

## **THE PERKS OF IMPLEMENTING COLLABORATIVE WRITING IN EFL CLASSROOM: COMBINING GOOGLE DOC WITH DIALOGUE JOURNAL**

**Dewi Salwa<sup>1</sup>, Siti Parhanah<sup>2</sup>, Siti Rahma<sup>3</sup> and Zahra Apriani<sup>4</sup>**

*dewisalsa182@gmail.com<sup>1</sup>*

*sitiparhanahsitiparhanah@gmail.com<sup>2</sup>*

*sitirahmaalia25@gmail.com<sup>3</sup>*

*zapriani35@gmail.com<sup>4</sup>*

**Suryakancana University, Cianjur, Indonesia**

### **ABSTRACT**

Writing is a significant issue for EFL students, and collaborative writing with Google Docs can solve that issue. Both just concentrated on two skills: social and writing; there wasn't research that develop writing confidence. However, there are writing techniques to solve, which as Dialogue Journal. Therefore, the purpose of this literature review was to 1) investigate the practice of using collaborative learning in writing class through Dialogue Journal, 2) Explore the benefits of using dialogue journals and Google Docs on students' writing skills. This research was conducted using a qualitative approach. The data collection technique used in this research is document analysis. Data collection through document analysis techniques is carried out by reading, recording, and collecting data from written data sources. The data that has been collected is then matched according to the formulation of the problem to be analyzed. The results of the study show that the practice of using collaborative writing through dialogue journals aims to find out students doing collaborative writing as a forum for greeting. The use of dialogue journals has benefits for students' writing skills, namely 1) a bridge between students and teachers 2) providing opportunities for students to express opinions, 3) opening and maintaining communication ongoing relationship between teachers and students, and teaches communication other than writing. In addition, the benefits of using Google Docs are that students experience better changes, namely in choosing vocabulary, grammar, and being able to explore and organize the ideas in writing.

***Keywords: Collaborative writing, Google Docs, Dialogue Journal***

### **INTRODUCTION**

In English, there are four skills that must be mastered, which are speaking, reading, listening, and writing. The importance of mastering these skills is because English is the language used internationally so if students can speak English, students can communicate well. Communicating can be either verbal or written. Thus, mastering writing skills is necessary because it can develop communication skills and have many benefits for the future. Writing is generally about composition, meaning the ability to tell or retell bits of information in the form of a narrative or description, or the ability to transform the material into a new text, as in an exhibition or debate essay (Husna, 2020)

There are two techniques for teaching writing: the process approach and the product approach. (Siddiqui & Ahamed, 2019) The product approach is a classic teacher-centered technique, most writing programs are focused on mechanical product-oriented activities and exercises. while the process approach is student-centered but requires sophisticated processes and inductive methods that are not suitable for all students. Nonetheless, the process method can

interest most linguists because of its instructional implications (Siddiqui & Ahamed, 2019).

Writing skills is a tricky task. This complex assignment requires writing conventions such as knowledge of grammar, spelling, sentence structure, and vocabulary. Creativity, organization, and imagination are important aspects of producing authentic and good writing. Undoubtedly, writing skills involve cognitive abilities. Nunan (1989, as referred to in Veramuthu & Md Shah, 2020) states that writing is the most complicated cognitive activity, therefore students must organize many elements, including thinking and organizing ideas, to produce extraordinary writing. To write well, students need knowledge of grammar, spelling, sentence structure, and vocabulary (Fareed, 2016).

Based on these statements, it appears that writing is a big challenge for EFL students. There are several factors that cause the low ability of students to write. First, EFL students have limited vocabulary, combine grammatical forms, and organize ideas or topics. therefore, EFL students feel less confident in writing. Students argue that the inability to write is due to the failure of teaching techniques for writing skills in schools. Thus, the teacher must pay special attention to this problem.

### **Approach to writing in the 21st century**

Sukirman (2016) claims that the collaborative writing approach is a writing technique that uses peer learning, which consists of two or more people. Group writing helps students become better writers. Various phases (planning, writing, revising, and modifying) are involved in collaborative writing. This technique is effectively to be applied in the learning process, especially in learning to write.

