

A Systematic Review of The Contribution of Google Docs in Teaching Writing Skill

Anindya Nur Islami Pratiwi¹, Citra Kusumaningsih², Dian Shinta Shari³

¹IKIP PGRI Pontianak, anindyapратиwi7789@gmail.com: Anindya Nur Islami Pratiwi

²IKIP PGRI Pontianak, citrakusumaningsih@yahoo.com: Citra Kusumaningsih

³IKIP PGRI Pontianak, dianshintasari@gmail.com: Dian Shinta Sari

Abstract

The research aimed to investigate the contribution of Google docs in teaching writing skill. This research reviewed the previous studies on Google docs in teaching writing skill which were published within the past ten years. This research used systematic review as the method. There were five from seventeen journals have been selected by hand searching based on inclusion exclusion criteria and fulfill the criteria from seventeen journals. Five studies were included and reviewed in terms of (i) population, (ii) comparison, (iii) outcomes, (iv) study design, (v) publication years, (vi) language. This research utilized internet searching to search the journals. To analyze the data, this research used thematic analysis as technique of analysis data. The result show that (1) Google docs helped students in writing process. (2) The successful of Google docs provided by students' scores increased. (3) Google docs encourage students' motivation, interest, and communication. Further, Google docs were helpful, useful, and enjoyable tool for students to improve their writing skill.

Keywords: *systematic review, Google docs, writing skill.*

INTRODUCTION

Writing is one of communicative skill that used to be communicate. Mostly people learn to communicate using writing. In the academic context, it is used to measure the proficiency of students in writing such as academic essay or writing texts. Practically, there are difficulties faced by students in learning writing. Factually, writing practice is hard to do for students because they have to consider many aspects of writing text, such as vocabulary, grammar, build the idea, compose the word, and low interest in writing. In this case, the teacher need new way or media to teach students.

However, the students face difficulties in writing, it can be happened since the teacher use traditional way in teaching writing. In this case, the teacher need new way or media to teach students. The media should be appropriate with the students and the condition of the school. Based on the journals, the media that appropriate with the students is google docs, because it appropriate with the students in the big city in middle east. Moreover, the circumstance is EFL students in the university which is need media to help them in writing.

Therefore, google docs have special feature that make it a powerful media which can facilitate writing activity in the classroom and useful in group project in general. Chinnery (2008) states that google docs is productive tool where learning activities differently and

creatively. It means that users can develop their ability to customize the layout and even add some pictures to make it attractive writing activity. Specifically, based on the finding source of data conducted by Seyyedrezaie *et al* (2016:98) chatting option is helpful feature for giving feedback on their essay, and the students can ask some clarification questions in order to revise their essay. Thus, the students do not have to wait for the class to discuss their problem with the teacher.

Moreover, Google Docs is able to share photos and videos out of the class. Among the updated online programs, google docs appears to be a better tool “especially for those to whom collaboration is of vital importance” (Gralla, 2010). In other words, google docs is able to work collaboratively to enhance learning process, and also online learning process. In addition, many students are found to have the capability to use technology, as well as the access to do so at home, and many of those utilize it for educational purposes (Erlich, Spote, Sebring, & the Consortium on Chicago Schools, 2013; cited in Francis 2017).

By doing so, the researcher used systematic review as a method to get the information of data and analyze the influence of google in teaching and learning writing particularly to University students. On the other hand, this research help the researcher who could not implement google docs in the classroom but wanted to know whether google docs is effective or not. Moreover, to know the strength and weakness of the media which the researcher will have the understanding about the media that used in teaching and learning writing. Furthermore, this study supported the teachers for treating the students in the writing activity by using google docs. Thus, by using systematic review the researcher know that the results of implemented google docs in teaching writing skill, such as the fifth journals have same problem in learning writing skill, the students faced the same problem while they used google docs in learning writing skill, and the way teachers treated students have similarities.

Furthermore, the important of this research to be reference for next researcher, teacher, and others educator. They could read this research before they implement google docs to the students. Based on the finding of the journals, google docs is effective for students with the criteria such as, university students, EFL students, middle east students, intervention in peer and group, and it appropriate for students in the city that connect to internet.

In addition, the collaboration between writing and google docs is able to give good impact for students. Based on previous study, Google docs is suitable cause facilitate the students which most of previous study also successfully utilized google docs in writing for the students. The previous study concern on positive attitudes, positive perspective,

feedback, and improve the writing skill. Those factors are important for the researchers and teachers since it is able to help them in teaching learning process.

