

CHAPTER II

REVIEW OF THE LITERATURE

This research discusses several points related to theoretical study. In theoretical studies contains Google Doc, student experience, and also previous study.

2.1 Theoretical Framework

2.1.1 Google Doc

Web-based or cloud-based online learning and teaching platforms namely Google Doc is the most widely used and the best online tool for text editing (Jeong, 2016). Google Docs is a word processing web 2.0 application under google drive developed by Google that allows users to write and edit documents (Ebadi & Rahimi, 2017). Google Doc allows users to create, store, share, collaborate, edit doc files (Microsoft Word files), write letters, create reports, newsletters, banners, and brochures (Ebadi & Rahimi, 2017). These choices each have their own special features and purposes (Marlatt, 2019). Sharing options allow users to edit and modify a variety of different kinds of texts. Storing documents is efficient because all changes are automatically uploaded into Drive, the upload includes revision histories, previous versions, and web-based author suggestions that users can access at any time (Marlatt, 2019).

According to Schuster (2010), Google Docs offers online versions of common Office applications word processing, spreadsheets, and presentations.

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. Alharbi (2019) stated that Google Docs as a Web 2.0 technology has the potential to be used by teachers/university instructors as an interactive environment for their students' projects and assignments. Google Doc allows teachers/instructors to monitor their students' progress in their written tasks using Google Doc's features. Google Doc is a facility provided by teachers to their students in working on projects or other assignments so that they not only act as mentors and facilitators but also to provide constructive feedback on student work (Alharbi, 2019).

Here are some other features in the google doc mention by Cox (2020);

1. Templates, templates are used to write resumes, draft a project proposal, craft a business letter, formalize meeting notes, or design a brochure.
2. Create or remove headers, headers and footers are particularly useful when creating a Google Doc that has many pages, user can create a header that includes the document title, each page number, or both on every page all at once.
3. Create a folder, create a folder is useful for storing many files, besides creating a folder in google doc users can share folders by simply sharing the link with other users.
4. The research tool, the research tool is one of the google doc features which is very useful because It allows users to research and refer to information and images online without every having to leave the document,

which means no more clicking back and forth endlessly between tabs. Other than that, Google Doc offers the following features:

