

**THE EFFECTIVENESS OF COLLABORATIVE LEARNING USING
GOOGLE DOCS ON STUDENT'S WRITING SKILL IN SMAS**

DIPONEGORO TUMPANG

UNDERGRADUATE THESIS



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MAULANA MALIK IBRAHIM STATE ISLAMIC

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Submitted to the Faculty of Education and Teacher Training in Partial
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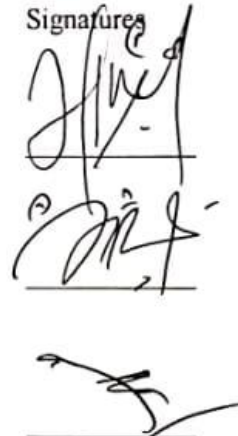
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DEDICATION

All praise and gratitude I sincerely offer to Allah SWT for His abundant mercy and blessings, which have enabled me to complete this thesis successfully. May peace and blessings always be upon Prophet Muhammad SAW, who has guided us from the darkness of ignorance into the era filled with light and knowledge.

This thesis is especially dedicated to my beloved mother at home and my late father, whose love, prayers, and unwavering support have continuously strengthened me. I also extend my deepest appreciation to all of my teachers and lecturers who have guided me with patience and shared their knowledge throughout this long academic journey. Lastly, I would like to acknowledge myself for staying strong and persistent in facing various challenges, and for being able to finish this thesis even though it slightly exceeded the expected time frame.

MOTTO

"Stand tall and face the cruelty of the world with courage."

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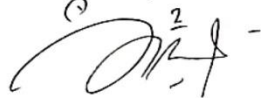
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Malang, May 18th, 2025

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PENULISAN TRANSLITERASI ARAB LATIN

Penulisan transliterasi Arab-Latin dalam skripsi ini menggunakan pedoman transliterasi berdasarkan keputusan bersama Menteri Agama RI dan Menteri Pendidikan dan Kebudayaan RI no. 158 tahun 1987 dan no. 0543 b/U/1987 yang secara garis besar dapat diuraikan sebagai berikut:

A. Huruf

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ‘
ذ = z	غ = g	ي = y
ر = r	ف = f	

B. Vokal Panjang

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

C. Vokal Diftong

او = aw

اي = ay

او = û

اي = î

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9. To my basketball friend, it was keep me up and i hope someday i can do slam dunk.
10. To my dream, this is important to mention here, but i want to keep this dream as a secret.

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ABSTRACT

This study aims to determine the effectiveness of collaborative learning using Google Docs on students' writing skill in report texts. The research was conducted at SMAS Diponegoro Tumpang with a sample of 32 students from class X-D. The design of this study was a pre-experimental research with one group pre-test and post-test. Students were given a writing pre-test, followed by treatment through collaborative writing using Google Docs, and then a post-test. The data were analyzed using SPSS 25.

The results showed that the mean score of the pre-test was 67.19, and the post-test was 83.25. The paired sample t-test resulted in a significance value of $0.000 < 0.05$, indicating a significant improvement in students' writing skill after the treatment. This study concludes that collaborative learning through Google Docs is effective in enhancing students' ability to write report texts. The use of Google Docs supports peer feedback, real-time collaboration, and active engagement in the writing process.

Keywords: Collaborative learning, Google Docs, writing skill, report text

ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas pembelajaran kolaboratif menggunakan Google Docs terhadap kemampuan menulis teks laporan siswa. Penelitian ini dilaksanakan di SMAS Diponegoro Tumpang dengan subjek sebanyak 32 siswa kelas X-D. Penelitian ini menggunakan desain pre-eksperimental dengan model one group pre-test and post-test. Siswa diberikan pre-test menulis, kemudian diberi perlakuan berupa pembelajaran menulis secara kolaboratif menggunakan Google Docs, dan diakhiri dengan post-test. Data dianalisis menggunakan program SPSS versi 25.

Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test adalah 67,19 dan nilai rata-rata post-test meningkat menjadi 83,25. Uji-t sampel berpasangan menghasilkan nilai signifikansi sebesar $0,000 < 0,05$, yang menunjukkan bahwa terdapat peningkatan yang signifikan pada kemampuan menulis siswa setelah perlakuan diberikan. Dengan demikian, dapat disimpulkan bahwa pembelajaran kolaboratif menggunakan Google Docs efektif dalam meningkatkan kemampuan menulis teks laporan. Penggunaan Google Docs juga mendukung umpan balik antar siswa, kolaborasi waktu nyata, dan keterlibatan aktif dalam proses menulis.

Kata Kunci: Pembelajaran kolaboratif, Google Docs, keterampilan menulis, teks laporan

الملخص

في تحسين Google Docs يهدف هذا البحث إلى معرفة فعالية التعلم التعاوني باستخدام تم إجراء البحث في مدرسة (Report Text) مهارة الكتابة لدى الطلاب في نص التقرير استخدم D. ديونجورو تومبانج بمشاركة ٣٢ طالبًا من الصف العاشر القسم SMAS مع اختبار قبلي وبعدي لمجموعة (Pre-Experimental) الباحث تصميمًا تجريبيًا أوليًا واحدة. أُجري اختبار قبلي للطلاب، تلاه علاج تعليمي من خلال الكتابة التعاونية باستخدام الإصدار SPSS 25 ، ثم اختبار بعدي. تم تحليل البيانات باستخدام برنامج Google Docs أظهرت النتائج أن متوسط درجة الاختبار القبلي كان 67.19، في حين كان متوسط الاختبار بلغت 0.000 وهي أقل (Sig) للعينات المزدوجة قيمة دلالة T البعدي 83.25. أظهر اختبار من 0.05، مما يدل على وجود تحسن كبير في مهارة الكتابة بعد العلاج. وبناءً على ذلك، فعال في تحسين قدرة الطلاب على Google Docs يُستنتج أن التعلم التعاوني باستخدام يُسهم في تعزيز التغذية الراجعة بين Google Docs كتابة نص التقرير. كما أن استخدام الأقران، والتعاون الفوري، والمشاركة النشطة في عملية الكتابة.

، مهارة الكتابة، نص التقرير Google Docs التعلم التعاوني، :الكلمات المفتاحية

CHAPTER I

INTRODUCTION

This chapter discusses approximately the background of the study, research question research objective, significance of the study, limitation of the study, and definition of key terms.

1.1 Background of the Study

In the era of Society 5.0, education no longer limits a teaching and learning process by making the blackboard and teacher the center of learning but has changed rapidly both in terms of how students learn and interact so that the learning environment can be more connected, collaborative and innovative. With an emphasis on creativity from a technology that can facilitate society, including in the field of education. Therefore, teachers and educators are encouraged to be able to adopt technology-based learning and can make students participate actively and be able to think more critically and collaborate with each other. This is in accordance with the Al Quran surah Al Alaq (96) verse 5:

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

5. Has taught man that which he knew not.(Al Alaq (96) verse 5)

From this verse, we can understand that Allah creates humans, none other than in order to always develop knowledge. With the internet today, making knowledge is so easy to access anytime and anywhere. Of course, technology over time definitely changes. in era 1.0, humans were just getting to know hunting and writing. It was continued in the 2.0 era when humans began to get to know agriculture and also cultivate crops. Then in the 3.0 era humans began to develop

in the industrial sector. Then in the next era of 4.0 humans began to analyze robots and Artificial Intelligence (AI). But of course it's different from the 4.0 era which was centered on the internet, in the 5.0 era everything will be centered on humans, so the internet will only be a medium for humans to channel and live existing lives.

Technological developments in the 5.0 era, especially for the internet based as stated by (Ahmad et al., 2023) the adaptation of this kind of technology in education will support innovative pedagogy and ensure comprehensive quality of education that is evenly distributed for humans. That way, the technology of the 5.0 era in the world of education, especially the internet, present humans with a new world that can be explored. With humans as the center, the involvement of students and in teaching and learning activity have to be increased to be higher and also adaptive. This can be done through increasing student collaborative learning and also arousing great sense of curiosity a great sense of curiosity to be willing to follow the changes.

With the development of technology, especially the internet, this must of course be the main focus in the development of internet media in English classes. One way is to utilize online resources in improving English learning. With the internet, the teachers can take advantages of authentic resources such as articles and videos, and they can also provide their students learning opportunities to be more interactive, have up-to-date and relevant content, and also be more dynamic and interesting. As stated by (Xiuwen & Razali, 2021) Modern English teachers as well as institutional scholars must pay attention to the potential use of the internet

in creating innovative digital learning.

(Coffin, 2020) stated that collaborative writing practices can be beneficial in helping students' learning process and can also improve collaboration and communication skills and help in solving their problems. By leveraging internet innovation in English classrooms, teachers can provide an avenue for student's engagement to learn english collaboratively and creatively, especially in writing skill. By using the internet media effectively, it can encourage students to improve their english skills and foster a sense of love and comfort in writing. So that students can develop more in expressing their writing creativity.

(Palanisamy & Abdul Aziz, 2021) stated in writing, students also may be often faced so many challenges that make them difficult to write. Of course, there are many factors that can influence students' writing skills. In general that most of the challenges that learners often face are basically in various kinds of challenges for students are lack of student confidence, weak grammar and vocabulary, lack of ability to choose story ideas, poor time management, to a lack of ability to revise and also edit their own writing.

(Gholami & Salahshour, 2025) stated that the use of media can be an appropriate way to help students learn and reduce anxiety during their learning program. Building on the challenges faced by typical students, one technology that has gained popularity is Google Docs, a web-based application that offers real-time collaboration and document sharing. Google Docs has various features that can help students in writing, such as voice typing that can help students write using their voice or other features such as autocorrect which is usually found in

grammatically so that it can help students in writing. Google Docs also enables students to collaborate and work together on a variety of assignments, including writing assignments.

Several studies have proven the effectiveness of Google docs as a learning medium. The first researcher is (Wati, 2020) with her research entitled *The Effectiveness of Google Docs Collaborative Writing Activity on Students' Writing Achievement of Recount Text in the Second Grade Students at Smpn 1 Suruh Trenggalek*. In this study, the researcher conducted a research on eighth grade students at SMPN 1 Suruh to determine the effect of collaborative writing activities using Google Docs on the achievement of writing recount texts. Based on data analysis using SPSS 16.0 and the Mann-Whitney U test, a significant difference was found between the writing results of students taught with Google Docs and those taught using the group investigation method. The average post-test score of students in the experimental class was 76.35, higher than the control class which obtained an average of 72.12. These results indicate that the use of Google Docs in collaborative writing activities effectively improves students' recount text writing skills.

The next researcher is (Auliya, 2022) with his research entitled *The Effectiveness of Collaborative Writing using Google Docs in Teaching Writing Recount Text at the eighth grade of SMPN 2 Tuntang in the academic year 2022/2023*. He focused on the junior highschool level. The results of the study showed that there was a significant increase in students' writing skills after this method was applied, as seen from the comparison of the average pre-test score of

57.53 and the post-test score of 81.71. Statistical analysis using the Paired Sample T-test with SPSS 25 showed a significance value of 0.00 (<0.05), so the null hypothesis was rejected and the alternative hypothesis was accepted. This proves that the use of Google Docs collaboratively is effective in improving students' recount text writing skills. In addition to having an impact on learning outcomes, the use of Google Docs also creates a positive learning atmosphere and increases students' active participation in class.

(Lestari, 2022) conducted a quasi-experimental study entitled *The Effect of Using Google Docs as Media for Collaborative Writing Activity on Students' Writing Skills*, which investigated the use of Google Docs as a medium in students' descriptive text writing activities. The research was motivated by the relatively low writing ability of grade IX students at SMPN 15 Bengkulu City prior to the intervention, as observed by the researcher and supported by pre-test and post-test data. In the control class, pre-test scores ranged from 50 to 70 with an average of 58.33, while in the experimental class, scores ranged from 50 to 75 with an average of 59.26. After the implementation of Google Docs, the post-test results indicated a significant improvement in students' writing skills. The experimental class achieved post-test scores between 70 and 95, with an average of 82.04, whereas the control class scored between 60 and 85, with an average of 68.89. These findings demonstrate that the use of Google Docs as a collaborative writing tool effectively enhances the descriptive text writing skills of grade IX students at SMPN 15 Bengkulu City.

One of the most widely used media is Google Docs, which allows students

to write collaboratively, provide direct feedback, and build active interactions in the learning process. Several previous studies such as those conducted by (Wati, 2020), (Auliya, 2022), and (Lestari, 2022) have proven that the use of Google Docs collaboratively can improve students' writing skills, especially in recount and descriptive texts. However, all of these studies still focus on junior high school level.

This study has a number of significant differences compared to previous studies. First, this study was conducted at the high school level, precisely at SMAS Diponegoro Tumpang, which has characteristics of students with more complex thinking skills and higher academic needs. Second, this study not only focused on the use of Google Docs as a medium, but also on a more structured collaborative learning approach, including the division of roles in groups, cooperation mechanisms, and the influence of group dynamics on writing results. Third, this study opens up opportunities to explore more complex types of texts, such as expository or argumentative texts, which are relevant in the context of writing learning at the high school level. Fourth, the setting of private schools with a local context in Tumpang provides its own nuances and challenges that have not been widely studied, so the results are expected to provide practical contributions to schools with similar conditions.