METHODOLOGY

Research Design

Research design is needed process to find out the answer of problem that are being researched in the research activity. According to Creswell (2012:3), research is a process of steps used to collect and analyze information to increase our understanding of topic or issue. It means that research is such a scientific activity which steps are required to find out the answers to the problem in the research activity. To reach the aim of this current research, systematic review will be appropriated.

A systematic review is a mean of identifying, evaluating, and interpreting all available research relevant to a particular research question, or topic area, or phenomenon of interest. A systematic review has been defined as '...the application of strategies that limit bias in the assembly, critical appraisal and synthesis of all relevant studies on a given topic', (Chalmers et al., 2002, cited in Torgerson C, 2003:1).

In this research, the researcher used meta-synthesis method. The researcher used this design because the researcher wanted to know a systematic review of Google in writing skill. It means, the researcher wanted to know the contribution of Google Docs in writing skill, in order to understand them clearly.

Search Method for Collecting Data

In doing systematic review, the researcher used to find the studies. Therefore, the researcher needs appropriate search strategy that will be searched the sources in detail. In order to find suitable sources, the researcher utilized internet and hand searching.

1. Internet Searching

Internet searching is Generic search engines, such as Google and Bing, can be useful sources for research, can check searching already undertaken, and can also identify organisation that may contain relevant research (Gough et al, 2012:125). The search process was challenging and iterative, since the researcher must be found the sources that fulfill the criteria. In searching the sources, the researcher used Google Scholar and Researchgate to find out the sources. The sources published by Turkish Online Journal Of Distance Education (TOJDE), ICICTE 2016 Proceeding in Researchgate, Journal of Information Technology Education: Research

(JITEResearch.org), www.tandfonline.com, Canadian Center of Science Education (CCSE), International Journal of Teaching and Learning in Higher Education (IJTLE).

1. Selection

a. Hand searching is the process of manually scanning the contents pages of journal issues and book chapters to identify relevant research (Gough et al, 2012:125). When using hand searching search strategy, PICOS is needed as a search framework.

b. Inclusion and Exclusion Criteria

In this part, the researcher used PICOS framework as a strategy to searched the sources, as follow:

- 1) Population/ problem is the population or problem that will be analyzed based on the them that has been determined in the literature review.
- 2) Intervention is the follow-up of management of individual or community cases as well as exposure to the management of studies in accordance with the theme that has been covered.
- 3) Comparison is another intervention or management used as a comparison, if cannot use the control gorup in the selected study.
- 4) Outcome is the result obtained in the previous study in accordance with the theme specified in the liteature review.
- 5) Study Design is study of research used in the article to be review.

Table 3.2 Inclusion Exclusion Criteria

Criteria	Inclusion	Exclusion
Population	University students.	Not university students.
Intervention	-	-
Comparison	No comparator	With comparator

Outcomes	Writing	Not writing
Study design	Qualitative, Mix method	Not qualitative and mix method
Publication years	Post 2010	Pre 2010
Language	English	English

2. Results of Systematic Literature Search

Based on the systematic literature search result by using internet searching, the researcher got 17 journals. After collecting the journals, the researcher screened the journals by reading the title. Afterward, selected by using selection criteria and the result of selection criteria put in flow diagram. Flow diagram is a diagram of the steps in a process and their sequence.