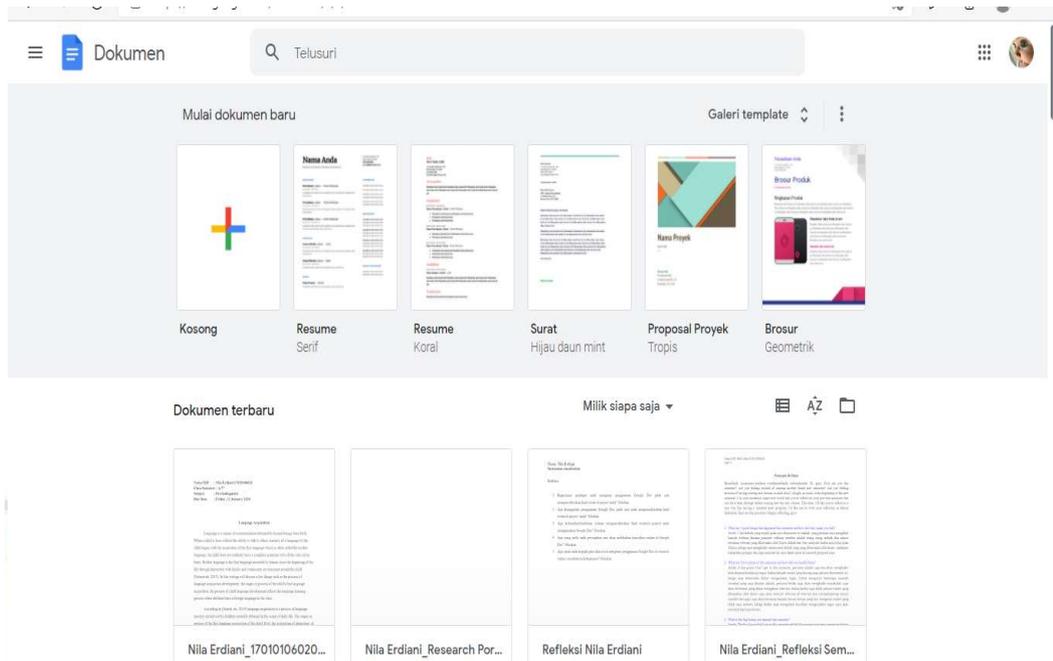


Figure 2.1: The first view of Google Doc

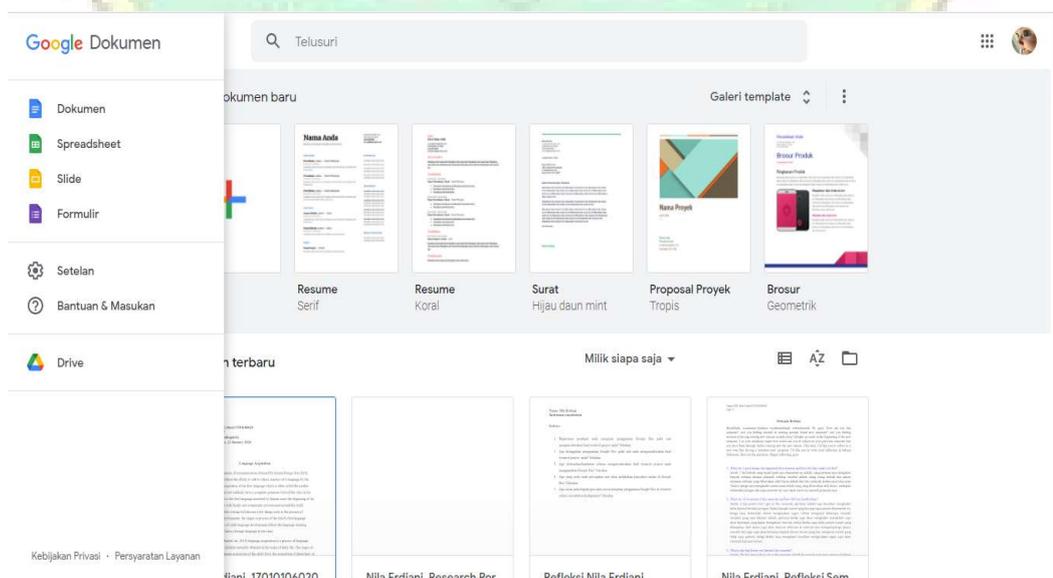


Figure 2.2: The main menu (Document, spreadsheet, slide, form)