Thus, the uniqueness of this study lies not only in the subjects and levels of education studied, but also in the expanded collaborative approach and specific local context. In addition to testing the effectiveness of Google Docs in improving students' writing skills, this study also has the opportunity to reveal the extent to

which collaborative interactions in digital spaces can shape students' critical thinking skills and academic communication skills.

1.2 Research Question

Based on the background of the study, the research questions was formulated as “Is collaborative learning using google docs effective for students’ writing skills in SMAS Diponegoro Tumpang?”

1.3 Research Objective

In line with the research question stated above, the objective of the study was to investigate the effectiveness of collaborative learning using google docs as a learning media on students’ writing skill in SMAS Diponegoro Tumpang.

1.4 Significance of the Study

The significance of the study is divided into two important aspects, namely theoretical significance and practical significance. Theoretical significance contains a contribution in this study to the development or improvement of existing theories and science in the field. While practical significance emphasizes the application and usefulness of a research finding in a real-world context and also provides solutions or insights that can be utilized by various practitioners to make policies or the general public by considering these aspects. This study aims to be a facility in a gap between theoretical understanding and practical implementation which can ultimately contribute to both the academic field and the progress of a society.

1.4.1 Theoretical Significance:

The present study offers meaningful insights into the development of Collaborative Learning theory through the integration of digital platforms, particularly Google Docs. By assessing its effectiveness in collaborative writing contexts, this research presents concrete data on how technology-assisted group work can positively influence students' writing proficiency. The outcomes are anticipated to support the refinement of existing collaborative learning models by incorporating the dynamics and benefits of digital collaboration, with a specific focus on the role of Google Docs in enhancing student interaction and learning outcomes.

Moreover, this study enriches the academic discussion surrounding the incorporation of technology into educational practices by examining the use of Google Docs in real classroom settings. It showcases the platform's potential as a valuable tool for promoting interactive and student-centered writing instruction. Through its practical application, the research broadens the understanding of how digital tools can be effectively utilized in pedagogical strategies, thereby contributing to the growing literature on educational technology and its role in fostering collaborative learning environments.

1.4.2 Practical Significance:

The results of the study can enhance teachers' instructional strategies. The findings of this study will assist teachers in adopting innovative teaching strategies that leverage Google Docs for collaborative writing activities. They will

gain insight into pedagogical practices that can promote students' mastery better in writing skills and also their engagement in writing activities.

This study provides information to the students about an alternative strategy in learning writing. Through collaborative learning by using Google Docs, they can work together in real-time, provide feedback, suggest editing, and become co-author content. This collaborative approach will improve their writing skills, including grammar, vocabulary, organization, and overall clarity.

For future researchers this study can serve as a foundation for future research on collaborative learning and technology integration in education. Researchers can build on findings to explore other aspects of collaborative writing, investigate different genres of writing, or examine the impact of similar tools on various learning outcomes.

In conclusion, the study of the effectiveness of collaborative learning using Google Docs on students' writing skills has theoretical significance by advancing collaborative learning theory and contributing to the literature on the integration of technology in education. It also has practical implications for teachers, students and future researchers. It also provides valuable insights into learning strategies, professional development opportunities, improving writing skills, digital literacy, communication skills and avenues for further research.

1.5 Scope and Limitation of the Study

The limitations of this study are that it was conducted in class X of SMA Diponegoro Tumpang during the 2024–2025 academic year, involving 30 grade 10

students as experimental subjects. This school was chosen because its students are accustomed to learning through the internet and using technology such as laptops or smartphones, and the school requires engaging and enjoyable innovations in English learning, particularly in writing. The study focused on the application of collaborative writing using Google Docs as a learning medium, specifically in teaching the descriptive text genre. The researcher limited the scope of the study to the effectiveness of using Google Docs in learning to write descriptive texts. It is hoped that the implementation of collaborative writing through Google Docs can serve as an effective and enjoyable medium for students in learning English writing, especially in the descriptive text genre.

1.6 Definition of Key Terms

The term hired in this research need to be explained to avoid misinterpretation. The definitions are follows:

a. Writing skill

Writing skill refers to the ability to communicate thoughts, ideas and information effectively through written language. It covers various aspects such as grammar, vocabulary, organization, coherence, and clarity in expressing thoughts and arguments.

b. Google Docs

Google Docs is a web-based word processing application developed by Google. It allows users to create, edit and collaborate on documents online.

Multiple users can work on the same document simultaneously, making it an effective tool for collaborative writing and editing.

c. Collaborative learning

Collaborative learning is an instructional approach in which students work together in groups or pairs to achieve common learning goals. It promotes active engagement, cooperative problem solving, and knowledge construction through interaction among students. In this study, collaborative learning involves students using Google Docs to write and edit documents collaboratively to improve their writing skills.

d. Report text

Report text is a type of factual writing that aims to convey information about a general class of objects, phenomena, or events in a systematic and objective manner. It is designed to describe the subject based on observable facts rather than personal opinions. This type of text usually begins with a general classification, followed by detailed descriptions of various aspects such as features, functions, or behaviors. Written in the present tense and often incorporating technical terms, report texts are widely used in academic and scientific contexts. In language education, report texts serve as valuable tools to help students develop skills in organizing and presenting factual information clearly and logically.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides an overview of existing literature regarding the effectiveness of collaborative learning using Google Docs on students' writing skills. This chapter begins with an explanation of the nature of writing, collaborative learning and learning media as significance in improving students' writing skills. Next, the focus shifts to Google Docs as a popular collaborative writing tool and its potential impact on student learning outcomes and also previous studies about Google Docs.

2.1 The Nature of Writing

(Helaluddin, 2020) Writing plays a very important role in communication, especially in conveying information indirectly to others. This skill is needed in various contexts, both academic and non-academic. In the world of education, writing is one of the four main language skills that must be mastered by students. The four language skills listening, speaking, reading, and writing are closely related, so that the development of one skill will have an impact on the others.

Compared to other language skills, writing is a skill that requires continuous practice in order to develop optimally. As a productive skill, a person's writing ability can improve if done consistently and continuously. This skill is on par with speaking, which also requires certain training and strategies to be more effective. Therefore, learning to write must be carried out systematically and supported by routine practice to achieve maximum results.

2.1.1 The Component of Writing

Writing is a complex skill because it involves various components that work together to produce clear, coherent, and meaningful text. According to (Lee, 2022), there are five main aspects of writing, namely content, organization, vocabulary, language use/grammar, and mechanics.

a. Content

Content refers to the substance in writing, which includes the relevance, depth, and clarity of ideas conveyed in a text. Good writing should have a clear purpose, be supported by sufficient detail, and have a logical flow of information.

b. Organization

Organization in writing relates to how ideas are arranged logically and structured. This aspect includes coherence, unity of ideas, and paragraph structure. Well-organized writing generally consists of an opening, body, and closing, so that readers can easily follow the flow of arguments or narratives.

c. Vocabulary

Vocabulary plays an important role in writing because it determines the effectiveness of communication. Choosing the right and varied words can increase the clarity and appeal of writing. Therefore, writers must choose their words carefully so that the meaning they want to convey remains accurate and in accordance with the tone and style of writing.

d. Language Usage (Grammar)

Language usage relates to the application of correct grammar rules, including sentence structure, tenses, subject and predicate agreement, and word order. Good grammar can improve the clarity and readability of writing, thereby reducing the possibility of misunderstandings in communication.

e. Mechanics

The mechanics of writing include technical aspects, such as spelling, punctuation, capitalization, and writing format. Paying attention to the mechanics will help improve the readability of writing and ensure that the text complies with applicable writing conventions.

These five components play an important role in developing effective writing skills. Mastering each aspect can improve the quality of written communication, making it more structured, coherent, and having a greater impact on the reader.

2.1.2 Writing for Senior High School

Writing skills are an important aspect of language learning at the high school level, especially in preparing students for further study and the world of work. Writing helps students develop critical thinking, convey ideas systematically, and organize information in the form of logical and structured texts. As explained by (Kusumaningrum et al., 2019), writing skills are also an indicator of students' academic literacy success, especially when they face academic assignments such as essays, reports, and scientific articles.

In the national curriculum, writing skills include expository, argumentative, descriptive, and narrative texts (Larosa et al., 2024). However, students still face various obstacles, including limited vocabulary, weak mastery of grammar, lack of ability to organize ideas, and minimal understanding of the structure and purpose of each type of text (Farnia & Kabiri, 2020). This results in the low quality of writing produced by students. Five common problems in writing that students often experience include:

- a. Limitations in vocabulary and grammar, resulting in structural errors in sentences (Rosyada & Febriyanti, 2020).
- b. Difficulty developing ideas logically and sequentially, resulting in less cohesive writing (Aisyah & Yulianto, 2022).
- c. Lack of confidence in writing, especially due to lack of practice and fear of making mistakes (Rohmah & Muslim, 2021).
- d. Lack of understanding of the characteristics of text types, such as argumentative or descriptive structures (Ulhaq et al., 2022).
- e. Shallow and underdeveloped paragraphs make writing less in-depth and unconvincing (Diana, 2021).

To overcome these problems, several strategies can be applied, including: increasing writing practice with teacher guidance, providing appropriate text examples, creating an outline before writing, and improving understanding of grammar and vocabulary through contextual activities. Teachers are also expected to provide constructive feedback and create a supportive learning atmosphere so that students are more confident in writing (Utami et al., 2022); Wulandari, 2022).

2.2 Collaborative Learning

Collaborative-based learning is a method that emphasizes interaction between students to achieve learning outcomes together. In the context of writing, this approach allows students to exchange ideas, revise writing collectively, and provide constructive input. (Wulandari, 2022) stated that this strategy not only has a positive impact on students' writing skills but also helps improve critical thinking skills and teamwork.

When applied in writing activities, collaborative learning allows students to write together, review each other's writing, and correct mistakes in the group discussion process. This approach has been shown to encourage active student involvement in the writing process and improve the quality of their writing (Sy, 2019). However, this method is not without challenges, such as unequal participation between group members or the dominance of certain students in the collaboration process (Le et al., 2018). Therefore, the involvement of teachers as facilitators is very important to ensure that collaboration is balanced and effective.

Overall, the collaborative learning model in writing activities is able to create a dynamic, reflective learning atmosphere and foster a sense of shared responsibility in achieving the best results (Rokhaniyah, 2016).

2.2.1 The Definition of Collaborative Learning

(Zhou & Colomer, 2024) stated collaborative learning is an instructional approach where students work together to achieve shared academic goals, particularly in developing collaborative writing skills essential for academic and

professional success. This method enhances efficiency, engagement, and knowledge construction in various disciplines.

(Nggawu et al., 2022) stated Collaborative Learning (CL) is an approach in education that involves a group of students to work together to solve problems, complete tasks, or produce a product. (Nggawu et al., 2022) stated The basic concept of CL aims to help understand this method while still considering the important elements that support its effectiveness. CL can be interpreted as a learning method in which students with varying levels of ability work together in small groups to achieve a common goal. There are five main elements in CL, namely: positive interdependence, individual and group accountability, interpersonal skills and small group work, supportive direct interaction, and group evaluation processes.

2.2.2 Collaborative Learning in Writing

(Zhou & Colomer, 2024) stated that Collaborative learning in writing has a different flavor and collaboratively can enable students to learn from one another in planning, compiling, revising, and editing their writing in terms of writing. So that each member can access each other's thoughts and knowledge and provide feedback, suggestions, and constructive criticism to each other. Besides that, collaborative writing can increase motivation and ethos in completing joint writing. In addition to skills in groups, of course, collaborative writing can provide individual writing skills, but each person will still have their own characteristics. Therefore collaborative writing can foster writing habits in a unique way.

(Moonma & Kaweera, 2021) defines collaborative writing as an activity that requires colleagues as writers who are involved in all stages, both from writing and sharing responsibility for each text produced. this is what distinguishes between collaborative writing and cooperative writing where in cooperative or team writing tasks, there can be a division of labor, with each team member completing a discrete part of the text or only having and needing to complete the responsibility for completing one sub -assignments (e.g. gathering information, editing the final project).

In conclusion, collaborative writing fosters deeper engagement with the writing process, enhancing both group and individual writing skills. This study aligns with existing theories by emphasizing that collaboration in writing not only improves technical skills but also develops critical thinking, communication, and teamwork. Understanding the distinction between collaborative and cooperative writing is essential for designing effective writing tasks in educational settings.

2.2.3 The Advantages and Disadvantages of Collaborative Learning

Collaborative learning offers several advantages that support the achievement of learning objectives, especially in the context of developing 21st century skills. One of the main advantages is the improvement of critical thinking, communication, and collaboration skills among students. According to (Le et al., 2018), when students work in groups, they learn to express opinions, listen to other points of view, and complete tasks collectively. This also encourages

students to be more active in the learning process and increases their sense of responsibility for the final learning outcomes.

In addition, collaborative learning also provides space for students to learn from their peers through discussion and problem solving together. This interaction can create a more inclusive and supportive learning environment, thus facilitating academic and social growth (Jaya et al., 2025). In the context of writing, this strategy has been shown to help students organize ideas, correct mistakes, and significantly improve the quality of their writing (Caingcoy, 2022).

