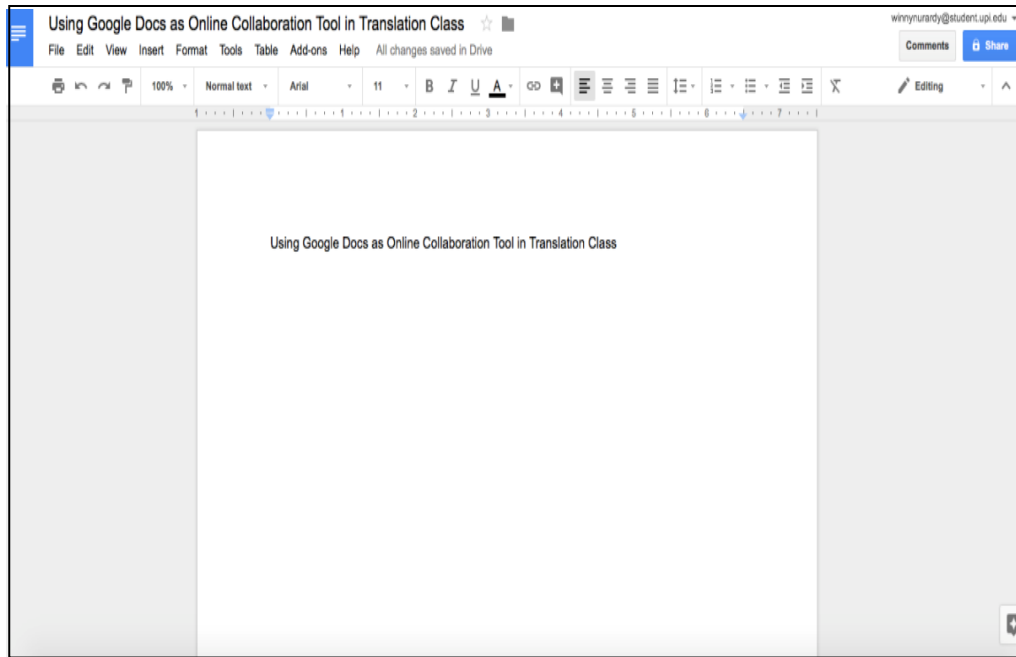
Figure 2.4 Creating the new document

Figure 2.5 The paper outline

The next step is sharing access with collaborators. The user can set the sharing access into a collaboration session, there are three options such as edit, comment, and view. "Edit" means that the user can share with their group to help them edit the task, replay the documents, and comment on online collaboration. "Comment" means that those who have the link not be able to write the document but they can comment on the document. "View" means that they just can see the Document and not be able to write and give comments. Those three options can be seen in Figure 2.6.
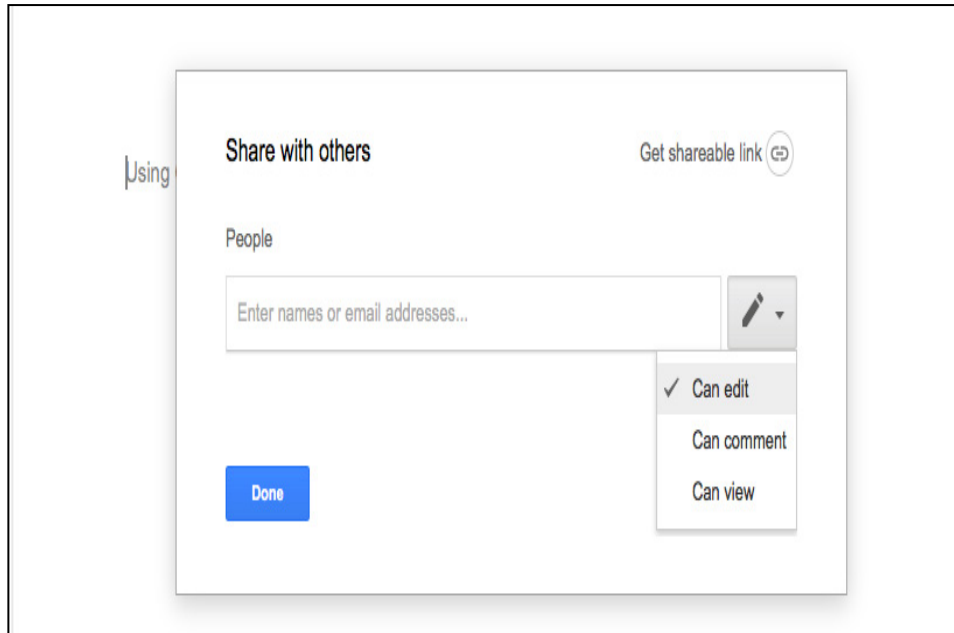
Figure 2.6 Three options for sharing access