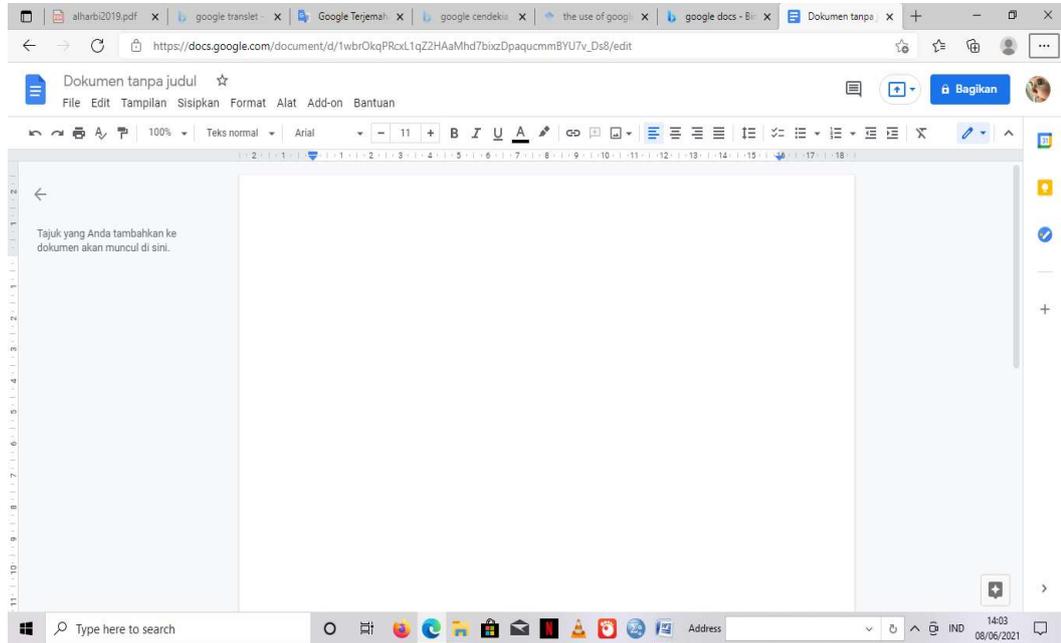


Figure 2.3: Creating new document

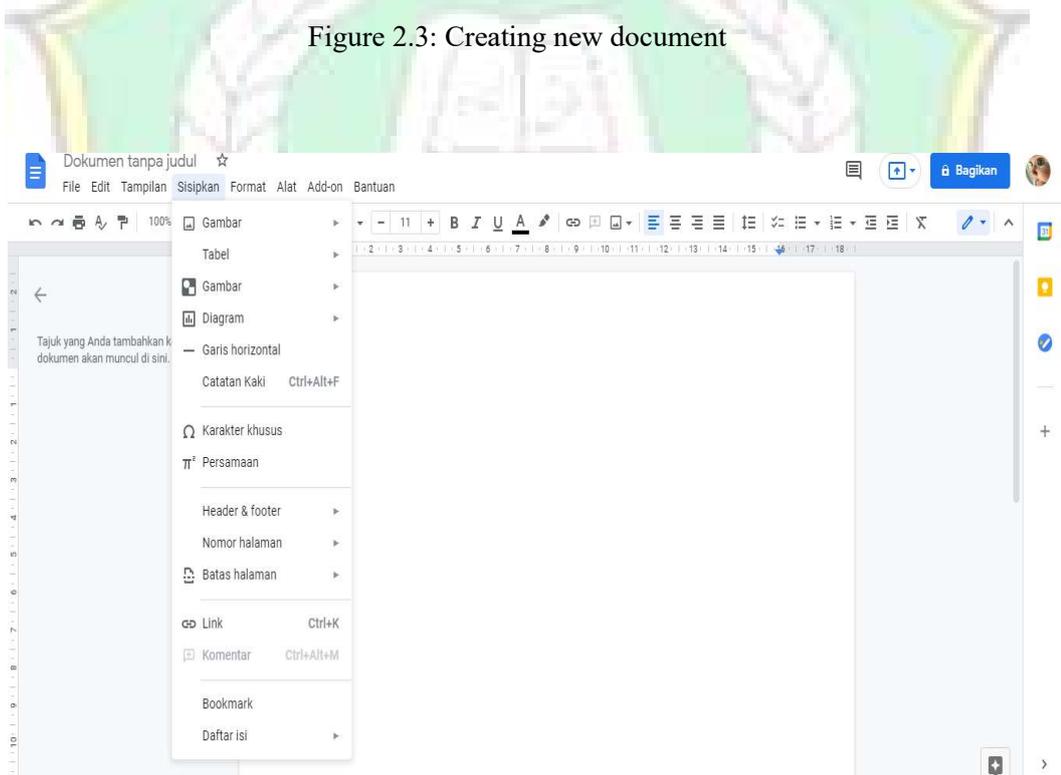


Figure 2.4: Feature of Google Doc (*sisipkan*)