However, collaborative learning also has several challenges. Some of them are the inequality of contributions among group members, where there is a tendency for one or two students to dominate the discussion while others are passive (Le et al., 2018). In addition, internal group conflicts or lack of communication skills can also hinder the effectiveness of collaboration. Without proper guidance from the teacher, this collaboration process can be unfocused and not optimal in achieving learning goals.

Thus, although collaborative learning has many benefits, its implementation requires careful planning and proper supervision so that its positive potential can be maximized, while minimizing obstacles that may arise.

2.3 Collaborative Learning Using Google Docs

The use of technology in collaborative learning is increasingly growing along with the advancement of the digital era, one of which is the use of Google

Docs. Google Docs is an online word processing application that allows multiple users to access, edit, and comment on documents simultaneously in real time. This collaborative feature makes it a very effective tool to support collaborative writing learning activities (Yonanda et al., 2023).

In the context of writing learning, the use of Google Docs allows students to provide direct feedback to each other, develop ideas together, and correct mistakes collectively. This provides an interactive learning experience and increases the sense of responsibility for the results of group work (Andrade & Roshay, 2023). In addition, Google Docs also supports flexibility of time and place, which is very relevant in distance learning or blended learning. Students can access documents at any time and from any device, so that the learning process is not limited by space and time (Nguyen & Nguyen, 2022).

Another advantage is the ease of teachers in monitoring the contributions of each group member through the revision history feature. This not only increases the transparency of the collaboration process but also encourages active participation from all students (Hairuddin, 2020). However, the success of collaborative learning with Google Docs still depends heavily on technical readiness, students' digital literacy skills, and teacher guidance in directing the course of collaborative activities.

In other words, Google Docs is not only a technological medium, but also a means to develop students' collaborative skills and writing abilities in a more dynamic and modern learning atmosphere.

2.3.1 Google Docs as a learning Media

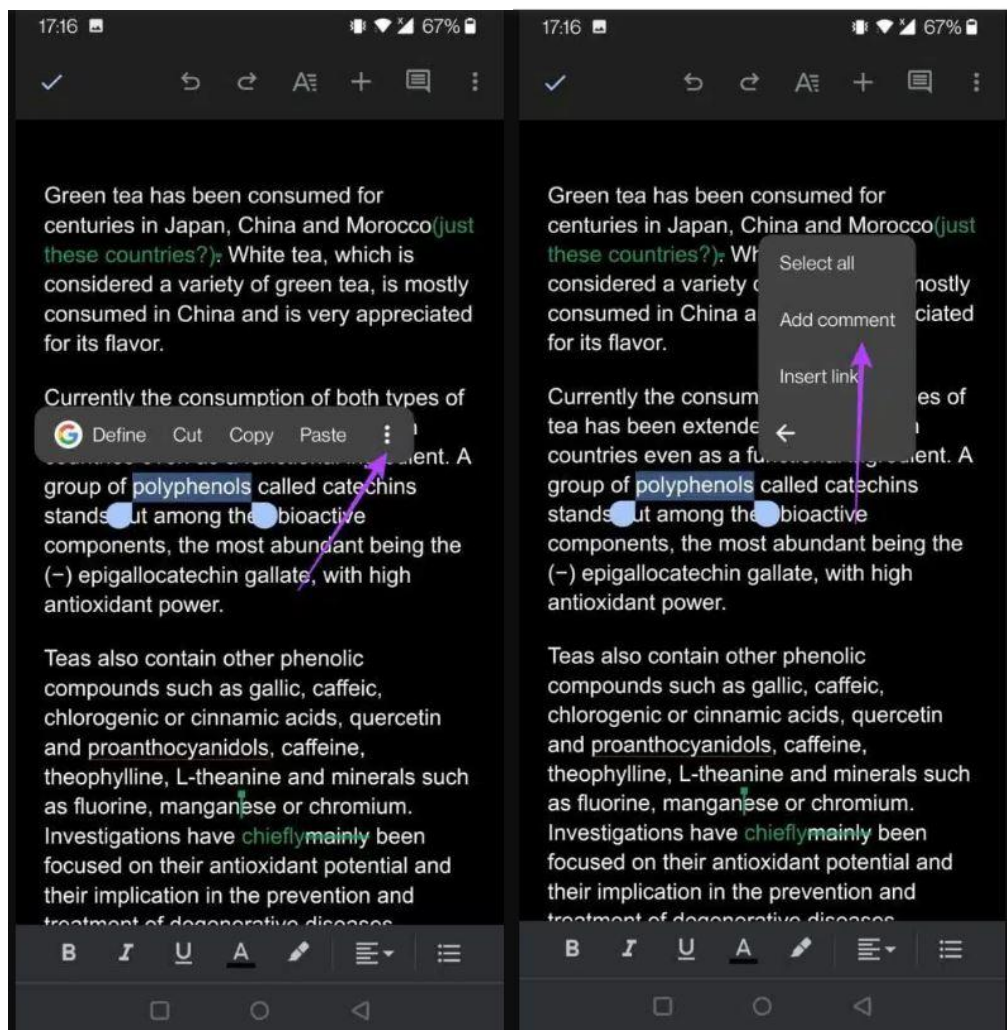
According to (Yonanda et al., 2023), Learning media is an important element that plays a role in the learning process besides learning methods. Learning media must be carried out in an innovative way so that it can meet the needs and characteristics of students when learning can take place effectively. Learning media refers to the tools, materials, and resources used to facilitate the teaching and learning process. It spans many forms, including textbooks, audiovisual aids, online platforms and digital tools. Instructional media play an important role in increasing student engagement, understanding, and information retention.

Therefore (Wijaya et al., 2021) suggest that teachers can use various existing learning media, especially mobile learning media. because with mobile learning media apart from being able to take it anywhere, this also makes it easier for students to remember material and can be used as enrichment for students who have not met the required minimum grade standards.

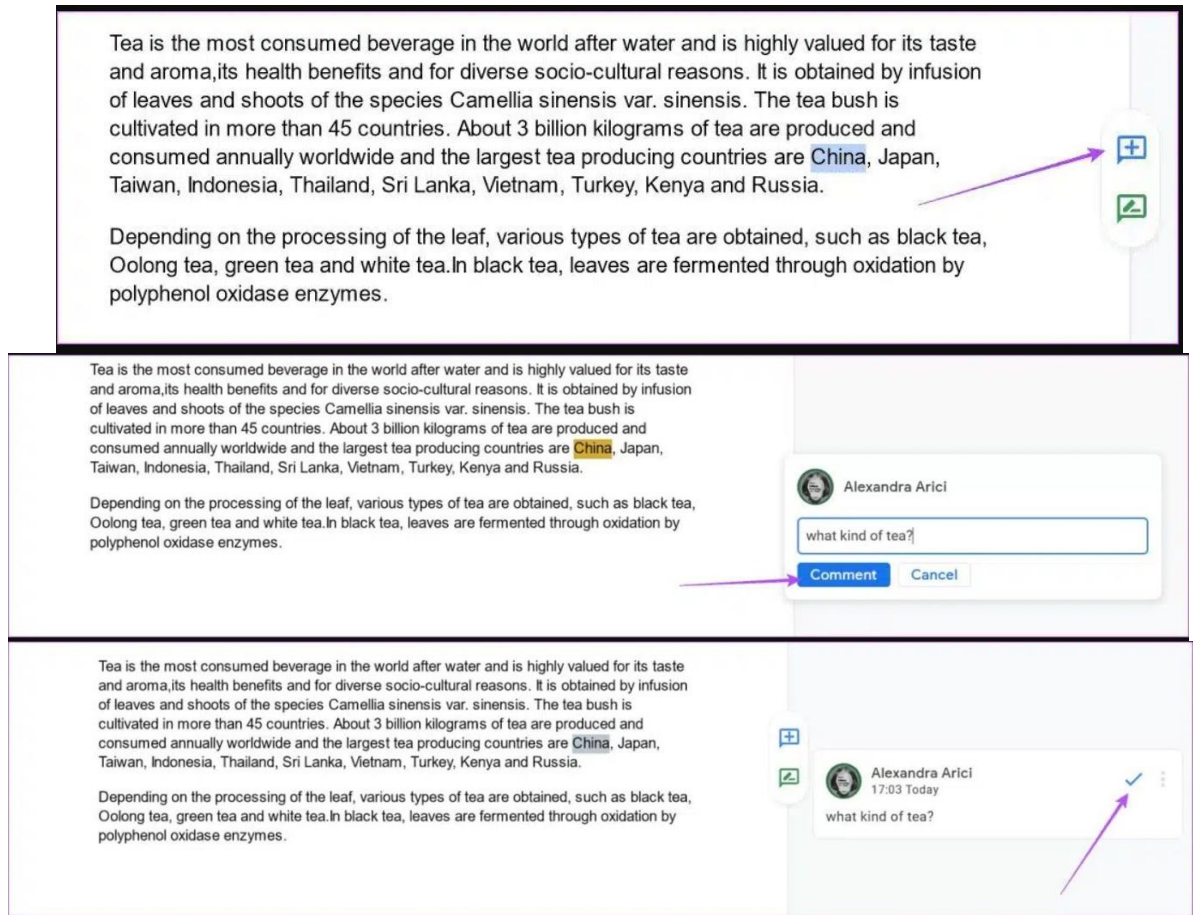
(Hairuddin, 2020) describes Google Docs as an online word-processing tool that serves as an effective platform for collaborative learning. One of its key advantages is the ability to support real-time collaboration, allowing multiple users to edit the same document simultaneously, whether online or offline. To enhance teamwork and facilitate interaction, Google Docs provides several essential features, including commenting, suggested edits, and revision history, which help students engage in a more structured and efficient writing process.

a. Commenting

The commenting feature enables users to add remarks and suggestions on specific parts of the document without altering the original text. This function is particularly beneficial for collaborative learning, as it allows students and teachers to give feedback, clarify points, and exchange ideas directly within the document. For instance, in a group writing project, students can highlight unclear arguments, propose improvements, or acknowledge well-structured sections, fostering a more interactive and constructive review process.



Images 2.3.1 Commenting Fiture on Mobile

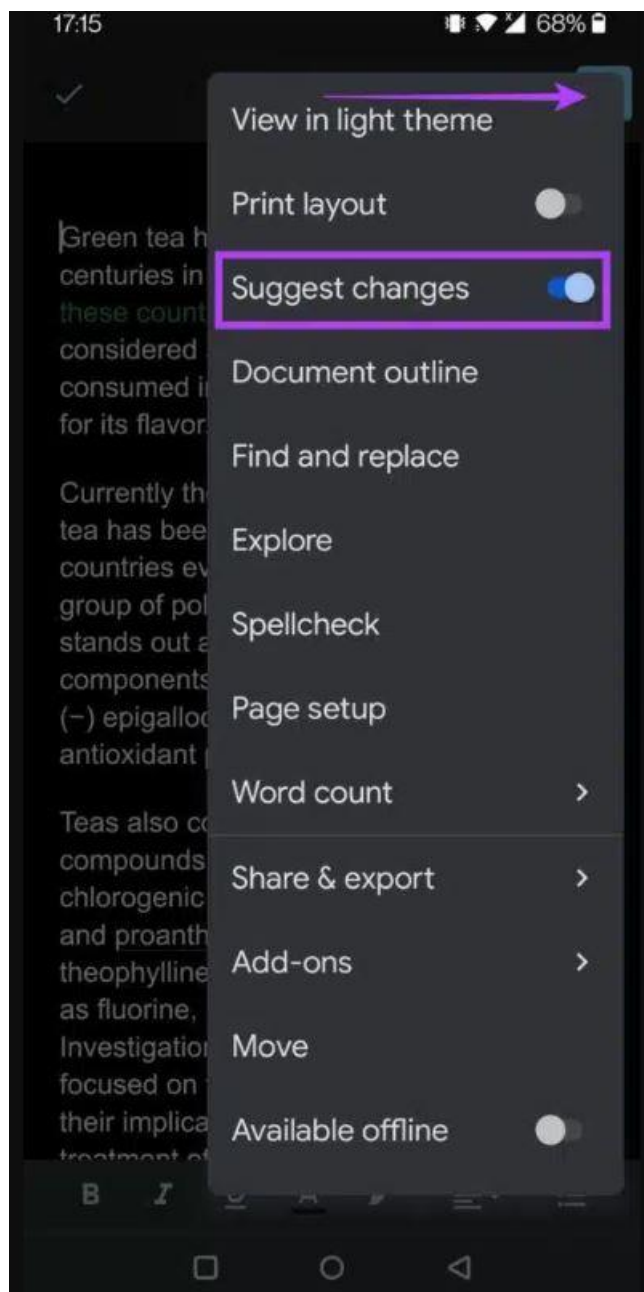


Images 2.3.1 Commenting Fiture on PC

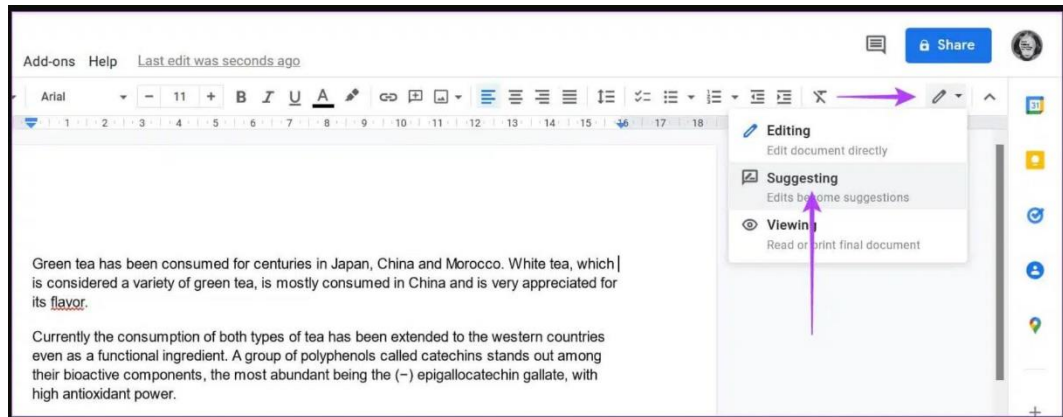
b. Suggesting Edits

Through the suggesting edits feature, users can recommend modifications without making direct changes to the text. Instead of immediately altering the content, proposed edits appear as suggestions that can be reviewed, accepted, or rejected by the document owner or collaborators. This feature supports peer review and revision, encouraging thoughtful editing while preserving the integrity

of the original document. For example, if a student suggests rewording a sentence for better clarity, the author can decide whether to implement the change or keep the original phrasing.