In this 21st-century learning, the education system is focused on cognitive abilities. However, it is not only cognitive abilities but also 4C abilities (critical thinking skills, creativity, cooperation, and communication). Sa'dyah & Nabhan (2021) stated that are the main objectives of 4C: 1) to encourage students to think critically in solving problems, in which students are expected to be able to train themselves in analyzing and evaluating the information received, 2) the ability to think outside the box is referred to as creativity, namely those who can think about and see problems from various angles, 3) cooperation refers to actions in which people work together in groups to achieve common goals. Communication refers to the ability to express information, ideas, and opinions in a timely, clear, and effective manner. That is, collaborative writing is included in one of the 4C learning in the 21st century. Collaborative writing can be done using Google Docs.

### **Writing Learning Improvement Technology**

Google Docs is a free, web-based application with documents and sheets that can be written, edited, and stored online. Google Docs is a tool to help peers interact to write, edit, share, and comment on each other's work and complete written assignments collaboratively in the allotted time and space (Saleh et al., 2021). Widyastanti (2019) claims that collaborative writing improves social skills. Students are aware of being involved and working together with other students in building their projects, according to Metilia and Fitrawati (2018). In his research, Sri Rahayu (2016) stated that it is not easy to teach writing because it requires many aspects such as critical thinking, creativity, identifying and organizing ideas, and proper grammatical structures. To help students get rid of this difficulty, a lot of research has been carried out to promote the idea of using technology and using various online platforms inside and outside the classroom to predict student cooperation and improve their writing skills.

However, during the process of teaching writing, problems were still encountered, including several requirements that the teacher had to prepare for effective classroom teaching (Ariyanti, 2016). Next, teachers must provide resources and review student writing to ensure

that they understand the information presented. Furthermore, students can discuss their ideas with their peers.

Based on previous studies, it appears that collaborative writing using Google Docs can facilitate collaborative writing or writing. However, in their research they only focused on 2 skills which were social and writing only, there was no research that made it easier to have confidence in writing. so we need a tool that can fix this problem, namely the dialogue journal. Dialogue journals are communicative entries created in response to topics assigned or selected by students Parrikal & Ehsan (2020). Dialogue journal refers to correspondence writing in which there is continuous communication between students and teachers during the study period. Students start writing. They make decisions about topic, length, style, and format (Peyton, 1993). The purpose of these student-generated interactions is to communicate through writing, not in form (Jones, 1991). Peyton (1993) explains that instructors do not overtly correct errors. Therefore, EFL students can express their writing ideas freely without paying attention to sentence form. Research on collaborative writing with the help of Google Docs and dialogue journals in EFL classes is still unexplored.

## **METHOD**

This research was conducted using qualitative methods to describe the perks of collaborative writing in EFL classes by combining Google Docs and Dialogue Journal. The focus of descriptive research is to understand circumstances, things or people's behavior or actions at a given time, and often describes those phenomena. According to (Creswell, 2014), qualitative research is a process of understanding inquiry based on different investigative methodological traditions that explore social or human issues. In addition, data in qualitative research are in the form of words rather than numbers (Mahsun, 2007). Therefore, this research is in accordance with this theory because it focuses on the implementation of Collaborative writing in combining Google Docs and Dialogue Journal for EFL Classroom in the form of exploring social problems and the data obtained is in the form of words.

### **1. Instruments**

In this research, document analysis is used as a tool to collect data. Document analysis is often used in combination with other qualitative research methods as a means of triangulation—'a combination of methodologies studying the same phenomenon' (Denzin, 1970, p. 291). By using relevant documents regarding explanations, this method will get clear sources of what is being repaired. Data in document studies is collected by collecting and analyzing documents, both written documents, drawings, works, and electronics and the results reported are in the form of an analysis of these documents (Nilamsari, 2014).

### **2. Data Collection technique**

Data collection is done by using document analysis. Document analysis is often used in combination with other qualitative research methods as a means of triangulation—'a combination of methodologies studying the same phenomenon' (Denzin, 1970, p. 291). A document (written text) can be used as a source of data in qualitative research because documents are a natural source of data (Guba & Lincoln, 1981 as cited in Alwasilah, 2011). Data was collected by searching and collecting and analyzing documents derived from the results of previous research which were published in various sources in educational journals. Documentation study is one way that qualitative researchers can do to get an overview from the point of view of the subject through a written medium and other documents written or made directly by the subject concerned. In determining the articles to be selected, the first step taken to select the journal to be used is to identify the title, volume, and year of publication of the

journal. The next step is to select the titles of research and development articles that have been selected to determine the titles of educational research and development articles. The selection criteria used in this study were based on the research subject. The titles of selected educational research and development articles were then identified as the type of development results and then removed. From this grouping, the distribution of the number of articles in each category of types of development results is generated. Further analysis was carried out by taking a sample of the complete articles from the category of types of development results that appeared the most. The selected articles at this stage are used as a basis for conducting analysis so as to produce the themes presented in the discussion section.

