CHAPTER I

INTRODUCTION

1.1 Background of the Study

The world of education is always required to make updates in accordance with the times, education in Indonesia has made many updates starting from the use of the 2013 curriculum which was changed to the independent curriculum or portotype curriculum. This Independent Curriculum has been tested in 2,500 driving schools. In addition, this curriculum has also been implemented in 140,000 other schools. One of the materials for the senior high school level in the independent curriculum is writing material, which is divided into several subchapters, namely descriptive text, recount text, procedure text, expository text, and the last is narrative text. Writing is one of the important skills in learning English, but writing is also classified as a fairly complex skill category, because it involves many aspects such as vocabulary, grammar, and so on. Xing's opinion states that writing is said to be a complex skill because students must develop and organize ideas into harmonious paragraphs and have good and correct grammar[1].

One alternative that can be used to facilitate students in carrying out writing activities is to use collaborative strategies in writing classes. According to [2] explain how collaborative writing can help generate and strengthen shared knowledge. Thus, collaborative writing enhances students' social and cognitive skills by allowing them to share ideas and improve their writing with others. Collaborative learning methodology has also been explored by [3], who states that collaborative learning encourages the growth of critical thinking through debate, clarification of ideas, and evaluation of others' ideas. These critical thinking skills increase their retention and interest to dig deeper into the subject matter. Furthermore, Gokhari [3] describes collaborative writing as a teaching technique that combines students in small groups (minimum of two people) of varying ability levels to increase their absorption of the lesson. Each member of the group is not only responsible for learning what he/she learns, but also for helping his/her groupmates in learning and understanding the lesson to achieve specific academic goals.

The renewal of teaching materials must also be adapted to the times, in this digital era there are many learning support platforms available on the internet, this certainly greatly facilitates the task of a teacher. One of them is google docs, google docs is a platform supported by google. this platform is an online word processor that can be used for writing. Many schools have used this application in learning to write, which can usually be combined with group learning activities or collaborative writing. So that it becomes more interesting and fun and makes it easier for students in the process of working also makes it easier for teachers in the process of collecting and checking assignments. This is also in line with research conducted by Macdonald [4] which states that online learning methods are very supportive in this day and age. Google Docs was chosen because this application is free. In addition, Google Docs is considered capable of facilitating collaborative learning in real time. So that students and teachers can collaborate to get the expected writing results regardless of location at a certain time (without face-to-face). Google Docs can also be accessed offline and can be shared privately for people who have a link, thus minimizing the occurrence of copying other group assignments, besides that Google Docs can also be accessed and edited simultaneously and will be saved automatically.

There are many learning methods that can be used, but teachers still have to make adjustments to the learning that will be used. Discovery learning is one of the learning methods that is more centered on students, not teachers. Direct experience and learning process become the main benchmark in its implementation. As stated by Arends [5], Discovery Learning is a learning model that emphasizes a learner-centered learning process and active learning experiences that will guide students to find and express their ideas related to the topic being studied. Based on the explanation above, it can be concluded that discovery learning is a learning model that helps students to experience and discover their own knowledge as a pure form in the educational process that provides experiences that change behavior so that they can maximize their potential.

1.2 Formulation of the Problem

Based on the things that have been described in the research background above, the researcher focuses on knowing students' experiences in using google docs in collaborative writing classes, so the problem formulations in this study are:

1. How is the learning process using google docs in collaborative writing activities?
2. How are the students experiences related to using Google docs as acollaborative writing media?

1.3 The Purposes of the Study

Based on the problem formulation above, this research aims to examine several things, namely:

1. To know the learning process with the application of google docs incollaborative writing activities.
2. To find out students' experiences on using google docs as a collaborativewriting media.

1.4 The Significances of the Study

Some of the significance of the research and the researcher's expectations from this study are :

1. For teachers

   It is hope that this research can provide benefits for teachers to implementgood and new strategies in the learning process, especially writing materials, so that they do not always use conventional methods.

2. For students

   This study aims to introduce google docs as a medium for learning to write, and to make it easier for students to create text collaboratively withthe help of technology.

3. For further researcher

   The study's findings will be valuable to other academics working on the same subject. If they want to perform additional studies on the same topic, this might be both a source of concern and a suggestion for future research

1.5 Limitation of the Study

The limitation of this research discusses students' experiences in writing narrative texts collaboratively by utilizing digital media google docs and the teaching and learning process in collaborative writing classes using google docs.

1.6 Formulation of the Problem

Based on the things that have been described in the research background above, the researcher focuses on knowing students' experiences in using google docs in collaborative writing classes, so the problem formulations in this study are:

3. How is the learning process using google docs in collaborative writing activities?

4. How are the students experiences related to using Google docs as acollaborative writing media?

1.7 The Purposes of the Study

Based on the problem formulation above, this research aims to examine several things, namely:

3. To know the learning process with the application of google docs incollaborative writing activities.

4. To find out students' experiences on using google docs as a collaborativewriting media.

1.8 The Significances of the Study

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4. For teachers

It is hope that this research can provide benefits for teachers to implementgood and new strategies in the learning process, especially writing materials, so that they do not always use conventional methods.

5. For students

This study aims to introduce google docs as a medium for learning to write, and to make it easier for students to create text collaboratively withthe help of technology.

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The study's findings will be valuable to other academics working on the same subject. If they want to perform additional studies on the same topic, this might be both a source of concern and a suggestion for future research

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