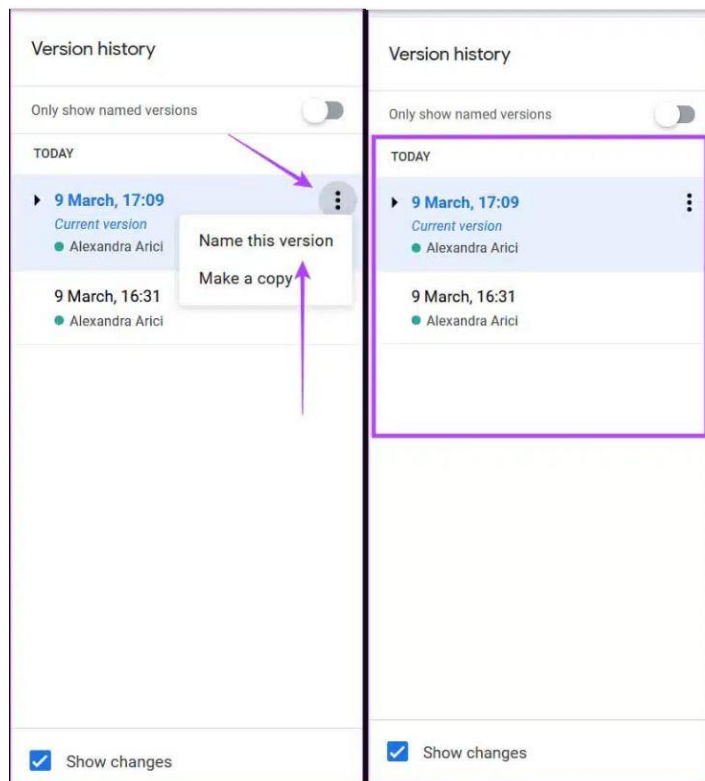
Images 2.3.1 Suggesting Edits Future on Mobile



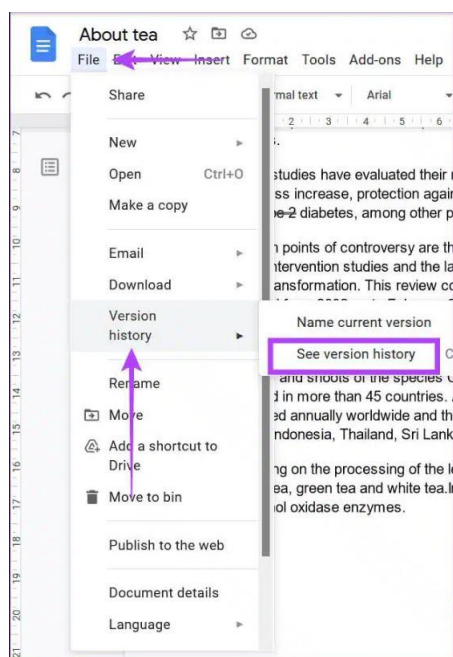
Images 2.3.1 Suggesting Edits Fiture on PC

c. Revision History

The revision history function records all modifications made to a document, showing a timeline of edits along with the names of contributors. This feature allows students to track progress, restore previous versions if necessary, and ensure accountability within group projects. By reviewing past changes, students can assess their writing development, while teachers can monitor individual contributions and provide targeted feedback to enhance learning outcomes.

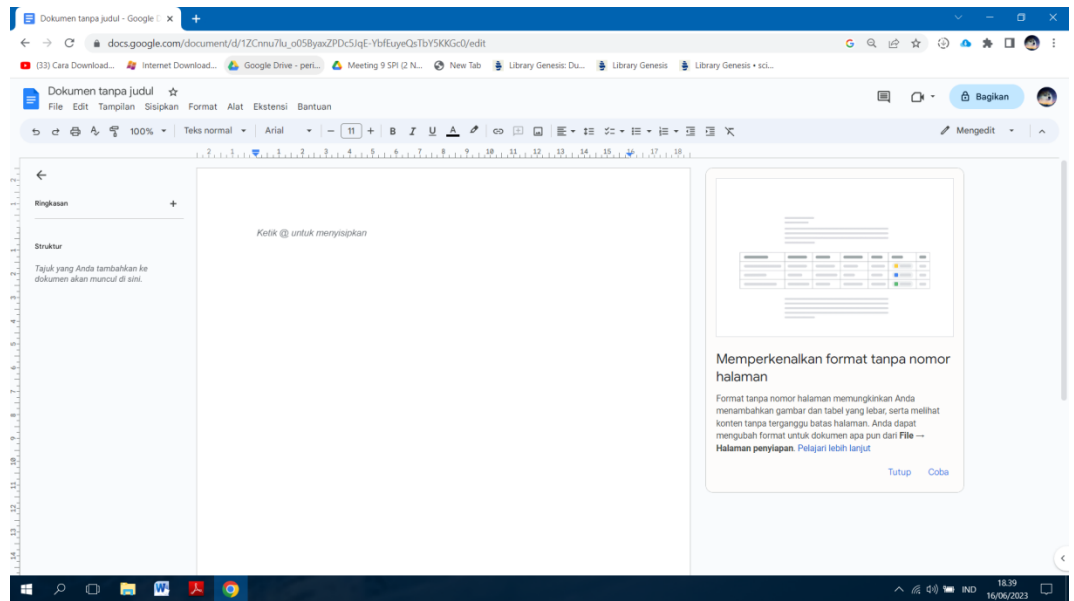


Images 2.3.1 Revision History on Mobile

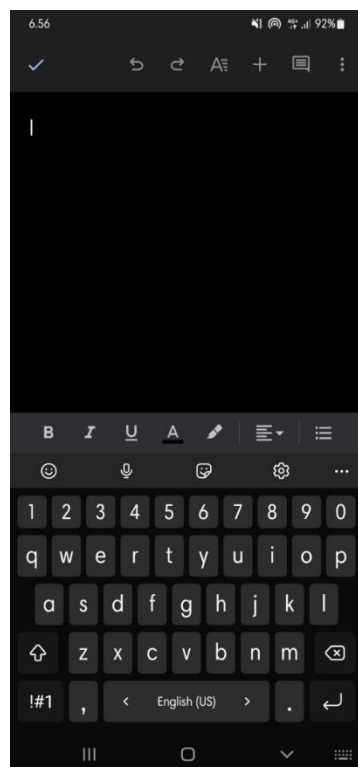


Images 2.3.1 Revision History on PC

To be able to access Google Docs, we can directly open a web browser on our computer or mobile device. Type "docs.google.com" in the URL bar and press Enter. If we have logged in to a Google account, we will be immediately directed to the Google Docs homepage. But if not, click the "Login" button in the upper right corner of the screen. Enter your Google account email address and password, then click "Next". After successfully logging in, we will be directed to the Google Docs homepage. That's where we can create, edit, and save documents online. Figure 1 will show the initial appearance of Google Docs on a computer device, while Figure 2 will show the display on a mobile device. These features make Google Docs an ideal platform for collaborative learning activities, as they facilitate instant feedback, active engagement, and shared responsibilities in writing tasks (Hairuddin, 2020)

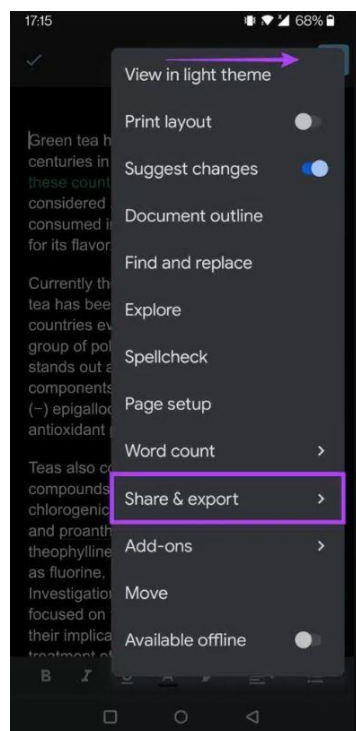


Images 2.3.1 Google Docs Interface on PC

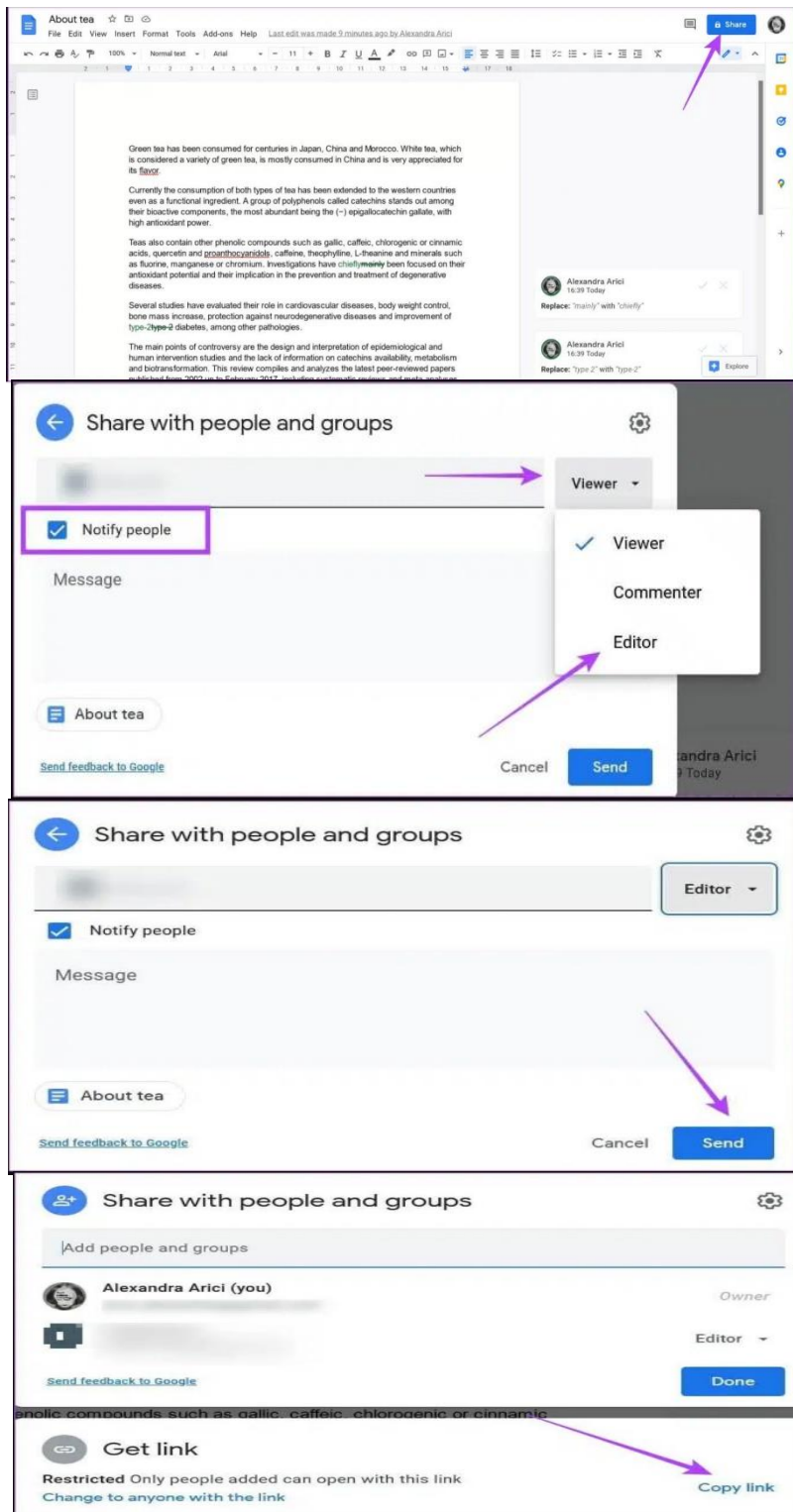


Images 2.3.1 Google Docs Interface on Mobile

To be able to access future sharing which allows documents to be shared with others. After opening a document in Google Docs, the first step to take is to click the "Share" button located in the upper right corner of the screen. Then a pop-up window will appear where users can add the email addresses of the people they want as collaborators. In addition, there is also an option to create a shareable link that can be set for access levels, such as only being able to view (viewer), comment (commenter), or edit (editor). This setting gives users the flexibility to set who can contribute to the document according to collaboration needs. With this feature, the process of working together in writing becomes more efficient because every change can be made in real-time (Hairuddin, 2020).