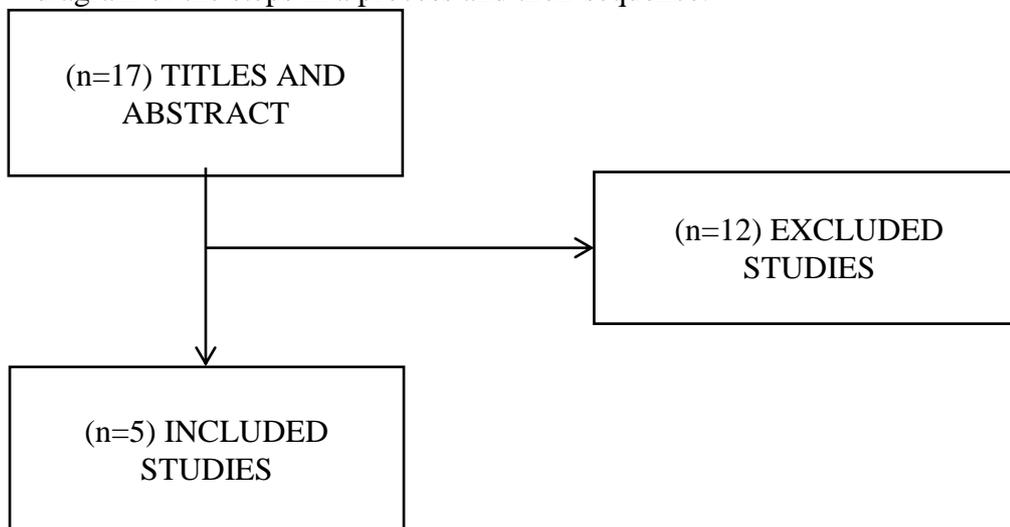


Figure 3.3 Screening Count Flow Diagram

Taken from Livinski *et al* (2015:52)

3. Technique of Data Analysis

The procedure of data analysis is required to find out the answer to the research question. This research is qualitative research, so thematic analysis state that, thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. There are six phase that will guide the researcher to do thematic analysis adopted from Braun and Clarke (2006: 16).

- a. Familiarizing with data

To understand the data, the researcher must familiar with data. The researcher have to do is reading, re-reading the journals, searching for meaning and so on. In this phase, it is a good idea to start taking notes or making coding, to help the researcher start the next phase.

b. General initial codes

There will be a couple ways of coding extract. If coding manually, the researcher can code the data by writing notes on the journals, by using color pen, highlighter, and sticky notes. If using computer software, the researcher code by tagging and naming selections of text within each data item.

c. Search for themes

The third phase is searching for themes. Examine the codes and some of them clearly fit together into a theme.

d. Review themes

In this phase, the researcher review the coded data extracts for each theme to consider whether they appear to form a coherent pattern. After that, the researcher organized the basic themes into global themes.

e. Define and name themes

The fifth phase begins the researcher determine what aspect of the data each theme captures and identify what is interesting about them and why. Braun and Clarke (2006: 23) state that theme names need to be punchy and immediately give the reader a sense of what the theme is about.

f. Write-up

The last phase is writing the report. The write-up of a thematic analysis should provide a concise, coherent, logical, non-repetitive, and interesting account of the data within and International Journal of Qualitative Methods across themes (Braun & Clarke, 2006: 24).

FINDING AND DISCUSSION

Research Findings

The data has been selected (n=5) from Arab Saudi, Lebanon, Iran and United States of America. The level of studies were same, more specific all of the studies took in the University. It means, the participants of the studies were students collage. More

interesting of the studies were fifth studies investigated in the different study design, three studies are qualitative and two studies are mix method.

In analyzing the studies, the researcher made a code, organising theme and global theme manually. This section focused on the theme that formed in each study and also to answer the research question: *“Ho does google docs contribute in writing skill?”*

Table 4.1 Themes and codes

Themes	Codes	Transcripts
The communication between teacher and students by using google docs.	C1	<ul style="list-style-type: none"> a. The teachers’ comments and feedback. b. Google docs altered the ways students communicated during ou-of-class collaboration. c. The students can write their comment, thier feedback and they can interact diretcly. d. Google docs helped the students to communicate with the teacher and their peer. e. The instructors’ and learners’ feedback commants on written text via google docs.
Students’ positive attitude	C2	<ul style="list-style-type: none"> a. It show students’ positive attitude towards collaboration on writing assignments out of class using google docs. b. Students reported positive perceptions/attitudes and enjoyable experiences in using google docs for learning and writing. c. The participants showed a high level of positive attitude. d. The students had positive attitudes towards practicing writing in google docs. e. Students positive attitudes
Students experience in writing process using google docs.	C3	<ul style="list-style-type: none"> a. The students used google docs to complete the assignment. b. IELTS writing proficiency test by using google docs. c. The students upload their writing report on google docs. d. The students used google docs for in thier first writing task. e.

Table 4.1 present that the themes and codes of journals analysis. In this case, the researcher used letter C and number to be the codes of the transcripts data. First, C1 is about the communication between the teacher and students. In this case, the teacher used one of feature of google docs to communicate to the students. the teacher used chat or comment section. By this section, the teacher corrected their written test. Afterward, the students would be comment, and rhey would be have conversation about writing. Second, C2 is talked about students positive attitude towards using google docs in writing skill. Third, C3 showed the students experience in writing process using google docs. Before the researcher interviewed the students, they introduced google docs clearly, and then they gave the students writing assignment by using google docs. This means to know the truth whether google docs is useful to improve students writing skill or not.