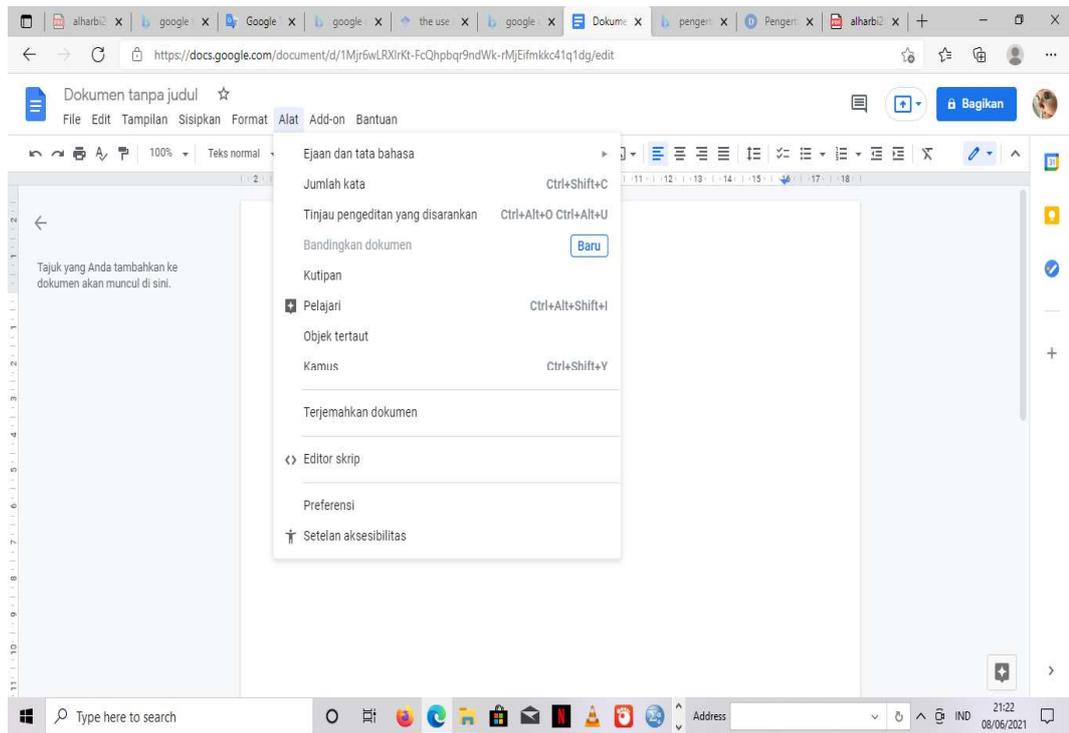


Figure 2.5: Feature of Google Doc (*alat*)

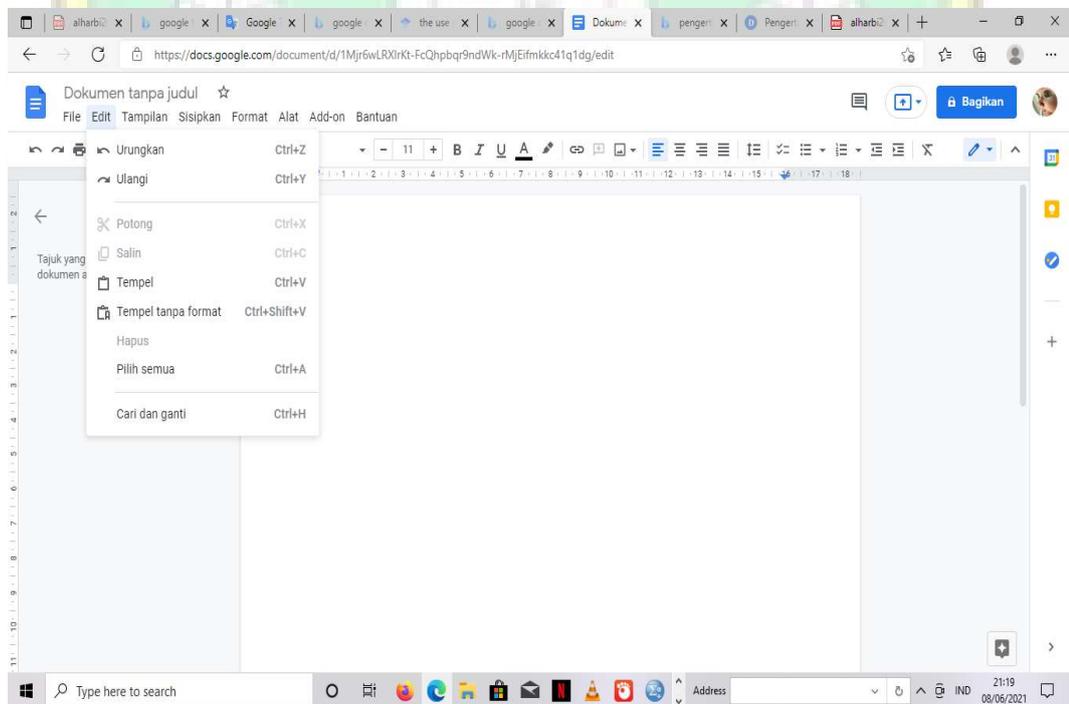


Figure 2.6: Feature of Google Doc (*edit*)