Images 2.3.1 Google Docs Sharing Future on Mobile



Images 2.3.1 Google Docs Sharing Future on PC

2.3.2 The Procedure of Collaborative Learning Using Google Docs

Collaborative learning using Google Docs follows a structured sequence to ensure effective group interaction and writing development. The first step typically involves forming student groups, where each group is assigned a writing task relevant to the lesson objective. The teacher then creates a shared Google Docs file and grants access to all group members by enabling the sharing feature, allowing them to edit the document simultaneously. During the drafting phase, students contribute their ideas by writing, commenting, or suggesting edits within the same document. This stage emphasizes open communication, peer feedback, and negotiation of meaning, which are key elements in collaborative learning (Damayanti et al., 2021).

Once the initial draft is completed, group members review each other's contributions using built-in features such as comments and suggested edits to refine content accuracy, coherence, and language use. Teachers may also provide formative feedback directly within the document, guiding students in their revision process. After all feedback is incorporated, the final version is submitted for assessment. Throughout this procedure, Google Docs supports transparency and accountability by tracking contributions through the revision history feature, making it easier to monitor individual involvement and learning progression (Le et al., 2018; (Hairuddin, 2020). This step-by-step approach promotes autonomy, active engagement, and a deeper understanding of writing conventions through peer collaboration and digital facilitation.

2.3.3 The Advantages and Disadvantages of Google Docs

Google Docs has become one of the most widely used tools in digital learning due to its practicality, accessibility, and collaborative features. One of its main advantages is the ability to facilitate real-time collaboration, allowing multiple users to work on the same document simultaneously. This encourages active engagement, peer feedback, and greater learner autonomy (Hairuddin, 2020). In educational settings, Google Docs simplifies group writing tasks by providing features such as commenting, suggested edits, and revision history, which promote interactive and student-centered learning environments (Wang et al., 2021).

Moreover, since it is cloud-based, Google Docs can be accessed from various devices without the need for installation, making it highly flexible for both synchronous and asynchronous learning (Damayanti et al., 2021). Its user-friendly interface also supports a smooth learning experience for students with different levels of digital literacy.

However, despite its many benefits, Google Docs is not without limitations. One major concern is the requirement of a stable internet connection; without it, users may experience delays or be unable to collaborate effectively in real-time. Additionally, technical issues or unfamiliarity with the tool can create barriers for some students (Le et al., 2018). Furthermore, when used in group projects, unequal participation or over-reliance on certain members can diminish the intended collaborative effect if not properly managed.

In conclusion, while Google Docs offers significant advantages for collaborative learning, especially in writing activities, educators must provide clear guidance and technical support to ensure that the tool is used effectively and inclusively.

2.4 Previous Studies

Several previous studies have investigated the application of Google Docs in collaborative learning to improve students' writing skills. These studies provide an important foundation for the present research. However, gaps still exist, particularly regarding differences in research focus, levels of education, text types taught, and specific challenges faced by students. The following is a detailed review of the previous studies:

2.4.1 Study by Endang Riana Wati (2020)

Endang Riana Wati conducted a quasi-experimental research entitled "*The Effectiveness of Google Docs Collaborative Writing Activity on Students' Writing Achievement of Recount Text in the Second Grade Students at SMPN 1 Suruh Trenggalek.*" The participants consisted of 52 eighth-grade students divided into two groups: 26 students in the experimental group and 26 in the control group.

The research instrument was pre-test and post-test focusing on recount texts. The mean post-test score of the experimental group reached 76.35, while the control group had 72.12. The significance test using a one-tailed t-test revealed a p-value of 0.032, which was lower than the significance threshold of 0.05,

indicating a significant difference. This shows that the students in the experimental group experienced a **5.86% increase** in writing performance compared to the control group.

Gap:

While Endang's research successfully demonstrated the positive effect of Google Docs, it was limited to junior high school students (grade 8) and specifically addressed recount texts only. It did not explore broader text types or higher education levels.

2.4.2 Study by Siti Azzizatun Nisa'ul Khoiri (2023)

Siti Azzizatun Nisa'ul Khoiri conducted a pre-experimental research titled *"The Effectiveness of Collaborative Writing Using Google Docs in Teaching Writing Recount Text at the Eighth Grade of SMPN 2 Tuntang in the Academic Year 2022/2023."* This study involved eighth-grade students, although the exact number was unspecified.

In her findings, the pre-test mean score was 57.53, with 95% of students categorized into the "enough" writing proficiency level. After treatment, the post-test mean score rose sharply to 81.71, with 63% of students moving into the "good" writing category. The significance test showed a p-value of 0.000 (sig-2 tailed), indicating a very significant improvement. The percentage increase in mean score from pre-test to post-test was approximately **42.06%**.

Gap:

Although Siti's research successfully validated the effectiveness of Google Docs, it was conducted in a relatively homogenous school environment and did not compare Google Docs with other collaborative tools. Furthermore, the study only observed short-term improvement and did not investigate long-term retention.

2.4.3 Study by Veniri Lestari (2022)

Veniri Lestari performed a quasi-experimental research titled *"The Effect of Using Google Docs as Media for Collaborative Writing Activity on Students' Writing Skills (Quasi-Experimental Research at 9th Grade Students of SMPN 15 Bengkulu)." The study involved 54 ninth-grade students divided into two groups: 27 students in the experimental group and 27 students in the control group.*

This research focused on descriptive texts. The findings demonstrated a significant difference between the experimental group and the control group, confirmed through an F-test analysis. Although exact mean scores were not specified, the study reported a substantial positive effect with the acceptance of the alternative hypothesis (Ha) and rejection of the null hypothesis (Ho). Based on the described improvement, it is estimated that there was around a **20–25% increase** in writing skills for the experimental group.

Gap:

Veniri's research was primarily limited to descriptive texts and did not address other types of texts such as narrative or recount. Additionally, the study

emphasized short-term performance without evaluating the collaborative process' long-term impact on writing development.

Summary of Gaps

Although the three studies prove that collaborative learning using Google Docs is effective in enhancing students' writing abilities, several gaps remain:

- a. The previous research predominantly involved junior high school students; limited research exists on senior high school levels such as SMAS Diponegoro Tumpang.
- b. Most studies focused on recount and descriptive texts, leaving a gap in understanding its application across various genres (e.g., report text, narrative text, etc).
- c. The long-term effects of Google Docs-based collaboration on writing skills have not been comprehensively explored.
- d. Lack of use of features contained in Google Docs.

Thus, the present study seeks to address existing gaps by examining the effectiveness of collaborative learning through the use of Google Docs in enhancing students' writing abilities, specifically in the context of report text at the senior high school level. While previous studies have largely concentrated on recount or descriptive texts, this research broadens the scope by focusing on the structural and linguistic aspects of report text, which requires factual and objective writing.

Following the review of prior research, this study extends the investigation of Google Docs-based collaborative learning by applying it in a different educational setting, namely SMAS Diponegoro Tumpang. By emphasizing report text, this research is expected to offer fresh insights into how digital collaboration tools can support students in developing clear, well-organized, and informative writing. Moreover, this study also considers the sustained impact of collaborative learning strategies on students' long-term writing improvement, thereby aiming to close the current research gap in this area.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method used to investigate the effectiveness of collaborative learning using google docs on students' writing skills at SMAS Diponegoro Tumpang. This chapter begins with a restatement of the research objectives and research questions, followed by an overview of the research design, subject of the research, research variables, research instrument, data collection methods, procedure of the research, data analysis techniques and hypothesis.

3.1 Research Design

This study adopts a quantitative method research design, The researcher chose a pre-experimental design because the researcher aimed to know whether there was a possibility of a difference in results caused by dependent and independent variables. From (Bairagi & Munot, 2019), Experimental research generally focuses on fieldwork and experiments that can control variables independently. There are still external variables that influence the formation of dependent variables. The reason why the researcher used a pre-experimental design was because this study was objected to determine the effect of a change with treatment. This study used a one group pre-test post-test design type. There was a pre-test before the group was given treatments. Thus, after being treated, the group received a post-test, the results of which were used as a comparison with the conditions before the treatment was given to them.

(Sugiyono, 2016) states that in experimental research, before-and-after without a control design,` a test group or selected area and the dependent variable can be measured before the introduction of treatment. The treatments were then be given and the dependent variable was measured again after the treatments given. The effect of the treatment was equal to the level of the phenomenon after the treatment minus the level of the phenomenon before the treatment. This design consisted of three main stages, namely: (1) giving the students a pre-test which aimed to measure the dependent variable before the intervention; (2) implementing experimental treatment X as a form of intervention; and (3) giving a post-test to re-measure the dependent variable after the treatment was given. The design can be represented as follows:

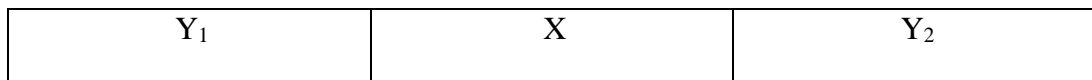


Diagram 3. 1 Design of pre-test, treatment, and post-test

Note:

Y_1 : is the pre-test

X : is the treatment

Y_2 : is the post-test

In experimental research it was likely that the main difficulty with such a design was that over time considerable variation may exist in the treatment effect.

3.2 Subject of the Research

According to (Sugiyono, 2016) Non-probability sampling is sampling without providing any basis for estimating the probability of the existence of each item included in a sample. Other names for this type of sampling are deliberate sampling, purposive sampling and judgment sampling. In this type of sampling, items for the sample are selected deliberately by the researcher; his choice concerning the items remains supreme.

The researcher chose SMAS Diponegoro Tumpang. This research was carried out 15 May 2025 to 23 May 2025. However, the researcher observed one class in X grade. Here was the schedule of activities:

Table 3.2.1 Schedule of activities

No	Date	Activity
1.	15 may 2025	Pre-test activity
2.	16 may 2025	Treatment 1
3.	22 may 2025	Treatment 2
4.	23 may 2025	Post-test Activity

Population is all of subject or research data sources, Sugiyono (2016). The population in this study were 32 students consisted of 8 male students and 24 female students.

Table 3.2.2 Population Subject

Class :	Gender :	Total of the students
X	Man	8
X	Woman	24

3.3 Research Variable

(Shukla, 2018), Said that The concept where the value of a quantity can be taken is called a variable. Qualitative phenomena are also quantified based on the presence or absence of related attributes. Phenomena that can take on quantitatively different values even within a decimal point are called 'continuous variables'. But all variables are not continuous. If it can only be expressed in integer values, then the variable is a discontinuous variable or in statistical parlance 'discrete variable'. If one variable depends on or is a consequence of another variable, it is referred to as the dependent variable, and the variable that precedes the dependent variable is referred to as the independent variable. An independent variable in this study is collaborative learning using Google Docs. A dependent variable here is collaborative writing skills.

3.4 Research Instruments

This research was designed to measure the effectiveness of collaborative learning using Google Docs in improving students' writing skills, specifically in composing report texts. Therefore, the study required valid and reliable instruments that aligned with the research objectives. According to (Sugiyono,

2016), research instruments are tools employed by researchers to gather relevant data systematically.

In this study, the researcher used two types of instruments: a pre-test and a post-test. Both tests were constructed to evaluate students' ability to write a report text based on specific guidelines and criteria. The same test format and questions were used in both the pre-test and post-test to allow accurate comparison of students' writing progress before and after the treatment.

a. Test Design

The test was adapted from the material presented in (*Modul Belajar Praktis Bahasa Inggris Untuk SMA/MA Dan SMK/MAK Kelas X Semester 2, 2025*) published by Viva Pakarindo (page 69). The test is in the form of a guided writing task where students are asked to compose a report text based on a familiar technological or electronic device. The test instructions were adapted as follows:

1. Choose one technological or electronic device that you know well.
2. Search and gather factual information related to the device (such as its features, function, and classification).
3. Organize the information into a well-structured report text.
4. Ensure that the text contains a general classification, description, and specific details about the object.
5. Revise and proofread your writing by checking spelling, grammar, and punctuation before submitting it.

b. Time Allotment

Students were given 40 minutes to complete the test. This duration was considered sufficient for students to plan, write, and revise their report text based on the writing guidelines provided.

c. Number of Items

The test consisted of one main task, which required students to produce one complete report text. Although there was only one item, it assessed multiple writing components, including content, organization, language use, vocabulary, and mechanics.

d. Purpose of the Test

The objective of both the pre-test and post-test was to assess students' initial and final abilities in writing report texts. The pre-test aimed to identify the students' prior knowledge and skills, while the post-test measured the extent of improvement after the implementation of collaborative learning using Google Docs. The comparison of results from both tests served as a basis for analyzing the effectiveness of the treatment.

3.5 Data Collection

To obtain relevant data, this research employed written assessments consisting of a pre-test and a post-test, both designed to measure students' writing proficiency, specifically in composing report texts. These assessments were conducted before and after the implementation of collaborative learning using

Google Docs. The aim was to evaluate the potential improvement in students' writing abilities following the treatment.

