



Utilizing Google Doc to Promote Students' Teamwork in Finishing the Assignment

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ABSTRACT

This research aims to reveal how google doc facilitates the students in finishing their final project assignment namely making english paper and the advantages of using google doc in teaching and learning process. The approach of this research is qualitative in case study design. The research took place in IAIN Madura, especially the fifth semester of the English Teaching and Learning Program. 26 participants were selected to be part of this research. To achieve the research goal two instruments were used, they are observation and interview. The research findings describe that google doc not only promotes the students to work in a team but also simplify the students in finishing their task efficiently.

Keywords: google doc, team work, assignment

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INTRODUCTION

Education in the industrial revolution 4.0 has a characteristic that is the use of technology in the learning process or known as a cyber system that makes learning possible sustainably without being limited by space and time (Fathimah et al., 2020), it spread around the world without any limitation. It can apply for many fields including the development of education. Writing an essay is among the most difficult talents for non-English major students because they must pay consideration to language structure and be able to convert their thoughts and concepts into the target language (Hairuddin, 2020). Students encounter several writing issues while learning writing. For starters, the students lack writing ideas. Before pupils begin writing, they must have a topic in mind. Second, the students' command of proper grammar is lacking. Sometimes pupils have ideas for writing something in their heads, but they produce a text using wrong grammar. Third, it appears that the kids are unmotivated to write. It is because students find the learning and teaching processes boring (Metilia & Fitrawati, 2018).

Research has shown that many web-based collaborative activities facilitate the development of three skills among college students: teamwork (Blair, 2006), social skills (Apple et al., 2011), and basic computing skills (Bottge, Rueda, Kwon, Grant, & LaRoque, 2009) (Zhou et al., n.d.). Kieser and Golden in Alsubaie & Ashuraidah state Collaborative learning has been

considered as a necessary contributor to active interaction learning (Alsubaie & Ashuraidah, 2017). Interaction among students is very important in order that they can share ideas and help one another. Designing collaborative activity or teamwork activity supports the success of obtaining learning goal. Foote (2009) in Rahayu says that to determine the successful of learning process is basically comes from work or learn collaboratively (SriRahayu, 2016).

Google Docs is a form of instructional media that enables the use of a learner-centered approach in a collaborative learning environment. Because each participant can update the document if they possess a link to it, and the writer will be listed in the app (Suwantarathip & Wichadee, 2014). Slakov (2015) also stated that Google Docs also promotes group cooperation and minimizes learners' time by allowing them to use asynchronous collaborative editing (Fathi et al., 2021). Google Docs offers facilities for processing, modifying data, language, and even removing items to do online with others. In ideal circumstances, Google Docs also can resemble a social media program that can be utilized for collaborative interaction and chat (Herlina et al., 2020).

The function of a Google Doc tool found are: The first feature is the edit feature, which is used to improve writing by using the menus undo, redo, cut, copy, paste, select all, and so on; both features file as a document management function, with several menus such as share, new, download, document details, print, and so on; and the three view features, which are used to display documents directly. Comprehensive, outline, and toolbar that were previously organized using multiple menus such as print layout, display ruler, show document outline, show equation, and so on; four insert features work to insert something like: images, tables, diagrams, page numbers, and so on; The merging function between insert and edit, various menus such as text, paragraph styles, align and indent, column, formatting, and so on are among the five format features. the six features of tools/tools as supplementary tools from varied menus that have specific functions including document translator tools, voice recording tools for word writing, repair toolkits or control tools, etc.; the seven Zotero filters citation insert tool in Google documents by citing various references and Web-based (anany et al., 2021).