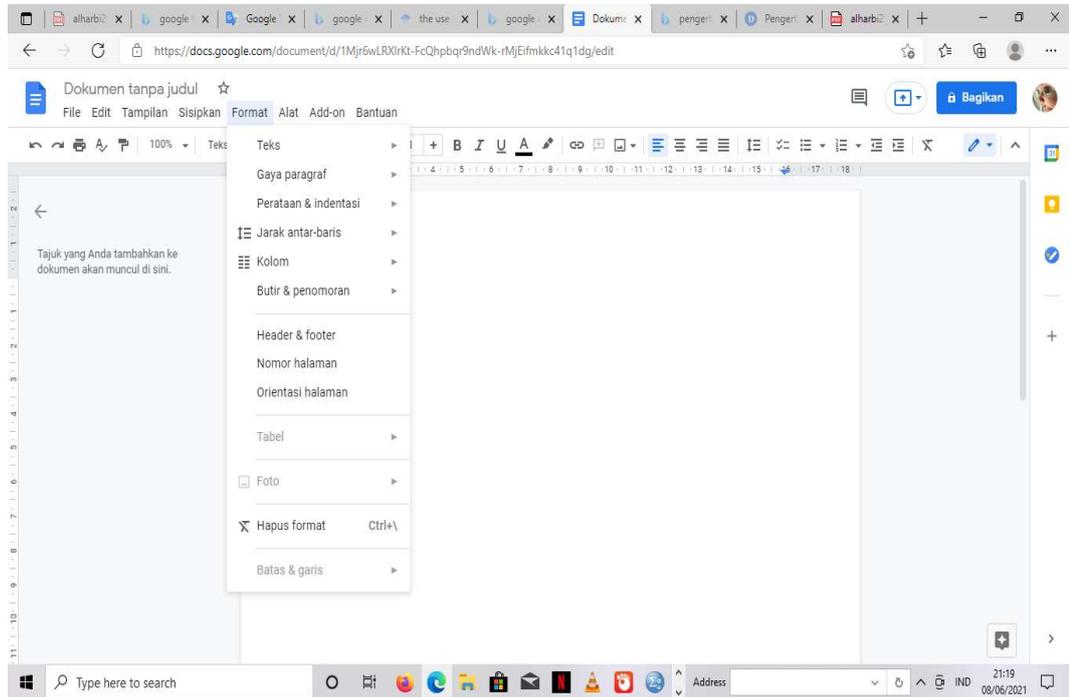


Figure 2.7: Feature of Google Doc (*format*)