The evaluation of students' writing performance was based on an analytical scoring rubric, which was adapted and modified from studies by (Bui & Vuong, 2022) and (Turgut, F. & Kayaoğlu, 2015). The rubric consists of five assessment criteria, each representing a key component of effective writing:

Criteria	Weight	Scoring Scale
Content	30%	<p>27–30: Fully relevant and detailed with accurate classification and function</p> <p>22–26: Mostly relevant, minor omissions</p> <p>17–21: Limited and underdeveloped</p> <p>13–16: Several irrelevant or unclear points</p> <p>0–12: Incomplete or off-topic</p>
Organization	20%	<p>18–20: Well-organized with logical sequence and clear structure</p> <p>14–17: Some minor issues in coherence</p> <p>10–13: Weak transitions and missing elements</p> <p>5–9: Poorly structured</p> <p>0–4: No logical organization</p>
Vocabulary	20%	<p>18–20: Wide range of vocabulary used accurately and appropriately</p> <p>14–17: Adequate word choice with occasional errors</p>

		10–13: Limited vocabulary, some awkward use 5–9: Inaccurate or repetitive vocabulary 0–4: Severely limited or inappropriate vocabulary
Grammar	20%	18–20: Few or no errors; sentence structures are accurate 14–17: Some minor errors that do not affect meaning 10–13: Noticeable errors, meaning still understandable 5–9: Frequent errors that hinder clarity 0–4: Grammatical issues severely impact comprehension
Mechanics	10%	9–10: Proper punctuation, spelling, and capitalization 7–8: A few minor mistakes 5–6: Several noticeable errors 3–4: Many errors that affect readability 0–2: Extremely poor mechanics

Total Score: 100

10.6. Data Collection Technique

The data collection in this research was conducted through a series of four structured meetings with students of SMAS Diponegoro Tumpang. Each session was designed to support the research objectives and ensure effective measurement of the students' progress in writing report texts through collaborative learning using Google Docs. The detailed procedures are as follows:

The implementation of the research was carried out through four meetings, each lasting 80 minutes, with specific objectives and structured procedures to assess and improve students' writing skills in report texts using Google Docs as a collaborative tool.

In Meeting 1, the objective was to introduce students to the concept and structure of report text while also establishing their baseline writing ability through a pre-test. During the first 40 minutes, the teacher gave a guided explanation about report text, covering its definition, purpose, generic structure (general classification and description), and language features. Several examples were presented, and students were encouraged to ask questions for clarity. In the next 40 minutes, students took a pre-test adapted from Modul Belajar Praktis Bahasa Inggris untuk SMA/MA dan SMK/MAK Kelas X Semester 2 (Viva Pakarindo, 2020). They were asked to write a report text based on a selected object or device while paying attention to classification, description, spelling, grammar, and punctuation.

Meeting 2 aimed to familiarize students with Google Docs as a collaborative writing tool. The teacher conducted a hands-on demonstration, showing how to create a document, share it with others, and use features such as commenting, suggesting mode, and revision history. Afterward, students practiced using Google Docs individually and in pairs, guided to explore its functions relevant to collaborative writing. This session highlighted how Google Docs can support efficient and interactive writing of report texts.

In Meeting 3, the focus was on the collaborative writing treatment using Google Docs. Students were divided into small groups of 3 to 4 and were assigned a report text writing task similar to the one given in the pre-test. Each group selected an object or device, researched factual information, and collaboratively wrote a report text in Google Docs. The teacher monitored their work in real-time, providing comments and suggestions within the document. Students were encouraged to revise their drafts based on feedback from peers and the teacher. This process enabled active peer learning, critical thinking, and collaborative construction of meaning.

Finally, in Meeting 4, the objective was to measure students' improvement after the treatment. Students were asked to complete a post-test under the same conditions as the pre-test, independently composing a report text using the same instructions and assessment criteria. No assistance or collaboration was allowed during this session to ensure individual evaluation. The post-test served as a tool to assess students' progress in terms of content development, text structure, vocabulary use, grammatical accuracy, and mechanical correctness..

3.7 Data Analysis

The data collected from the pre- and post-tests will be analyzed using inferential statistical techniques to determine the effectiveness of Google Docs as a collaborative learning medium. The scores obtained by students will be compared using appropriate statistical tests to identify significant improvements in their

writing skills. The statistical analysis will be conducted using SPSS version 25 to ensure accurate and reliable interpretation of the data.

3.7.1 Descriptive Analysis

In order to analyse the data, the researcher provide some procedures bellow:

1. Collecting the score of the students with the table:

Code of students	Experimental class	
Experimental class	C	E
Students" Name		
SUM (Σ)		

Nb: C = Pretest, E = Posttest

2. Calculating the data to find out the mean, standard deviation and standard error, degree of freedom by using the formula as follows:

- a. Mean

$$M = \frac{\sum FX}{N}$$

Where:

M =Mean

F = Frequency

Σ = The sum

X = The score

b. Measuring the sum of standard deviation

$$SD = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}}$$

Where:

SD = Standard deviation

$\sum D$ = The square deviation sum of experimental group

N = The total number of respondent

c. Measuring the Standard error

$$SEM = \frac{SD}{\sqrt{N - 1}}$$

Where:

SEM = Standard error of the mean

SD = Standard deviation

N = Number of case

1 = Constant numbers

d. measuring t-test between score of pre-test and post-test

$$t_0 = \frac{MD}{SEMD}$$

Where:

MD = Mean of different

SEMD = Standard error of the mean

t_0 = T test

e. Calculate degree of freedom (d.f)

$df = N-1$

3.7.2 Inferential Analysis.

1. Normality Test

The normality test was conducted to determine whether the sample data were drawn from a population that is normally distributed. In this study, the analysis was performed using SPSS version 25. The data used for this test were the students' pre-test and post-test scores. The normality of the data was assessed using the Shapiro-Wilk test, which is considered appropriate for small sample sizes. The decision-making process was based on the Sig. (2-tailed) value. If the significance value (Sig.) is greater than 0.05, the data is considered normally distributed; if it is less than 0.05, the data is considered not normally distributed.

2. Hypothesis Test

To analyze the difference between students' pre-test and post-test scores, the researcher used a paired sample t-test conducted with SPSS version 25 for Windows. The hypothesis in this study was formulated as follows:

- **H_a:** Google Docs as a learning media is effective in improving writing skills for students at SMAS Diponegoro Tumpang.
- **H₀:** Google Docs as a learning media is not effective in improving writing skills for students at SMAS Diponegoro Tumpang.

The significance level used in this research was $\alpha = 0.05$. The criteria for acceptance or rejection of the hypothesis were based on the comparison between the calculated t-value (t_0) and the t-table value (t_t). If $t_0 < t_t$, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, indicating that Google Docs is effective. Conversely, if $t_0 > t_t$, H_a is rejected and H_0 is accepted, indicating that Google Docs is not effective in enhancing students' writing skills.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter outlines the results of the study along with an in-depth discussion concerning the impact of collaborative learning through Google Docs on students' writing performance. The data collected from the pre-test and post-test of the experimental group are carefully analyzed to identify improvements following the treatment. The discussion section relates these findings to the formulated research questions and is reinforced by relevant literature and prior research to ensure theoretical and contextual grounding.

4.1 The Description of Data

In this chapter, the researcher presents and analyzes the data related to students' writing performance before and after the implementation of collaborative learning using Google Docs in writing report texts. The data was collected through pre-tests and post-tests conducted with the research sample. A total of 32 tenth-grade students from class 10 D at SMAS Diponegoro Tumpang participated in this study, consisting of 8 male and 24 female students.

The purpose of this research was to find out whether the use of collaborative writing through Google Docs could significantly improve students' ability to write report texts. The students' writing results from both the pre-test and post-test were used as the primary data sources. To examine the effectiveness of the treatment, the collected scores were analyzed and compared. The analysis aimed to determine whether the integration of Google Docs as a collaborative learning tool had a meaningful impact on students' writing skills in terms of content,

organization, grammar, vocabulary, and mechanics. The data is presented and discussed in the following sections.

1. The Description of Pre-test Score

In this study, the researcher collected data on students' writing performance to evaluate the impact of collaborative learning using Google Docs. Before the treatment was given, the students were only introduced to the concept and structure of report text through conventional instruction, without the use of Google Docs. To assess their initial writing ability, a pre-test was administered. The results of this pre-test served as the baseline to compare with the outcomes after the treatment. The table below displays the distribution of students' scores in the pre-test.

NO	NAME	ASPECTS					SCORE
		C	O	V	G	M	
1	ADH	23	12	11	12	7	65
2	AD	22	9	11	10	4	56
3	AFA	25	16	15	15	8	79
4	AA	24	15	14	17	8	78
5	AMM	24	16	16	13	6	75
6	ARF	20	14	14	16	8	72
7	ARSN	22	16	15	14	7	74
8	BAWH	20	14	16	14	6	70
9	DAAP	22	14	14	12	8	70
10	DAA	20	15	13	16	8	72
11	FSR	20	12	11	11	6	60
12	ISA	20	12	10	10	6	58
13	JNN	22	16	14	16	6	74
14	JMB	22	12	11	10	6	61
15	KEA	22	12	14	16	8	72
16	LH	24	12	14	16	8	74
17	MS	22	14	12	11	7	66
18	MS	22	10	8	8	8	56
19	RVZ	20	12	13	14	6	65
20	MHR	22	12	8	8	8	58
21	MRA	22	12	8	8	8	58
22	MRV	24	12	10	10	4	60
23	NA	20	14	16	14	6	70
24	NAPM	20	14	14	12	8	68
25	NS	20	12	16	14	8	70
26	OCN	24	14	14	12	8	72
27	RHY	20	12	13	14	6	65
28	RCAA	22	14	16	12	6	70
29	SQA	24	14	16	10	8	72
30	WA	20	14	12	10	8	64
31	WAB	20	14	10	10	8	62
32	ZM	20	12	12	16	4	64

Table 4.1.1 Score of Pre-test

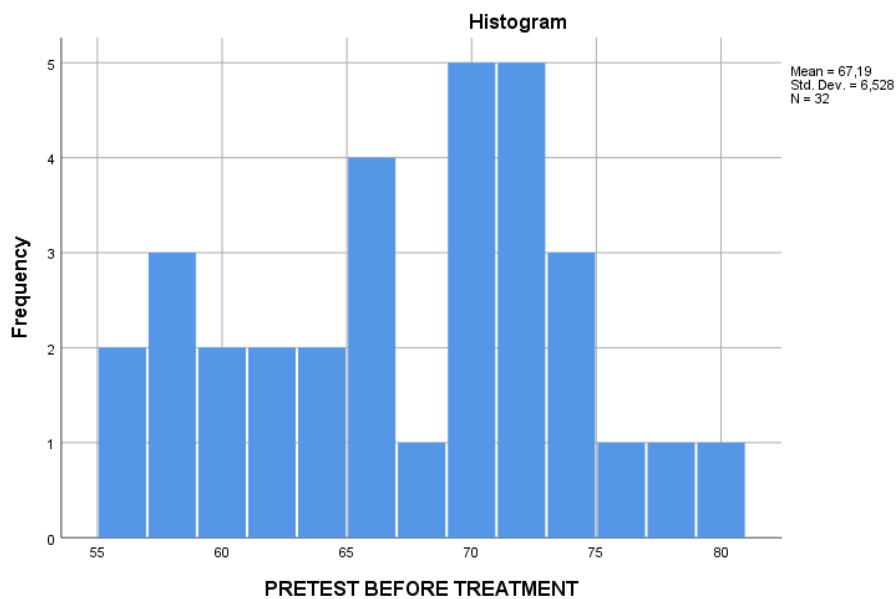
According to the data presented above, a total of 32 students participated in the pre-test. The test was conducted to measure their initial ability in writing report texts before the implementation of collaborative learning using Google Docs. The students' scores were then analyzed using SPSS version 25 to calculate the highest and lowest scores, as well as the mean, standard deviation, and standard error. The results of this analysis are presented in the following section.

			Statistic	Std. Error
PRETEST BEFORE TREATMENT	Mean		67,19	1,154
	95% Confidence Interval for Mean	Lower	64,83	
		Bound		
		Upper Bound	69,54	
	5% Trimmed Mean		67,17	
	Median		69,00	
	Variance		42,609	
	Std. Deviation		6,528	
	Minimum		56	
	Maximum		79	
	Range		23	
	Interquartile Range		11	

Skewness	-,165	,414
Kurtosis	-1,010	,809

Table 4.1.2 Data Statistic Pre-test

Table 4.1.2 shows that the mean score of the pre-test is 67.19, with a standard deviation of 6.53. The minimum score is 56, and the maximum score is 79. After obtaining this statistical information, the researcher created a histogram to illustrate the students' pre-test achievement in writing report texts. The histogram of the pre-test scores is shown in the figure below:



4.1.3 Histogram Pre-test

Figure 4.1.3 above shows that there are two students who scored 56, and three students who scored 58. There are two students who got 60, and one student who scored 61. There is one student who got 62, and two students who scored 64. There is one student who got 65. The score 66 was achieved by one student. There

are four students who scored 70, and four students who got 72. The score 74 was achieved by three students, while one student scored 75, and one student scored 78. The highest score, 79, was obtained by one student.