This similar research has already done by some researchers. The result shows that google docs provide characteristics that can be used to promote peer interaction(Sudrajat & Purnawarman, 2019). Another result also declares that google docs significantly improve the students writing skill and also the students are very interesting in learning using google docs(Afdaliah et al., 2019)

Based on some theories and also previous research can be concluded that collaborative learning or teamwork seems work successfully in the process of teaching and learning. Meanwhile, different from the pre-research that has been done by the researcher lately, the researcher found that the students who have good capability prefer to work individually rather than in a group because most of their partners in each group participated less in doing the task. The ultimate aim of collaborative learning is to treat the students to work together in reaching the learning goal, but it sometimes doesn't go smoothly, the process is often only one or two students who work to finish the assignment. This happens not because she/he wants to monopolize but lack of cohesion in the group of students or sense of laziness in each participant in the group so that they point out one student to do the task.

Most previous researchs were conducted in writing context whereas for doing assignment or submitting the task are less emphasized. Based on the phenomenon above the

researcher is interested in utilizing the google docs to promote the students collaborative learning in doing some assignments.

METHOD

This research was in the form of a qualitative approach because the researcher would like to describe the finding descriptively. Two instruments were used in collecting the data namely observation and interview. 26 students were selected to be participants, especially in the fifth semester of Teaching and Learning Program Tarbiyah Faculty of IAIN Madura. In analyzing the data the model of Miles and Huberman was used, data reduction, data display, and data conclusion. The first data reduction, here the researchers collect all the data needed through two instruments. The data about how the google doc helps the students to work together and finish their task and also the advantages of using google doc during the teaching and learning process. The second step is data display, the information who answers this research question was presented descriptively. The last is the conclusion. In this step the researcher elaborates the finding with the existing theory.

FINDING AND DISCUSSION

The researcher presents the finding into two parts. The first, data is gained from observation and the second data is gotten from the interview. From observation the researcher found that at the first meeting of observation the lecturer divided the students into some groups then the lecturer sent the link of the document which is provided with some topics and also subtopic via whatsapp group. Then the students who are in the same group will sit together then open the link. They work together in the same file at the same time. Each student in the group has a responsibility to finish their own topic. They may open any resources like books, google, or any others who support their work. The lecturer controls the students' work team in the google drive to ensure that each student works their own task in a team. The group who cannot finish the assignment at that time, they can take the task home and the lecturer can control it anytime

In the next meeting the lecturer asks the students individually to work on a single shared document and finish the resume. Here, the lecturer orders the students to resume what they understand about the material which has been explained by their friends in the presentation group. Each student provided their resume with their identity. In order to the lecturer is easy to identify their work.

The data which is gained from interview with the students and also the lecturer are as follow; the first google docs can maximize the students' participation in doing the assignment. In another word, giving the same chance to all members in group to work and study. The second the lecturer can control in Google Drive the students' participation and give reward or punishment to them. Google docs also help the students to work effectively and efficiently. It means that the students work in the same file in the same time. The third google docs can be used for hybrid learning, the students work in the same file in the same time but in different places.

By implementing google docs in collaborative learning reduces the unfair among the students. The students who have good enough ability will not work alone and the students who have low ability will also take part in the process of doing the assignment. They will try hard to finish the work together. It means that google docs help the lecturer to increase the students'

sense belonging and motivation. In line with this result, Blair in Zhou et al found that collaborative learning is be able to develop students teamwork(Zhou et al., n.d.).Google docs also promotes the students' responsibility by finishing their own task that has been designed by the lecturer. Not only that, google docs also help the students who need calm condition because the students work individually in group. In line with this statement, Thompson & Coover also argue that Google Docs allows individuals to work on a common task without restrictions often imposed by traditional face to face contacts(Thompson & Coover, 2003). Indirectly, google docs in collaborative learning covers the students who are visual learner to concentration.

CONCLUSION

There are a lot of benefits of using google docs in collaborative learning . web-based collaborative activities enhancing students' digital knowledge beside that develop students awariness of technology. Google docs overcomes the less participation from the students and encourage the unity among member in a group. Google docs also facilitates the students to encourage their affective value like responsibility and sense of belonging. Google docs can be used in online or offline learning. In previous research google docs was used in online learning but in this research can be used both but more emphasized in offline learning.

From the finding of this research, the researcher suggest to use this application in teaching and learning process, because google docs is be able to promote the students team work in doing the assignment. The assignment can be in english paper, resume and also writing an essay.

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