In collaborators, the Document owner can add the editor to edit the Document by writing their e-mail in sharing access. This option can be seen in Figure 2.7.
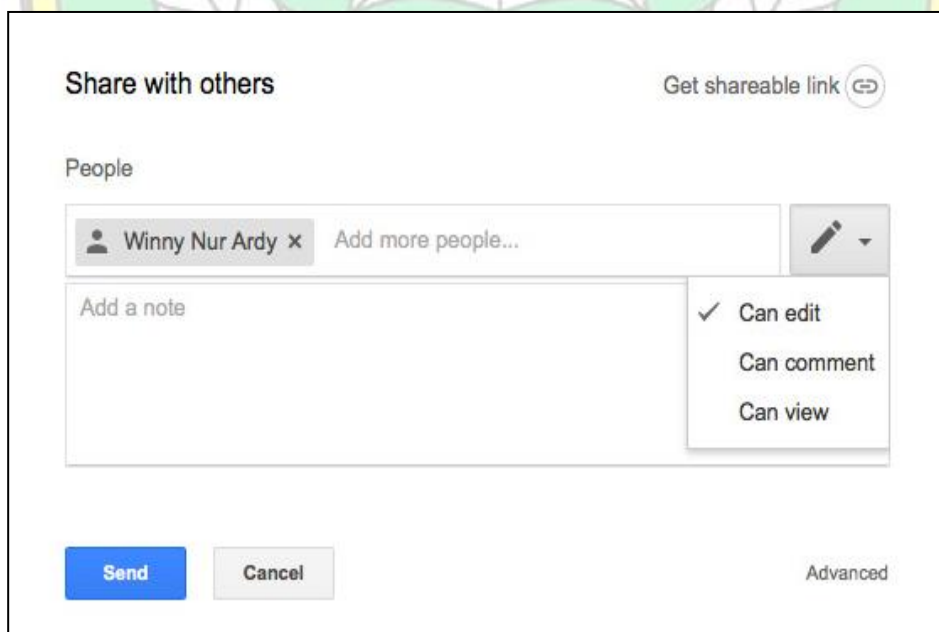

Figure 2.7 Invite other editors

2.1.2 Advantages and Disadvantages of using Google Docs

Google Docs was an online platform to promote online collaboration. There were some advantages and disadvantages of using Google Docs. The advantages of using Google Docs in learning. The students felt more confident doing virtual collaboration. Alsubaie and Ashuraidah (2017) explained that while using Google Docs, the students felt more comfortable and confident doing the task online, so they could express their ideas more. The users can use Google Docs as a tool for collaborative writing and all of them can collaborate with their friends to make good writing (Metilia & Fitrawati, 2018). This tool allows students to editing, the collective articulation of ideas that are useful for collaboration work (Lopes et al., 2015). So, their learning management system can be more efficient and effective during online collaboration (Karpova et al., 2009).

In addition, Google Docs has proven to be a useful platform for storing and saving files as well. It has a large storage space where the users can upload their files of any type of document (Firth & Mesureur, 2010), and all drafts will be saved in one place without the need to keep track of other data (Abrams, 2019). The data will be automatically saved inside Google Docs.

Google Docs also has obvious benefits for busy and they can collaborate virtually through e-mails, instant messaging, video conferencing, and various web-based tools (Zhou, Simpson, & Domizi, 2012). Besides, it can be used for the students to ask a question to their teacher. Nasri et al., (2022) said that the students can read or ask a question to their teacher in the comment column that is available in Google Docs. It helps students to interact with their group to write, share, edit, and give a comment to each other and accomplish the online tasks

collaboratively. They found it easy to revise and edit the document so that they get more feedback when using Google Docs (Yim et al., 2014).

Google Docs is a useful tool that allows students to edit, share, and give feedback online rather than offline (Khalil, 2018). The students also can check their feedback on Mobile Phones (Kurniawati, 2022). Not all students have a personal computer in their home, they can access by mobile phone that is connected to the internet and they can check the feedback from their teacher anytime and everywhere.