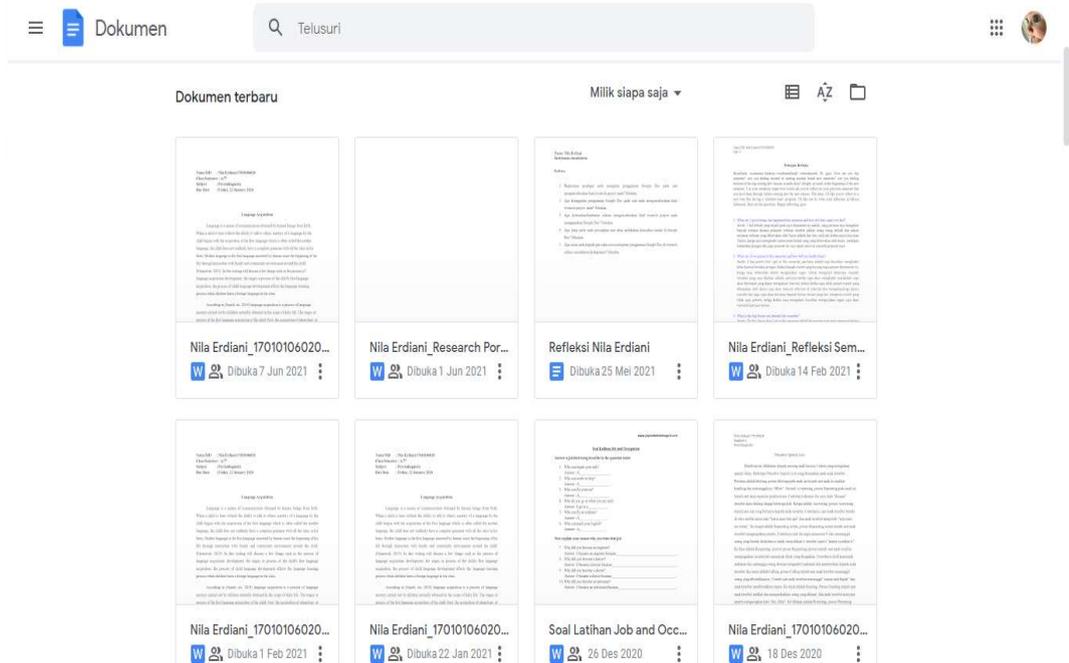


Figure 2.8: Example of student's document

2.1.2 Advantages and Disadvantages of the Use of Google Doc

Some of the advantages of using Google Doc are that users can simultaneously edit the writing in the document and see changes made by other people if they are online at the same time (Yang, 2010). In addition, Yang states that using Google Docs in peer editing or collaborative writing is not bound by time and space, as users can save their writing assignments online and then edit and revise them anytime and anywhere. 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 et al., 2012).

Travis (2010) explains that the disadvantage of Google Docs is the inability of users to add custom images, logos, or themes to documents. Another weakness is the limitations of users in providing feedback in the form of long comments. therefore users can only provide comments or brief labels to prevent damage to the contents of the document being revised.

2.1.3 Student Experience in Online Consultation

Several studies on the student experience in online consultation revealed positive and also negative results regarding online consultation. The research by Lee (2012) found that students have difficulty in understanding, engaging, and negotiating the meaning of consultation because the students have no participation in online consultation before. That means they find it hard to imagine what online consultation is like and how online consultation takes

place as their perception of consultation and learning have been characterized by face-to-face interaction with a tutor and teacher guidance. The research by Brodahl et al. (2011) found that learners had positive experiences with using Google Docs as a collaborative writing activity. The research by Ebadi & Rahimi (2017) the results indicated that the learners had positive perceptions and thought that peer-editing using Google Docs was quite helpful to improve their academic writing skills.

Alharbi (2019) revealed various student responses through written comments when using Google Doc as a place for online consultation such as asking, clarifying, agreeing, confirming the feedback provided by the teacher on their writing. When students edit their writing in Google Doc, they can save changes made to their text automatically as long as there is an internet connection. Besides, the teacher can also see in student writing by referring to the history of the Google Doc.

The same thing was also explained by Scherer & Fontaine (2018) about appraisal, that appraisals are our idiosyncratic evaluations of a given situation, which bring about certain emotional reactions. Generally, if a given event is expected to be positive, it gives rise to positive feelings such as joy, pleasure, and happiness, whereas, a negative picture of something that is about to happen will result in negative emotions of fear, anxiety, and sadness (Scherer & Fontaine, 2018). It confirms that appraisal has the same meaning as experience.

2.1.4 Teacher Feedback in Online Consultation

One of the potential technologies for e-feedback practices is Google Docs which has featured in research by some researchers seperti Alharbi (2019), Bradley and Thouësn (2017) and Ebadi and Rahimi (2017). In their research, they showed that Google Doc can serve as a platform for teachers to provide feedback on their students' writing because the platform is useful for writing and editing. Teachers can provide feedback through the editing function on the platform. In providing feedback, teacher and student can exchange written feedback using the comment function and reply function. Saeed & Qunayeer (2020) stated that understanding teacher feedback as 'telling' students what to do to revise their writing by not limiting students' role as passive recipients of information but encouraging them to seek information.