Table 4.2 SWOT Analysis of the Journal

Impact on Students Motivation of Integrating Google docs Within a Remedial English Writing Class.	Strength	Weakness
	<ul style="list-style-type: none"> • The features of google docs. • Google docs can be offline tool. • The students used google docs collaboratively. 	<ul style="list-style-type: none"> • Internet error if the user online.
	Opportunity	Threath
Exploring The Potential of Google Docs in Facilitating Innovative Teaching and Learning Practice in an EFL Writing Course.	Strength	Weakness
	<ul style="list-style-type: none"> • Google docs facilitate and support the students in writing. 	<ul style="list-style-type: none"> • Internet connection.
	Opportunity	Threath
Exploring Writing Individually and Collaboratively Using Google Docs in EFL Context.	Strength	Weakness
	<ul style="list-style-type: none"> • Google docs can be integrate with writing skill. • The features of gogle docs. • Google docs can be used inside and outside the classroom. 	<ul style="list-style-type: none"> • Google docs need internet connection to share documment.
	Opportunity	Threath

	<ul style="list-style-type: none"> When the internet is error, the students can be found another alternative such as wi-fi and work collaboratively. 	<ul style="list-style-type: none"> Internet error. Technical issue.
Google docs in an Out-of-Class Collaborative Writing Activity.	Strength	Weakness
	<ul style="list-style-type: none"> The features of google docs. It can be worked collaboratively. 	<ul style="list-style-type: none"> Internet error. The students not familiar with google docs.
	Opportunity	Threath
	<ul style="list-style-type: none"> Evaluate the editing comment. The teacher can be demonsrated google doc to the students before use it. 	<ul style="list-style-type: none"> Difficult to keep track of each group members' contribution. Formatting issue.
A Mixed Methods Analysis of the Effect of Google Docs Environment on Efl Learners' Writing Performance and Causal Attributions for Success and Failure.	Strength	Weakness
	<ul style="list-style-type: none"> The features of google docs. 	<ul style="list-style-type: none"> Intenet connection
	Opportunity	Threath
	<ul style="list-style-type: none"> The teacher should help the students that have problem in understanding their peers' comment. 	<ul style="list-style-type: none"> Difficult in undestanding peers' comment

Based on the table above shows that the result of SWOT analysis of five journals. From the first journals to the fifth journals have some analysis SWOT. First, the strength of journals analysis are google docs's features and it can be worked collaboratively. From the features itself helped the students in writing activity. Moreover, google docs fasilitate the students nicely, because they can use it in pairs and groups. It make the students have experience in studying through the technology. Most of the journals prove that google docs improve their writing skill. Second, fifth of journals revealed that the weakness of google docs is internet connection. If the internet connection is error, they can not use google docs powerfully. In fact, google docs can be used offline for typing, but can not share the document. Third, opportunity of google are the teacher should introduce google docs to the students before use it, train them how to use google docs and help them while using google docs in writing activity, evaluate students contribution, and utilize wi-fi if the internet connection is bad. Those opportunity could help the teacher to prevent the problem in using google docs. Fourth, threath can be cause of trouble of the students while using google docs in writing activity. Furthermore, most of the journals showed the threath of google docs such

as technical problem (formatting issue, tool upgrading, etc), the students lack of skill, difficult to understand peers' comment, and difficult to control peers' contribution.

Discussion

The result conveyed that the journals have similarities result. The fifth journals talked about the communication between teacher and students, students motivation during writing activity using google docs, and students perception on google docs in writing class. More specific, all of the journals worked collaboratively and worked in pair or group. From the finding of this research, the students and teacher communicated by comment section or chatting. According to Vens (2010:57), the one communication tool conspicuously absent from the Google Documents collaborative writing environment is chat. Chat can provide team members immediate feedback and greater social presence (Holmes & Gardner, 2006; cited in Vens 2010:57). It means that helped the students to clear the writing activity and make them feel free shared their ideas. In addition, students motivation increased by communication especially giving feedback from the teacher, pair or classmates.

In generally, all of the journals talked about the succesful of google docs in the classroom. Even though, it showed students problem while using google docs such as technical problem and internet error. For technical problem it difficult to work and made students deleted the document. Even though the students can utilize google docs, they can not use it if the internet connection is bad or internet error. Although, google docs can work without internet, but better use it with internet. At the end the students could handle it and have positive responses of google docs. It means, the research of use google docs in writing were succeeded. The students succeeded utilized and took advantage google docs to improve their writing skill. Beside that the teacher' role also important in helping students during writing process.