It is important to note that Google Docs has many advantages for online collaboration learning and teaching. Besides, there have been a few disadvantages reported about using Google Docs. Such as the users need to have a Google account to enter Google Docs for the first time (Firth & Mesureur, 2010). Although the use of Google Docs is easy to use, it may not be easy to use the first time because of a lack of technical skill which can be a problem when collaborating in Google Docs (Andrew, 2019). Besides, the teacher cannot control the students who work more or less in the group (Alsubaie & Ashuraidah, 2017).

The next, Google Docs was complicated for the first time to used it, Because the students never experienced using it before (Saleh et al., 2021). By that time, the students had learned the basics of this platform and enjoyed using it collaboratively. While using Google Docs, the students require a stable internet network to access it. Yaccob and Yunus (2019) said that a lack of internet connection is one of the problems that face of students and teachers when using Google Docs. They need an internet connection to edit, share, upload, and download the document. Besides, the effect of using Google Docs, the students

sometimes get unclear information from their teacher (Kurniawati, 2022). Sometimes there was a misunderstanding about the feedback given by their teacher. They need immediate feedback from their teacher if they have any questions about the feedback because it is easy to understand their mistake in the task.

2.1.3 Students' Perceptions of Online Collaborative Task

Perception is giving an opinion based on their experience about something (Linh et al., 2021). In this research, students' perceptions were illustrated through their experiences after using Google Docs in an online collaboration task. There were several studies on students' perceptions of online collaboration tasks revealed positive and negative results regarding online collaboration tasks. The students tend to hold a more negative attitude toward online group work than face-to-face in the classroom. Smith, Sorensen, Gump, Heindel, Caris, and Martinez (2011) in this research, compare group work and face-to-face. They found some of the students felt difficult to communicate with the group online than face to face because they fewer to communicate

Other researchers, Muuro et al. (2014) researched Students who felt challenges in an online collaborative learning environment. They investigated components that challenging by students in Kenya. Five components of challenges in online collaborative learning: slow internet connectivity, lack of feedback from instructors, lack of time to participate, lack of feedback from peers, and low or no participation of other group members. To gather the data, they used a questionnaire and distributed it to 210 students by email and 183 students

responded. They found that 54 % strongly perceived that the lack of participation of group members was a big challenge of other components in online collaboration.

Despite those negative results, the researcher demonstrated the potential positive impact of using Google Docs in collaboration tasks. According to Saeedi and Biri (2016), language learning is one of the many areas that witnessed the positive impacts afforded by technology Web 2.0 in collaborative learning. Google Docs also allows users to save and access the entire document revision history. This Google Docs feature, which automatically saves corrections and changes made by the user and easily retrieves previous versions, makes it an easy-to-use online tool for collaborative writing (Kessler, Bikowski, & Boggs, 2012). Even though some students are unfamiliar with the Google Docs function, they successfully used this new technology in a collaborative task. Students showed enriched learning experiences after using Google Docs than without using it (Zhou et al., 2012).

The students felt comfortable after using this platform because online collaboration was an interesting experience for them and they also showed greater motivation while using Google Docs (Zhu et al., 2009). Farrah (2015) said that through online collaboration, students can learn without under pressure when they collaborate with their peers and they can learn from each other. Also through online collaboration, the students can know others' learning behaviors and communication patterns, and share knowledge so they make it easy to do the task faster (Ku et al., 2013).

Khalil (2018) stated that after using the Google application in collaboration, they have endless opportunities to convert their passive knowledge into active use during class discussions. It means using Google applications as an alternative approach to the traditional methods of teaching and learning grammar, the students were able to learn collaboratively and take teacher written feedback into consideration for the development of their grammar skills. Not to mention, the majority of the students enjoyed using such applications due to their manageability and convenience.

Online collaborative writing is one of the main factors to enhance learning motivation and improve the learners' performance. Farrah (2015) stated that the online collaborative learning experience gave the result that the learners' motivation increased. Her students held positive attitudes towards this experience as it helped them to develop their communication skills, express ideas in collaboration, receive and offer feedback from their teacher, improve performance by writing better essays, and stimulate their critical thinking skills. It means that online collaboration by using applications was required to be used outside the class. Online collaboration writing, also made students build positive emotions while doing online collaboration the students felt happy and enjoyable the online collaboration writing by using Google Docs (Iskandar & Pahlevi, 2021).

Ali and Azamri (2023) stated that their students also have positive perceptions regarding online collaboration learning. The students stated that they were able to have broad sources of learning materials, they had more time to find their material on the internet, were more disciplined in doing the task and they could increase their ICT skills Besides, the students stated that working

collaboratively easy to share their ideas about the topic (Winarti & Cahyono, 2020). Sometimes, when they work alone, they find it difficult to express their ideas and make them think aloud the ideas.