2.1.5 Google Docs as the Writing Platform

Recently, web based or cloud based collaborative writing platforms have been widely used by the teacher and researchers in several countries when doing when doing collaborative writing on research (Jeong, 2016). Therefore, the researchers tested the feasibility of the platform into teaching practice, online consultation, and language learning. Some teachers used this platform to fulfill their intended pedagogical objectives such as course content development, student assignment, and student group project activities. The feasibility of this platform can be shown by several components such as the spirit of learning community, dynamic social interactions, communication,

participation and mutual relationship in academic writing. The development of writing using technology can improve students' abilities and self-motivation.

2.1.6 The Use of Google Docs in Peer Writing/Editing

Several studies on the applications of Google Docs in EFL collaborative writing have highlighted the potential of such innovative technology in serving as a space for peer feedback (Alharbi, 2019). Ebadi and Rahimi (2017) said that the types of peer feedback via Google Doc are informed, directed and elicited that focused on the author, content, sentence structure, vocabulary choice, formatting, citation and other general issues of narrative writing. Bradley and Thouësny (2017) also reported that peer feedback through Google Docs focused on more general matters such as main content, content structure and assignment, this also includes small matters such as supporting details, language and referencing. (Jeong, 2016) stated that web based writing tools can improve peer interaction and collaborative learning group activities. Google Doc as a web based writing platform can encourage self reflection to realize a better learning approach.

Jeong (2016) also said that the function of Google Doc can also be as a collaborative learning tool where group of students from the same learning community can share knowledge with other groups by sharing interesting ideas and discussing them using Google Doc. Google Doc as the web based collaborative writing platform can help students to submit their draft, revise and share their essay writings with member of the same learning community. The use of Google Doc can support student to be more creative in collaborative

writing for deeper learning so that they can gain a common understanding of writing.

2.2 Usability of Online Platform

Nielsen in Handiwidjojo & Ernawati (2016) defines usability as a measure of the quality of the user experience when interacting with a product or system, whether a website, software application, mobile technology, or other equipment operated by the user. Usability is measured by five concepts, namely: Learnability, Efficiency, Memorability, Errors, and User's Satisfaction. (Nielsen in Handiwidjojo & Ernawati, 2016).

1. Learnability measures the level of ease of use in performing simple tasks when first encountering a design. An example of a question is “How easy is it for users to learn how to use the website?” This factor has indicators or criteria that can show that a website has met the learnability factor as a factor in the success of the usability aspect performance (. The indicators are as follows.
 - a. Easy to understand: the website can be understood how to use it and can understand the purpose or information that can be obtained on the website easily.
 - b. Easy to look for specific information: users can easily obtain information or insights from what is presented by the website content, and the information obtained is useful for users.

- c. Easy to identify navigational mechanism: users can identify the navigation mechanism for each of the features available on the website easily.
2. Efficiency measures the speed at which a particular task is performed after studying the design. Examples of questions such as: “How fast is a task done?” This factor has indicators or criteria that can show that a website has met the efficiency factor as a factor in the success of usability aspect performance. The indicators are as follows.
 - a. Easy to reach quickly: users can get information and go to the features they need, as well as complete tasks quickly.
 - b. Easy to navigate: users can navigate themselves or their knowledge of the use of the website through browsing the features and content available on the website easily.
3. Memorability looks at how quickly the user regains proficiency in using the design when returning after some time. An example of the question is "How is the user's ability to retain his knowledge after a certain period of time?". This factor has indicators or criteria that can show that a website has met the memorability factor as one of the factors for the successful performance of usability aspects. The indicators are as follows.
 - a. Easy to remember: the website and how it is used can be easily remembered by users in exploring every feature and content contained on the website.

- b. Easy to reestablish: the website can be accessed for reuse by users easily, accompanied by the access process for using the same website as the previous time the user had accessed.
- 4. Errors look at how many errors the user made, how severe the errors were, and how easy they were to get a solution which refers to questions like “how many errors and what errors did users make?” This factor has indicators or criteria that can show that a website has met the errors factor as a factor in the success of usability aspect performance. The indicators are as follows.
 - a. Few errors detected: few errors or errors were detected on the website when used by users and minor errors made by users in using the website were also detected.
 - b. Easy to fix: detected errors can be fixed easily.
- 5. User's Satisfaction measures the level of satisfaction in using the design which refers to questions such as "are users satisfied with the web?", "Do users get great benefits from the system?", "How long has the system been used by users to help make decisions?" This factor has indicators or criteria that can show that a website has met the satisfaction factor as one of the factors for the successful performance of the usability aspect. The indicators are as follows.
 - a. System pleasant to use: the website gives a pleasant impression to be used by users.

