

# CHAPTER I

## INTRODUCTION

This study is intended to investigate EFL students' experience on Google Doc use in the final research project consultation. This chapter explains some fundamental aspects in this present study such as; background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and also the definition of the key terms.

### **1.1 Background of the Study**

Recently, the use of technology in English writing instruction has become a trend and has received great popularity in the field of higher education due to the high development of technology, the teaching of English in most higher education classrooms in several countries has also shifted from face-to-face classroom settings traditional to online technology (Jeong, 2016). Web-based or cloud-based online learning and teaching continues to develop due to increasingly innovative technology, and one of the Cloud web-based word processors is Google Docs (Alharbi, 2019). Google Docs is a Web 2.0 application that allows users to create, share, and edit documents, spreadsheets, presentations, and forms online (Ebadi & Rahimi, 2017). According to Schuster (2010), Google Docs offers online versions of common Office applications word processing, spreadsheets, presentations. It states All common file formats, like DOC, XLS, ODT, ODS, RTF, CSV or PPT are supported on this platform. In addition, the application can be used directly in a Web browser and no additional software needs to be installed to open documents on

this platform. Documents only have to be uploaded to Google Docs for processing and can be stored locally on the user's computer. However, to take full advantage of this Web-based application, users need to store documents on Google's servers, only then can multiple people work together in locations that don't rely on documents in real-time (Schuster, 2010).

Potential technology for conducting consultations or providing feedback such as Google Docs has been investigated by several researchers (Saeed & Qunayeer, 2020). In their study, they show that Google Docs serves as a useful platform for various projects in learning such as peer writing, editing, and writing using Google Doc's features (Saeed & Qunayeer, 2020). Meanwhile, research by Alharbi (2019) about Google Doc in EFL writing course, stated teachers and students can exchange written feedback using the comment function and reply to feedback using the reply function in Google Doc, students can also save their text automatically as long as there is an internet connection, and therefore the teacher can track student changes to their text by looking at the history of Google Docs. Bradley and Thouëсны (2017) also reported that peer feedback through Google Docs focused on global areas of assignments, including main content, content structure assignment, and local issues, such as supporting details, language, and referencing. This study also analyzed students responses to peer feedback and reported that the platform allowed students' to respond to peer feedback by one reply turn, two and more reply turns, no reply and resolved. It was interesting that 'resolved' was the

most frequent response, which indicates that the learner adhered to the peer feedback given.

In Indonesia, there is research on the use of Google Docs but with a different focus, namely the students' perceptions on the use of Google Docs as an online collaborative tool (Sudrajat & Purnawarman, 2019). Their research focuses on investigating students' perceptions and experiences in using Google Doc in translation class, in this research Google Doc is used by students to translate collaboratively, so the students worked together in a small group to solve and discuss the translation assignment by using some features through Google Docs, and the results of this study indicate that students have a positive response to the use of Google Docs in translation class. The use of Google Docs as teaching and learning media is rarely conducted and is still limited to teaching writing in Indonesia (Sudrajat & Purnawarman, 2019). Research by Jannah (2017) also only identifies the use of Google Docs in collaborative writing activities and analyzes the development of students' writing skills. The research by Nithya & Selvi (2017) also only explored the implementation of Google Doc as an online collaborative tool in academic activities, namely group work, presentation seminars, documentation, and dataset preparation. However, rarely research about the EFL students' experience on Google Doc uses in the final research project consultation.

Many studies about the use of Google Docs but with a different focus, most studies about the use of Google Docs focus on exploring writing individually, peer writing or collaborative writing, editing, and as teaching

practice facilities (Abrams, 2016; Alharbi, 2019; Alsubaie & Ashuraidah, 2017; Ebadi & Rahimi, 2017). However, there is still less exploration of research on the students' experience on Google Doc use in the final research project consultation. This research is important to do to find out how students experience when conducting online consultations, what the benefits they get, how the consultation process is carried out using Google Doc.

Based on the situation, the researcher tried to find out the experiences of EFL students when consulting their final research projects using the Google Doc platform. The results of this study can be used as a reference for those who want to get research about EFL students' experience on Google Doc uses in the final research project consultation.

## **1.2 Scope of the Study**

This research focused on EFL students who have consulted the final research project using Google Docs. This research was conducted at one of the universities in Kendari especially students majoring in the English Education Department. Students' responses regarding their experiences while using Google Doc was be used as a data collection for this study. This research focused on EFL students' experience on Google Doc used in the final research project consultation.

## **1.3 Research Questions**

Based on the background of the study above the research question is what are EFL students' experiences on Google Doc used as a platform of final research project consultation?

#### **1.4 Purpose of the Study**

Based on the research question, this research aimed to know the EFL students' experience on Google Doc use as a platform of final research project consultation.

#### **1.5 Significance of the Study**

In practical significance, the research showed to the students, lecturers, and universities that Google Docs is one of the important platforms that can be used for consulting the final research project.

#### **1.6 Definition of Key Terms**

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

*Student Experience:* refers to how the students of the English Education Department at one of the universities in Kendari were experiencing the use of the Google Doc platform in research project consultation during the process of completing their final research.

*Google Doc Platform:* Google Docs is a Web 2.0 application that allows users to easily create, share, and edit documents, spreadsheets, presentations, and forms online (Ebadi & Rahimi, 2017). Some of the functions of Google Doc are platform helped to enhance active communication, autonomous class participation, mutual collaborative as well as dynamic classroom interaction. Google Doc has the superiority of observation and modification functions provided by the real-time co-editing mechanism and revision history. Google

Docs also serves as a useful platform for various projects in learning such as peer writing, editing, and writing using Google Doc's features. Google Docs developed the students' collaborative writing and learning skills. Google Docs make it easy to collaborate with peers without face to face due to some features of Google Docs, such as editing, commenting, etc. Through Google Docs the learners could easily share and edit their peer writing and contribute to one another in learning about academic writing skills without any restriction of time and place. Google Doc helps students in doing an assignment from anywhere, anytime, and on any device with the help of the internet to complete the tasks.

*Online Consultation:* defined as an activity in the form of consultation carried out by students to their supervisors using Google Docs as a platform for consulting their final research projects. The consultation process is carried out by students contacting the lecturers for consultations, after the lecturers allow them to conduct consultations, students can send files to Google Docs according to the direction of the lecturer. the first step that students take is to enter the file into their Google Doc account, then students share the Google Doc link to the supervisor and open editing access so that the lecturer can comment on the research paper. When the supervisor provides feedback on the paper, students can see the process of providing feedback online by the lecturer. After the feedback process is complete, the lecturer asks students to check the paper that has been given feedback, and if there are things that are

not understood, students can ask the lecturer concerned. after everything is finished students can revise the paper by using the features in Google Doc.

*Research Project:* research project is a scientific activity to answer research questions. It includes surveys, case studies, data analysis and others.