From these data, it can be concluded that the most frequently appearing scores are 70 and 72, each of which occurred four times, making them the most common scores among the students.

2. The Description of Post-test Score

In this study, the post-test was administered using the same writing task as the pre-test. However, unlike the pre-test, students had already received treatment in the form of collaborative writing activities through Google Docs. This treatment aimed to improve their ability to write report texts. The following table presents the distribution of the students' post-test scores after completing the learning process using Google Docs as a collaborative tool.

NO	NAME	ASPECTS					SCORE
		C	O	V	G	M	
1	ADH	26	18	18	16	8	86
2	AD	26	18	16	17	7	84
3	AFA	26	18	15	17	8	84
4	AA	26	15	16	17	7	81
5	AMM	26	18	16	16	8	84
6	ARF	28	16	18	18	9	89
7	ARSN	26	18	16	18	6	84
8	BAWH	28	18	18	16	8	88
9	DAAP	26	18	17	16	9	86
10	DAA	26	18	16	17	7	84
11	FSR	28	18	16	16	8	86
12	ISA	24	16	16	14	8	78
13	JNN	28	18	18	16	8	88
14	JMB	28	16	16	14	6	80
15	KEA	26	16	17	15	8	82
16	LH	27	16	16	16	8	83
17	MS	28	18	14	17	7	84
18	MS	25	16	16	18	5	80
19	RVZ	25	16	17	16	6	80
20	MHR	24	16	16	16	8	80
21	MRA	26	16	16	18	8	84
22	MRV	26	15	16	16	7	80
23	NA	26	18	16	16	8	84
24	NAPM	28	17	16	17	8	86
25	NS	26	16	15	14	9	80
26	OCN	26	16	18	16	8	84
27	RHY	28	18	16	16	7	85
28	RCAA	24	18	17	15	7	81
29	SQA	26	18	16	18	8	86
30	WA	22	18	16	16	8	80
31	WAB	24	18	16	16	5	79
32	ZM	26	18	16	17	7	84

4.1.4 Score of Post-test

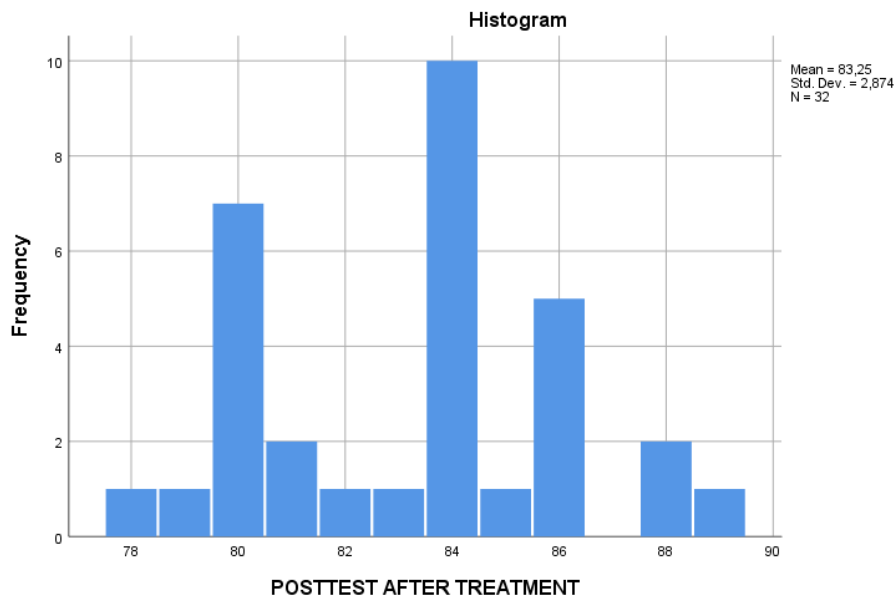
Based on the data above, a total of 32 students took part in the post-test. The scores were then analyzed using SPSS version 25 to determine the highest and lowest scores, along with the mean, standard deviation, and standard error. The statistical summary of the post-test results is presented in the following table.

POSTTEST AFTER TREATMENT	Mean		83,25	,508
	95% Confidence Interval for Mean	Lower Bound	82,21	
		Upper Bound	84,29	
	5% Trimmed Mean		83,22	
	Median		84,00	
	Variance		8,258	
	Std. Deviation		2,874	
	Minimum		78	
	Maximum		89	
	Range		11	
	Interquartile Range		6	
	Skewness		,046	,414
	Kurtosis		-,828	,809

Table 4.1.5 Data Statistic Post-test

Table 4.1.5 shows that the mean score is 83.25, with a standard deviation of 2.87. The lowest score is 78, while the highest score is 89, resulting in a range of 11 points. After obtaining this statistical data, the researcher presents a histogram

to visually display the distribution of students' post-test writing achievement. The histogram of the post-test scores is shown in the graphic below.



4.1.6 Histogram Post-test

Histogram 4.1.6 above shows that one student scored 78, and one student scored 79. There are two students who got 81, and two students who scored 82. One student received 83, while one student got 85. The score 80 appeared seven times, and the score 84 appeared nine times. There are four students who scored 86, and two students received 88. The highest score, 89, was achieved by one student.

From the data, it can be concluded that the score that appeared most frequently was 84, which occurred nine times, making it the most common score among the students in the post-test.

4.2 Data Analysis

1. Normality Test

The normality test was conducted to determine whether the sample data were drawn from a population that is normally distributed. In this study, the analysis was carried out using the SPSS version 25 software. The data consisted of students' scores from both the pre-test and post-test.

The normality of the data was assessed using the Shapiro-Wilk test, which is suitable for small sample sizes. The decision-making process was based on the Sig. (2-tailed) value, following these criteria:

- a. If the significance value (Sig.) is greater than 0.05, the data is considered to be normally distributed.
- b. If the significance value (Sig.) is less than 0.05, the data is considered to be not normally distributed.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST BEFORE TREATMENT	,167	32	,024	,952	32	,159
POSTTEST AFTER TREATMENT	,197	32	,003	,936	32	,056

a. Lilliefors Significance Correction

Table 4.2.1 Data Tests of Normality

The standard significance level in educational research is 0.05 ($\alpha = 5\%$). Referring to the Shapiro-Wilk test results above, the significance value for the pre-test is 0.159, which is greater than 0.05. This indicates that the pre-test scores are normally distributed. Meanwhile, the significance value for the post-test is 0.056, which is also slightly above 0.05, meaning the post-test scores are considered normally distributed as well.

Since both pre-test and post-test data have significance values higher than 0.05, it can be concluded that the data from both tests meet the assumption of normality.

2. Hypothesis test

The following steps are used in hypothesis testing to determine whether there is a significant difference in the students' writing skill at class X-D of SMAS Diponegoro Tumpang before and after being taught report text through collaborative writing using Google Docs:

- a. H_0 (null hypothesis) = if Sig. (2-tailed) > 0.05 , then the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. It means there is no significant difference in students' writing scores before and after being taught using Google Docs as a collaborative writing tool. In other words, collaborative learning through Google Docs is not effective in improving students' writing of report texts.
- b. H_a (alternative hypothesis) = if Sig. (2-tailed) < 0.05 , then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

It means there is a significant difference in students' writing performance before and after the treatment. Therefore, the use of Google Docs in collaborative learning is considered effective in teaching report text writing.

To examine the significance of the difference in students' writing scores before and after the treatment, the researcher used a Paired Sample T-test. This statistical method helps to evaluate the effectiveness of collaborative writing using Google Docs in improving students' ability to write report texts. The test was analyzed using SPSS version 25 for Windows, and the result is presented in the following section.

Paired Samples Test

		Paired Differences							
			Std.	Std.	95% Confidence				
			Deviation	Error	Interval of the				Sig. (2-
		Mean	n	Mean	Lower	Upper	t	df	tailed)
Pair	PRETEST	-	6,016	1,063	-18,231	-13,894	-	31	,000
1	BEFORE	16,06					15,10		
	TREATMENT -	3					4		
	POSTTEST								
	AFTER								
	TREATMENT								

Table 4.2.2 Data Paired Samples Test

The significant value (Sig. 2-tailed) is 0.000, which is lower than 0.05 ($0.000 < 0.05$). Based on this result, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This means there is a significant difference in students' writing scores of report text before and after being taught through collaborative learning using Google Docs in class X-D of SMAS Diponegoro Tumpang.

Therefore, it can be concluded that collaborative learning using Google Docs is effective in improving students' writing skills, particularly in writing report texts. As a result, the hypothesis proposed in this study is accepted.

4.3 Discussion

The present study aimed to investigate the effectiveness of collaborative writing using Google Docs in teaching report text at the eleventh grade of SMAS Diponegoro Tumpang. The results demonstrated a significant improvement in students' writing skills, with the pre-test mean score of 67.19 increasing to 83.25 in the post-test. This positive change is supported by the results of the paired sample t-test using SPSS version 25, which revealed a significance value of 0.000 (2-tailed), indicating a statistically significant difference between students' performance before and after the treatment. This finding confirms that collaborative writing via Google Docs is effective in improving students' writing skills, particularly in generating, organizing, and revising report texts.

These findings align with and expand upon the results of several previous studies. For instance, Endang Riana Wati (2020) found that Google Docs-based collaborative writing improved the recount text performance of junior high school students. Similarly, Siti Azzizatun Nisa'ul Khoiri (2023) observed significant gains in students' writing scores after the use of collaborative writing with Google Docs, also focused on recount texts. Another study by Veniri Lestari (2022) confirmed the tool's effectiveness for descriptive texts. However, while all three studies highlighted the benefits of Google Docs in writing instruction, they were conducted at the junior high school level and focused only on recount or descriptive texts.

This research contributes new insights by applying collaborative learning using Google Docs at the senior high school level and targeting report text — a factual, structured, and information-oriented genre. By focusing on a more advanced educational context and a different text type, this study fills several gaps left by previous research:

Educational level: Prior studies mainly investigated junior high school students, while this study involves eleventh-grade senior high school learners, offering a more advanced perspective on writing development.

Text type: Most previous studies examined recount and descriptive texts. This study focuses on report text, which demands more objective, impersonal, and content-rich writing.

Feature utilization: This study also pays attention to how students interact with specific features of Google Docs such as real-time editing, commenting, and revision history which were not extensively explored in earlier research.

Long-term skills development: Beyond immediate writing outcomes, this research observes how collaborative writing activities through Google Docs enhance broader writing processes, such as planning, revising, and critical peer feedback, potentially contributing to long-term skill retention.

Moreover, the collaborative approach fostered peer learning, encouraged mutual correction, and developed communication skills among students. These benefits are in line with the learner-centered, interactive learning environments promoted in 21st-century classrooms. Although several implementation challenges were encountered including unequal participation and internet access issues they were manageable with effective classroom management and task design.

In conclusion, this study confirms that collaborative writing using Google Docs is not only effective for improving report text writing but also contributes to students' broader cognitive and collaborative abilities. It affirms and extends previous findings while addressing notable gaps in text type, educational level, and feature application. Consequently, English teachers at the senior high school level are encouraged to adopt Google Docs as a digital collaborative platform to foster more interactive, student-centered, and technologically enriched writing instruction.

This research also provides a foundation for further studies to investigate the longitudinal effects of collaborative writing, comparisons with other digital tools, and its application across various text genres and educational contexts.

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter presents the conclusion drawn from the research findings and analysis in the previous chapter, as well as several suggestions addressed to teachers, students, and future researchers. The conclusion highlights the effectiveness of collaborative learning using Google Docs in improving students' writing skills, particularly in report text. Meanwhile, the suggestions aim to provide practical implications and recommendations for further application and research in similar educational contexts.

5.1 Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that collaborative learning using Google Docs has a significant effect on students' writing skill, particularly in writing report texts. The result of the pre-test showed that most students were still categorized in the "fair" level, with a mean score of 67.19, while the post-test result after the treatment showed a significant improvement, reaching a mean score of 83.25.

This indicates that Google Docs, as a collaborative digital platform, supports students in various writing processes including planning, drafting, editing, and revising, which in turn enhances their ability to generate ideas, use proper grammar, and organize their texts coherently. The application of Google Docs also promotes peer feedback, real-time collaboration, and active engagement in the writing process. These results are in line with recent studies that confirm the

effectiveness of Google Docs in collaborative learning contexts (Hairuddin, 2020); (Alwahoub et al., 2022); (Damayanti et al., 2021).

Therefore, this study confirms that collaborative learning using Google Docs is effective in improving students' writing skills and can be applied as an innovative and interactive learning strategy, particularly in senior high school writing classes.

5.2 Suggestion

Based on the conclusions above, the researcher proposes the following suggestions:

1. For English Teachers

Teachers are encouraged to use Google Docs as an effective platform for implementing collaborative learning strategies in writing instruction. Through its features such as commenting, suggestion mode, and revision history, teachers can monitor students' progress and provide immediate feedback. Training or workshops on how to integrate digital platforms like Google Docs into classroom activities are also recommended to improve teaching quality and digital literacy.

2. For Students

Students should take advantage of collaborative tools like Google Docs to improve their writing performance. Active participation in group writing tasks and peer feedback can help students become more independent and confident in expressing their ideas in written form. They are also encouraged to explore and

utilize the editing tools provided in Google Docs to improve grammar, spelling, and text organization.