On the other hand, each studies had differences procedures. In doing the procedures created to know the students writing process and the achievement of writing used google docs. In the first study 'Impact on Students Motivation of Integrating Google Docs within a Remedial English Writing Class', it did not explained the procedure to the students used google docs in writing. The study only showed the interviewed question and the result. Second study 'Exploring the potential of Google Doc in Facilitating Innovative Teaching and Learning Practice in an EFL Writing Course', it showed complete steps and also put the way the students and teacher used google docs to help them in writing activity. Third,

‘Exploring Writing Individually and Collaboratively Using Google Docs in EFL Contexts’, this study showed the result of google docs in writing individually and collaboratively. At the end, both of types work were success, but from the result writing collaboratively more high than individually. Fourth, ‘Google Docs in an Out-of-Class Collaborative Writing Activity’, from the explanation of this study showed that writing used and did not use google docs had different achievement. This study gave two kind of questionnaire. Fifth, ‘A Mixed Methods Analysis of the Effect of Google Docs Environment on EFL Learners’ Writing Performance and Casual Attribute for Success and Failure’ for this study, it showed that between quantitaive study and qualitative study had different procedures. To carry out the quantitative study, the researchers used IELTS writing test and gave a treatment for five month. For qualitative study, the researcher interviewed the students (n=20).

Furthermore, before using google docs the teacher should be socialize about the tool, function and feaures of google docs. As stated by Calkins (1994; 2006) cited in Yim *et al* (2010) that there were no specific rules or guidelines for using Google Docs in their instructions,The teacher also should be explained ‘how to use google docs’ to the students clearly. This means to make them undertand how to use google docs without any problem. In the other hand, to help them work easier and save the time.

CONCLUSSION

In searching the journals, the researcher used search engine, those were google scholar, researchgate, and Eric. The journals from different countries, and used qualitative and mix method. The search strategy yields twelve journals. Those journals were selected by hand searching and exclusion inclusion criteria. To review the journals, the researcher utilized thematic analysis that have six phase as a guidance and analyzed it one by one.

This study have been review five journals in the same topic where each journal have themes. From the result, google docs increased students response in positive way, increased students motivation in writing activity, and influenced students perception. However, the next researcher and teacher must be considered several things if they want to use google docs. The researcher suggest that before using this tool, the teacher must be observed students’ condition and students’ comprehension. While writing process the students needs teacher supervising.

In addition, the study revealed that the researcher gave the students question to get the responses of using google docs. They also interviewed the students. Based on the review,

the use of google docs was succesfull in students' motivation, students' responses, students' experience, students communication with their teacher and classmate. In conclusion, the previous researchs conveyed that google docs contributed in writing skill.

DAFTAR PUSTAKA

- Alchibani, Wessam. (2016). Impact on Student Motivation of Integrating Google Docs Within A Remedial English Writing Class. Notre Dame University, Louaize, Lebanon. ICICTE.
- Alsubaie, J and Alshuraidah, A. (2017). Exploring Writing Individually and Collaboratively Using Google Docs in EFL Context. Department of Curriculum & Instruction, King Saud University, KSA. Canadian Centre of Science and Education, 10 (10):10-30. E-ISSN: 1916-4750.
- Berne, Jennifer. 2009. *The Writing-Rich High School Classroom*. New York, USA: The Guilford Press.
- Braun, V. and Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, 3 (2): 77-101.
- Chinnery, George M. (2008). "On The Net You'VE Got some GALL: Google-Assisted Language Learning". *Language Learning and Technology*. 12 (1): 3-11.
- Creswell, John W. (2012). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* FOURTH. Boston, England: Pearson Education.
- Gough, D., Oliver, S., Thomas, J. (2012). *An Introduction to Systematic Review*. London: SAGE Publications Ltd.
- Livinski, A., Doug J., Nancy T. (2015). *Undertaking a Systematic Review: What You Need to Know*. National Institutes of Health Library.
- Seyyedrezaie, Z.S., Ghonsooly, B., Shahriari, H., Fatemi, A.Z. (2016). A Mixed Methods Analysis of the Effect of Google Docs Environment on Efl Learners' Writing Performance and Causal Attributions for Success and Failure. *Turkish Online Journal of Distance Education*. 17 (3): 90-110. ISSN: 1302-6488.
- Torgerson C. (2003). *Systematic Review*. London: International Publishing Group.