

# AN ANALYSIS OF STUDENTS PERCEPTION ON DESCRIPTIVE TEXT USING GOOGLE DOCS IN TENTH GRADE STUDENTS

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## Abstract

Implementing online learning tools within EFL contexts will help better address the multitude of teaching and learning styles. Google docs is a free and easy-to-use technology on which individual, pair, and groups of students can create, write, edit, store, comment and give immediate feedback on their writing simultaneously from their computers or other tablet devices they have in and outside the classroom. In this research, the researcher conducted research about perception on the use of Google Docs. The purpose of this research is to know students' perception of writing text online using Google Docs for ninth grade students. And the method used in this research is descriptive qualitative research by interviewing students regarding the use of Google Docs.

**Keyword:** *Google Docs, Writing Text, Descriptive Text*

## Introduction

Online writing is the process of extracting meaning to a text that is in a digital format. Nevertheless, it is not easy to lead the online writing, because it needs a good internet. Some barriers which experienced by some people are different. But here the researcher focuses on the difficulties of writing descriptive text online using Google Docs. Because writing descriptive text is in accordance with the senior high

school curriculum taught in the school. Also, descriptive text is very complex, there are several aspects that need to be understood, such as the intrinsic elements of the text, general structure, and grammar, namely the present tense in writing descriptive text itself. Hereby the researcher wants to focus on choosing the type of text, namely descriptive text.

## Method

The researcher use qualitative research as a reference in reviewing data. It is a descriptive because the

objectives of this research are interviewing to find the information as many as possible of the phenomenon. According to Sutopo (2002, p.35) in the qualitative research the data collected are in the form of words, sentences, or picture which has meaning rather than numbers or frequencies. And all the data in this research will be in the forms of words, sentences, and pictures. Therefore, this research will only focus on Students' perception on the use of Google Docs in writing descriptive online learning of tenth grade students at SMK Negeri 01 Jember in 2022/2023 Academic Year. The data in the form of student perception will be collected descriptively qualitatively. The data of this research will be in from a list of responses of interviews which is taken by the subject. Here is the list of the questions:

**Table 3.6 The Interview**

**Topics**

Topics of Questions	Questions Interview
1. In your perspective writing descriptive text using Google Docs can be hard.*	How do you feel writing using google docs? its difficult?
2. The obstacles the students face during online writing descriptive text are less focus, hurting the eyes, less internet connection, and not all the students have a smartphone	Did you find any problem in google docs?
3. The benefit in writing descriptive text through Google Docs are easy to access, students can do the assignment everywhere.	Did you find any benefit or advantages
4. The strategies student usually use to express their ideas easier through their writing activities in google docs	Can you tell me how to construct your writing using google docs?
5. Based on your experience did you recommend other writing task to be deliver or to be done using Google Docs	

The researcher used theoretical triangulation to check validation of conclusion of this research to another theory from another expert. According to Patton (1990, p. 331) triangulation data source means comparing and cross-checking consistency of it means that information derived at different times and by different means within a qualitative method. The result of qualitative research is in the form of an information or thesis statement.

**Result and Discussion**

In this case, the students feel worried about making mistakes in writing and the obstacles that students often face when learning descriptive text writing using Google Docs. Students were worried if they would fail in the writing process using Google Docs. Students were also worrying although they are well such as weak internet connection, smartphone light that interferes with them, and the concentration that students have is reduced. As well as the results of questionnaires and student interviews.

In this learning process, teachers bring new media, namely working on student assignments using Google Docs which researchers found in the results of questionnaires and interviews. Some

students have the perceptive some students based on the student's interview, students mention that Google Docs help multiple assignments from anywhere, easy to access and more effective (Student 1), this statement is also supported by Sholihah & Setyandari (2018, p.101) Google Docs application that can be accessed by networking and can collaborate with more multiple members. Documents in google docs can be read, edited, given comments, and shared to other selected members, thus this activity is like a discussion without meeting directly. Furthermore, the use of Google Docs in learning how to write descriptive text makes it easier for students to access the tools and for the teacher as well to deliver the material. This statement also supported by Suwantarathip & Wichadee (2014, p. 149) Google Docs is stored online, students can work at school and at home from any computer with an Internet connection, and they are more likely to revisit their work if they know someone else will be commenting on it.

## Conclusion

Based on research data stated by student questionnaires and interview results, students' views about writing

using Google Docs are positive. There is an increase in generating ideas and using correct vocabulary, grammar, punctuation, and organization. By creating and editing documents online, students are not afraid to make mistakes in exploring their ideas. They can share ideas without worrying about mistakes. They can build their vocabulary mastery as well as they can correct each other's grammar. Review and correction activities can also improve their understanding of text organization. This statement also supported by Nabhan and Sa'diyah's (2021) and Hairudin's (2020) studies, students are enthusiastic in the usage of Google Docs in collaborative writing activities because collaborative writing by using Google Docs allows learners to determine their own and their peers' language use to create meaning.

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