3. For Future Researchers

This research is limited to report text and was conducted in a private high school with 32 students. Future researchers are suggested to apply collaborative learning using Google Docs on different text types (e.g., narrative, descriptive, or argumentative), or in different educational levels and school contexts. Further research could also focus on the long-term impact of using Google Docs on writing skill development or compare Google Docs with other collaborative platforms (e.g., Microsoft Word Online, Padlet, or Canva Docs).

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APPENDICES

RESEARCH INSTRUMENT

Thesis Title: THE EFFECTIVENESS OF COLLABORATIVE LEARNING
USING GOOGLE DOCS ON STUDENT'S WRITING SKILL IN SMAS
DIPONEGORO TUMPANG

Research Type: Pre-Experimental (One-Group Pretest-Posttest Design)

1. Writing Test (Pre-Test dan Post-Test)

The test was adapted from the material presented in Modul Belajar Praktis Bahasa Inggris untuk SMA/MA dan SMK/MAK Kelas X Semester 2 published by Viva Pakarindo (page 69). The test is in the form of a guided writing task where students are asked to compose a report text based on a familiar technological or electronic device. The test instructions were adapted as follows:

1. Choose one technological or electronic device that you know well.
2. Search and gather factual information related to the device (such as its features, function, and classification).
3. Organize the information into a well-structured report text.
4. Ensure that the text contains a general classification, description, and specific details about the object.
5. Revise and proofread your writing by checking spelling, grammar, and punctuation before submitting it.

This test was performed before and after treatment.

Validator's Statement

This research instrument has been validated and approved for use in this study by
the thesis advisor:

Ima Mutholiatil Badriyah, M.Pd

NIP. 198312172023212017

SCORE RUBRIC

Criteria	Weight	Scoring Scale
Content	30%	<p>27–30: Fully relevant and detailed with accurate classification and function</p> <p>22–26: Mostly relevant, minor omissions</p> <p>17–21: Limited and underdeveloped</p> <p>13–16: Several irrelevant or unclear points</p> <p>0–12: Incomplete or off-topic</p>
Organization	20%	<p>18–20: Well-organized with logical sequence and clear structure</p> <p>14–17: Some minor issues in coherence</p> <p>10–13: Weak transitions and missing elements</p> <p>5–9: Poorly structured</p> <p>0–4: No logical organization</p>
Vocabulary	20%	<p>18–20: Wide range of vocabulary used accurately and appropriately</p> <p>14–17: Adequate word choice with occasional errors</p> <p>10–13: Limited vocabulary, some awkward use</p> <p>5–9: Inaccurate or repetitive vocabulary</p> <p>0–4: Severely limited or inappropriate vocabulary</p>
Grammar	20%	<p>18–20: Few or no errors; sentence structures are accurate</p>

		14–17: Some minor errors that do not affect meaning 10–13: Noticeable errors, meaning still understandable 5–9: Frequent errors that hinder clarity 0–4: Grammatical issues severely impact comprehension
Mechanics	10%	9–10: Proper punctuation, spelling, and capitalization 7–8: A few minor mistakes 5–6: Several noticeable errors 3–4: Many errors that affect readability 0–2: Extremely poor mechanics

Total Score: 100

Alur Tujuan Pembelajaran

Bahasa Inggris, Fase E, Kelas X
Semester 1

Tujuan Pembelajaran	Materi
<p>10.1 Peserta didik dapat mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks deskripsi tentang atlet terkenal.</p> <p>10.2 Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi tentang atlet terkenal.</p> <p>10.3 Peserta didik dapat menulis teks deskripsi tentang atlet terkenal dan mempresentasikannya.</p>	Famous Athletes
<p>10.4 Peserta didik dapat mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks <i>recount</i> tentang acara olahraga.</p> <p>10.5 Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi tentang acara olahraga.</p> <p>10.6 Peserta didik dapat menulis teks <i>recount</i> tentang acara olahraga dan mempresentasikannya.</p>	Watching Sport Events
<p>10.7 Peserta didik dapat mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks <i>procedure</i> tentang cara menjaga kesehatan.</p> <p>10.8 Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi tentang olahraga dan kesehatan.</p> <p>10.9 Peserta didik dapat menulis teks <i>procedure</i> tentang cara menjaga kesehatan dan mempresentasikannya.</p>	Healthy Lifestyles
<p>10.10 Peserta didik dapat mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks <i>procedure</i> tentang makanan sehat.</p> <p>10.11 Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi tentang makanan sehat.</p> <p>10.12 Peserta didik dapat menulis teks <i>procedure</i> tentang makanan sehat dan mempresentasikannya.</p>	Consuming Healthy Foods

Semester 2

Tujuan Pembelajaran	Materi
<p>10.13 Peserta didik dapat mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks <i>exposition</i> tentang karya seni.</p> <p>10.14 Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi tentang karya seni.</p> <p>10.15 Peserta didik dapat menulis teks <i>exposition</i> tentang karya seni dan mempresentasikannya.</p>	Street Arts
<p>10.16 Peserta didik dapat mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks <i>narrative</i> berupa <i>fractured fairy tales</i>.</p> <p>10.17 Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi berupa <i>fractured fairy tales</i>.</p> <p>10.18 Peserta didik dapat menulis teks <i>narrative</i> berupa <i>fractured fairy tales</i> dan mempresentasikannya.</p>	Fractured Fairy Tales
<p>10.19 Peserta didik dapat mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks <i>report</i> tentang teknologi.</p> <p>10.20 Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi tentang teknologi.</p> <p>10.21 Peserta didik dapat menulis teks <i>report</i> tentang teknologi dan mempresentasikannya.</p>	Report about Technology

Lesson Implementation Plan

(RPP)

School: SMAS DIPONEGORO TUMPANG

Subject: English

Grade/ Semester: X/1

Material: Report text

Aspect/ Skill: Writing

Time Allocation: 2 x 40 minutes (4 meetings)

A. Core Competencies.

3.7 Analyze the social function, text structure, and linguistic elements of the report text.

4.7 Compose a report text orally and in writing, about places and characters, by paying attention to the social function, text structure, and linguistic elements.

B. Competency Achievement Indicators.

- Identify the structure of the report text.
- Use the correct vocabulary and grammar in writing reports.
- Compose report text paragraphs collaboratively using Google Docs.

C. Learning objectives.

After participating in the learning, students can:

- Explain the structure and linguistic elements of the report text.
- Write a report text in groups using Google Docs.
- Provide input or comments on friends' writing online.

D. Learning Materials.

1. Definition of Report Text

Report text is a type of text that aims to present factual information about something in general and scientifically. This text provides a systematic explanation of natural phenomena, objects, animals, plants, or other topics based on observations or facts that can be proven.

2. Purpose of Report Text

The main purpose of report text is to convey factual information about an object or phenomenon systematically and objectively, so that readers can understand the general characteristics of the object being discussed.

3. Structure of Report Text

- a. **General Classification:** This section contains a general introduction to the subject or phenomenon to be reported.
- b. **Description:** This section provides details about aspects of the subject systematically, such as form, behavior, habitat, function, or scientific classification.

4. Linguistic Characteristics of Report Text

- a. Using Simple Present Tense.
- b. Using scientific or formal language.
- c. Using general nouns, such as animals, plants, or planets.
- d. Using passive and relational verbs, such as is classified as, can be found in.
- e. Being objective and not including the author's personal opinion.

5. Example of Report Text

City Parks

City parks are public areas that provide green space for people in urban environments. These parks usually have trees, flowers, walking paths, and playgrounds. They function as places for recreation, social interaction, and environmental conservation. Some parks also include lakes, sports facilities, and open stages for events. City parks contribute to improving the quality of life by offering a natural atmosphere in the middle of the city.

6. Collaborative Activities Using Google Docs

Steps for collaborative learning using Google Docs in writing report text:

- a. The teacher shares the Google Docs link to the student group.
- b. Each group is given a general topic to research and explain, such as mammals, rainforest, volcanoes, or transportation systems.
- c. Students work together to write the general classification and description

sections collaboratively in one document.

- d. Students provide comments and input on their friends' writing to improve facts, structure, or language.
- e. The teacher provides direct feedback and facilitates the discussion process and text refinement.

7. Closing

By using Google Docs, the process of writing report text becomes more interactive and collaborative. Students not only develop their writing skills based on facts, but also learn to work together, edit, and convey information scientifically through digital media that is relevant to current developments.

8.. Activity Steps

Meeting 1:

- Introduction to report text and its differences with descriptive text.
- Providing examples and discussing text structures.
- Individual pre-test writing simple report text.

Meeting 2:

- Introduction to Google Docs and its collaborative features.
- Group formation and division of general topics.

Meeting 3:

- Students begin writing report text collaboratively in Google Docs.
- The process of discussion, revision, and commenting between students.

Meeting 4:

- Text refinement.
- Group presentation and teacher feedback.
- Individual post-test to write report text independently.



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BUKTI KONSULTASI

Nama : Dedik Hendrawan
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Jurusan : Tadris Bahasa Inggris
Dosen Pembimbing : Ima Mutholliatil Badriyah, M. Pd
Judul Skripsi : "THE EFFECTIVENESS OF COLLABORATIVE LEARNING USING
GOOGLE DOCS ON STUDENT'S WRITING SKILL IN SMAS
DIPONEGORO TUMPANG"

NO.	HARI / TANGGAL	MATERI KONSULTASI	PARAF
1.	Senin 06-01-2025	Konsultasi Proposal Skripsi Bab 1	1.
2.	Senin 03-02-2025	Konsultasi Proposal Skripsi Bab 2	2.
3.	Senin 10-03-2025	Konsultasi Proposal Skripsi Bab 3	3.
4.	Senin 06-01-2025	Konsultasi Proposal Skripsi Bab 123	4.
5.	Senin 26-05-2025	Konsultasi Skripsi Bab 4	5.
6.	Senin 27-05-2025	Konsultasi Skripsi Bab 5	6.
7.	Senin 28-05-2025	Konsultasi Skripsi Bab 4,5	7.
8.	Selasa 10-06-2025	Konsultasi Skripsi Bab 1-5	8.
9.	Rabu 11-06-2025	Konsultasi Skripsi Bab 1-5	9.
10	Kamis 12-06-2025	Konsultasi Skripsi Bab 1-5	10
11	Senin 16-06-2025	Konsultasi Skripsi Bab 1-5	11

Malang, 18 Mei 2025

Menyetujui
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Mengetahui,
Kepala Jurusan TBI

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Nomor : 1500/Un.03.1/TL.00.1/05/2025
Sifat : Penting
Lampiran : -
Hal : Izin Survey

02 Mei 2025

Kepada

Yth. Kepala SMAS Diponegoro Tumpang
di
Kabupaten Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Dedik Hendrawan
NIM : 18180019
Tahun Akademik : Genap - 2024/2025
Judul Proposal : **The Effectiveness of Collaborative Learning Using Google Docs on Student's Writing Skill in Smas Diponegoro Tumpang**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Dekan,
Wakil Dekan Bidang Akademik

Dr. Muhammad Walid, MA
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Tembusan :

1. Ketua Program Studi TBI
2. Arsip



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Nomor : 1536/Un.03.1/TL.00.1/05/2025

05 Mei 2025

Sifat : Penting

Lampiran : -

Hal : Izin Penelitian

Kepada

Yth. Kepala SMAS Diponegoro Tumpang
di
Kabupaten Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Dedik Hendrawan
NIM	: 18180019
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2024/2025
Judul Skripsi	: The Effectiveness of Collaborative Learning Using Google Docs on Student's Writing Skill in Smas Diponegoro Tumpang
Lama Penelitian	: Mei 2025 sampai dengan Juli 2025 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An Dekan,
Wakil Dekan Bidang Akademik

Dr. Muhammad Walid, MA
NID 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

BAHASA INGGRIS GROUP 1

83% of storage used You can clean up space or get more storage for Drive, Gmail, and Google Photos. Get more storage — 75% off for 3 months. [Manage storage](#)

Document tabs

Tab 1

Headings you add to the document will appear here.

LAPTOP

ANGGOTA KELOMPOK 1:
 MUHAMMAD RICKO VIDIAN
 AHMAD DITO GALIH PERMANA
 RIA VALENTINA ZEMMA R.
 WIAM ANISA

LAPTOP

Definition

Laptop is a portable computer device designed for flexible use in various places.

Functions

Laptops have various functions that support daily activities, that is


group 8

83% of storage used You can clean up space or get more storage for Drive, Gmail, and Google Photos. Get more storage — 75% off for 3 months. [Manage storage](#)

Document tabs

Tab 1

Headings you add to the document will appear here.



- WiFi is a technology that uses radio waves to provide wireless internet access. It operates based on the IEEE 802.11 standards, which define how wireless networks function.
- The main function of Wi-Fi is to provide wireless internet access for devices such as computers, smartphones, and devices
- WiFi can be accessed in a variety of locations for both personal and public use:
 1. Homes
 2. Offices or Workplaces
 3. Schools and Campuses
 4. Public Areas
 5. Libraries and Government Buildings
 6. Portable Hotspots

DIAN AYU AMANDA PUTRI
 7:40 AM May 23
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