2.1.4 Usability of Using Online Platform

Usability has been used in various fields of this area as a method of website evaluation in particular web, system design, and human-computer interaction. Usability of the tool shows how to the extent a website is easy to use, efficient in doing certain tasks, satisfying for the users, evaluates the problem of the current website, and improves the website interface (Joo, Lin, & Lu, 2011). There are five usability criteria which include learnability, efficiency, memorability, errors, and user satisfaction (Nielsen, 1993).

Learnability is the system should be easy to use by the users so that they can quickly use the system (Nielsen, 1993). It is one of the fundamental usability attributes that most system needs to be easy to learn. Handiwidjojo and Ernawati (2016) argued that easiness is measured by the use of functions and also the benefit of features. To measure it, there is one simply of some users that do not have experience before about the system and measures the time it takes them to reach a specified level of proficiency to use it. When analyzing learnability, one should keep in mind that the users normally do not take the time before using the features (Nielsen, 1993).

Efficiency is the system related to speed in the working of the task on the platform (Handiwidjojo & Ernawati, 2016). Which is it can increase the productivity of a website. To measure the efficiency of use for experienced users,

someone needs access to experienced users. Users who have a good experience if they have experienced a long year or more. Besides, that experience defined how many hours are spent using the system. The test users are brought in and asked to work on a system for the appointed time and after that, their efficiency is measured (Nielsen, 1993).

Memorability is the system should be easy to remember, so that ordinary users can return to the system after a period of inactivity, without having to learn everything again (Nielsen, 1993). He stated that there are two ways to measure it with casual users who have been a longer time than novice users using the system and measure the time. The casual users are easy to remember the website and easy to access the website by process of entry to the website as the previous time they had accessed it.

Error is the system should have a low error rate so that if they make a big mistake, they can easily fix it. Handiwidjojo and Ernawati (2016) revealed that errors related to the mistakes of the user while using the platform. The users should make a few errors when using the system, which is an error that does not reach the desired so that some errors can be corrected directly and only slows down the process of using the system by the user (Nielsen, 1993).

The system should be fun to use so that users feel satisfied and like it when using it (Nielsen, 1993). Handiwidjojo and Ernawati (2016) said that satisfaction is related to user satisfaction when using the website, which includes the benefit of the user when using the platform. Satisfaction is measured by simply asking the users' subjective opinions about a system. To measure user

satisfaction can use a short questionnaire for the answer session for example how hard did you learn to use this system? (Nielsen, 1993).

2.2 Previous Studies

There are several studies about Google Docs in online collaboration, such as Zhou et al. (2012) evaluated the effectiveness of using Google Docs in an out-of-class collaborative writing activity for an introductory psychology course. They found that Google Docs is a beneficial tool in online collaboration and it has changed the student's communication way during out-of-class collaboration so that the students were less dependent on Facebook and text messages for communication after Google Docs were introduced.

Chu and Kennedy (2011) described the use of Wiki and Google Docs at the undergraduate level at Hong Kong University as online collaboration tools for co-constructing knowledge in group work. They found that some students have a positive experience using the tools for online collaboration in a group project. Although some of them found that Wiki more effective knowledge management tool than Google Docs, many students highlighted the users' friendly features of Google Docs and ease of use in online collaboration.

Research by Abrams (2019) investigated written features in Google Docs that supported online collaborative writing. He said that the students can save their drafts in one place and organize the data as well. But, it was cumbersome to count words in a document. The students must download first to count the word of the document. Google Docs has a word count but it is just for the last draft (Abrams, 2019). However, it is important to note that the Google Docs application was

more helpful to learners in online collaborative writing than the support features for online writing.

Andrew (2019) investigated students' perceptions of the advantages of doing online collaboration tasks on Google apps (Sheets, Slides, Docs, and Forms) in a pre-university EAP course in the UAE. He found in students' percept that the advantages of Google Docs in learning were easy to use and easy working the task in a different place.

Suwantarathip and Wichadee (2014) investigated the effect of online collaborative writing using Google Docs on writing ability. They found that the students who used Google Docs got higher scores than face-to-face in the classroom. The students felt learned more efficiently and more contributions when doing the task.

The findings of Irshad (2021) revealed that online collaborative writing using the social software Google Docs is a very useful pedagogical tool for synchronous online collaborative writing and it can used for second language writing development despite complex challenges for learners.