- b. Comfort to use: users feel comfortable when using the website without being burdened by certain terms & conditions that make it difficult to access the website

Besides, Rubin and Chisnell (2008) also stated that Usability comes from the word usable which generally means it can be used well. Something can be said to be useful properly if the failure in its use can be eliminated or minimized and provides benefits and satisfaction to the user. In research mentions five elements of usability by “Handbook of Usability Testing: How to Plan, Design, and Conduct Effective Test” by Jeffrey Rubin dan Dana Chisnell, namely:

- 1) Learnability, relates to how easy an application or website is to use. This convenience is measured by using the functions and features available.
- 2) Efficiency, related to the speed in carrying out "tasks" in certain websites or software applications.
- 3) Memorability, related to the user's ability to maintain their knowledge after a certain period. This capability is directed by the relatively fixed layout of the interface design.
- 4) Errors, related to errors made by users during their interaction with certain websites or applications.

- 5) Satisfaction, relating to user satisfaction after using the website or application. Measurement of satisfaction also includes aspects of the benefits obtained from users.

(Rubin & Chisnell, 2008)

2.3 Previous Study

In a previous study the use of Google Doc by Jeong (2016), found that this study indicated that students in the course demonstrated affirmative perceptions about the use of the cloud-based online writing tool and having collaborative peer-editing experience. This study proposed that the application of Google Docs as the web-based collaborative writing platform helped to enhance active communication, autonomous class participation, mutual collaborative as well as dynamic classroom interaction.

Another previous study about the use of Google Doc is studied by Lin, Chang, Hou & Wu (2016), they found the use of Google Docs did not significantly affect physics achievement. However, Google Docs fostered physics concept representation and enhanced attitudes toward science. Moreover, the Google Docs group tended to learn more collaboratively. The students in this group also agreed with the superiority of observation and modification functions provided by the real-time co-editing mechanism and revision history.

A previous study by Alharbi (2019) was to explore the potential of Google Docs in facilitating and supporting pedagogical practices in a writing course at a large Saudi university. The findings show that Google Docs supports writing

instruction, specifically through, instructor and peer feedback that focuses on global and local issues in writing, peer editing, and drafting of writing at the global and local levels and peer responses to feedback. 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.

Zhou, Simpson, and Domizi (2012) explored the effects of using Google Doc on undergraduate students' collaborative writing performance and learning skills. The researchers found that Google Docs developed the students' collaborative writing and learning skills. After completing a writing assignment in groups of the classroom using Google Docs, students reported work can be done simultaneously by multiple people and information can be traded easily in Google Docs.

Suwantarathip and Wichadee (2014) found learners' positive perceive towards cooperative writing activities using Google Docs. The learners thought that the collaboration with their peers was easier for them in comparison with the face-to-face classroom due to some features of Google Docs, such as editing, commenting, etc. The learners in the present study could easily edit and comment on their peers' writing, so this convenient collaboration might have motivated them in this learning experience. Through Google Docs the learners could easily share and edit their writing and contribute to one another in learning about academic writing skills without any restriction of time and place.

Nithya & Selvi (2017) stated that Google Doc is one of many cloud computing document sharing services that the students use to complete their assignments with the help of the internet, especially while accessing Google Doc. They stated this platform helps students in doing assignment from anywhere, anytime, and on any device with the help of the internet to complete the tasks. Google Docs allows the student to create, format text documents, slides, sheets, and forms collaboratively with their team.

Most studies about the use of Google Docs focus on exploring writing individually, peer writing or collaborative writing, editing, teaching practice facilities, and learning tools. In this study, Google Doc focused on its use in the final research project consultation. Therefore, the researcher tried to find out how students experience when conducting online consultations in Google Doc.