Moonma (2021) investigated comparing face-to-face collaborative writing versus online collaborative writing using Google Docs in EFL classrooms. She stated that her students had overall positive feedback on Google Docs. It is useful better face to face in writing class because they can produce their text anywhere and anytime.

Similar to previous studies, Jeong (2016) investigated students' experiences and perceptions of using Google Docs in collaborative writing. He found that Google Docs helps students to develop their English writing. Besides,

the students can increase their critical thinking skills and learner autonomy when they work collaboratively in a group rather than work the task individually.

Kessler et al. (2012) the result of Project-Based Collaborative Writing after using Google Docs as a web writing tool. The findings showed that learners were happy and interested in the use of Google Docs in writing since it made them feel that their collaboration was successful and that every member of the group played an important role in collaboration while learning the writing process. They argued that Google Docs promoted their autonomous writing and online collaborative writing.

Another study by Alharbi (2020) about the Google Docs application for enhancing EFL learners' writing showed that L2 learners had positive perceptions of Google Docs for their collaborative writing practice and learning. Specifically, Google Docs facilitated the language teaching and learning of writing through teacher and peer feedback on local and global errors in writing. Google Docs available feature for group editing, drafting, and learners' responses to feedback (Alharbi, 2020).

Kitjaroonchai and Suppasetseree (2021) investigated in small groups online collaborative writing tasks by using Google Docs. The participants were divided into two small groups. They found that the students felt satisfied because they could work more efficiently in doing the task. The students can work on their assignments anywhere and anytime by accessing Google Docs with an internet connection.

Moreover, Akoto (2021) explored students' perceptions of the challenges and benefits of using Google Docs in writing processes. The researcher found the

benefit of using Google Docs in online collaborative writing, it helped learners to improve their writing skills, built awareness, easy synchronous writing and revising in Google Docs. For the challenges, lack of control group, and frustrations while working in a group.

Next, Valizadeh (2022) investigated the effect of collaborative writing on Google Docs. The result of her study is Google Docs an available comment column as feedback for teacher that make them more efficient, interesting, practice and help students to increase their L2 writing skill.

In the Indonesian context, the study about Google Docs in online collaboration has several areas, such as students' perception of using Google Docs as an online collaboration tool in translation class (Sudrajat & Purnawarman, 2019). The findings showed that using Google Docs in online collaborative learning has a positive response. Google Docs are suitable to use in online collaborative learning to enhance students' interest in learning and could increase the interaction between students collaboratively.

The Pandemic COVID-19 has led educators to explore more online platforms that have an impact on education especially in writing skills. Nasri et al. (2022) in their research explore students' perception of Google Docs as a tool for learning writing. The result revealed that using Google Docs had a positive impact on written feedback. The majority of students reacted positively using Google Docs in writing skills. It helps them to comprehend written corrective feedback.

Saleh et al. (2021) stated that Google Docs helps students to increase collaborative writing and peer feedback. It helps students to review and feedback on others' tasks and give feedback anywhere in or outside the class. The teacher

and students can access everytime of Google Docs. So, this makes it easier for the teacher to monitor her students' tasks.

Yaccob and Yunus (2019) in their paper explore the teaching and writing of ESL learners by using Google Docs. They stated that Google Docs was appropriate for writing collaboration rather than individual. The student can share their ideas and save more time to produce the target of writing.

The research of Metilia and Fitrawati (2018) discussed how to apply Google Docs in collaborative writing in writing class. They found that by using Google Docs in writing, the students can write the text, share ideas with others, and give feedback. The students can comment and edit the task on Google Docs. Google Docs also allows the teacher to observe students' development in writing.

Nabhan and Sa'diyah (2021) identified using Google Docs in online collaborative writing. They found that students' motivation was increased, building students' awareness in collaboration. Their social skill and writing skills were improved. Even though the students face some problems when doing collaborative writing using Google Docs such as bad internet connection, their abilities, and the availability of accompanying gadgets because some of the students did not have gadgets.

Fathi et al. (2021) explore the effect of online collaborative writing through the use of Google Docs on writing performance. The results of the comparison of the control group and the experimental group indicated that collaborative writing using Google Docs helped participants improve their writing performance and their writing self-regulation. Google Docs allows students to share their tasks, review, edit, give, and receive feedback. Google Docs make

students feel comfortable and less costly as L2 writers can both post their drafts to their peers and the teacher can give feedback and it increases students' writing skills inside the classroom and even outside the classroom (Fathi et al., 2021).