## **RESULT AND DISCUSSION**

The results and discussion of this study will be organized according to the two research questions. The first part will report the data and discuss the findings by asking questions regarding how the practice of using collaborative learning in writing classes through dialogue journals. The second part will show what are the benefits of using dialog journals and Google Docs for students' writing skills.

According to Nizar (2008) in Hosnan (2016) states that collaborative learning is a group learning process in which each member contributes information, experience, ideas, attitudes, opinions, abilities, and skills they have to jointly enhance mutual understanding. Dialog journal is a collaborative learning technique that focuses on writing. Barkley (2005) suggests that dialogue journals offer a formal medium for students to record their thoughts, relate coursework to their personal lives, and ask questions of one another. Dialogue journal writing also fits well with student-centered learning approaches because students have more freedom to choose topics that interest them, and describe authentic goals for their writing (Peyton, Staton, Richardson, & Wolfram, 1990). This can bring closer relationships between teachers and students, can assist teachers in conducting needs analysis, and can facilitate the teacher evaluation process (Peyton, 1986). Based on data from Senny and Alwasilah (2013) that writing must be done through collaboration as a forum for greeting between students and their teachers.

Next, the second part reports the data and discusses the findings by asking questions regarding the advantages of using the Google Docs and Journal Dialog applications for writing skills. Positive responses related to why they enjoyed the activity or found it beneficial were classified as gains.

### **Student response on the benefits of using Google Docs for writing skills.**

(Dharmawan et al., nd) in his research stated that Google Docs provides several benefits: 1) Google Docs is more effective and efficient, 2) Google Docs accommodates online discussions, 3) There is no time limit for discussions, 4) Can monitor student activities in real time in group work, and can complete coaching programs more quickly because they are not fixated on class meetings. (Saleh et al., 2021) in his study found that students' writing underwent better changes, namely in choosing vocabulary, grammar, and being able to explore and organize their ideas when writing. This is because students and teachers can provide corrections and comments. Google Docs helps students to overcome the fear of making mistakes when constructing sentences in cohesive and coherent texts. Google Docs provides review and correction features which can improve students' understanding of the correct use of words and structures in paragraphs or texts. The goal beyond this is that students' low writing skills will learn and improve, especially in writing descriptive text. This task assists students in spelling words correctly and using the correct structure, capitalization, and punctuation.

Based on data from (Sa'diyah et al., 2021) states that Google Docs provides benefits for students' writing. First, Promoting Student Motivation. The researchers saw a positive

atmosphere in the classroom based on their observations during the lesson. The students are very eager to learn and they are never absent to do their writing assignments in Google Docs. Second, improve students' language writing skills. Respondents in the study claimed that the application can check spelling, grammar, correct words that use capital letters and punctuation. In addition, students can correct each other and suggest changes to their classmates' work.

### **Student responses regarding the advantages of using Journal Dialogue for writing skills**

Dialogue journals are communicative entries written in response to provided topics or topics of student interest. Dialogue journal refers to written correspondence in which there is ongoing communication between the teacher and students. While students are free to write as much or as little as they want, teachers respond by answering questions, commenting and introducing new topics or questions.

Based on data from Said & Parrikal (2020) found several benefits. 1) Dialogue Journal creates meaningful teaching and learning experiences (Mirhosseini, S. 2009), 2) acts as a bridge between students and teachers (Yoshihara, R. 2008), 3) provides opportunities for students to express opinions, 4) acts as a means initiating and maintaining ongoing communication between teachers and students (Min, C., & Kim, J. 2005) and teaching communication other than writing Staton & Peyton (1996).

### **CONCLUSION**

Based on the first research question about the practice of using collaborative learning in writing classes through dialogue journals, it was found that collaborative learning using dialogue journals is very suitable for its use because dialogue journals focus on writing skills. In the Collaborative Learning learning process, each student contributes information, experience, ideas, attitudes, opinions that they have to jointly increase mutual understanding. Dialogue journals also offer a formal means for students to communicate with everyone. So, by using collaborative learning because they have more flexibility in thinking.

The second research question in this study discusses the benefits of using Google Docs and Dialogue Journal in writing skills. The author has found the answer for this language. Writing dialogue journals can be beneficial for students and teachers, where teachers can apply this connection as a teaching method for dealing with large classes. The occurrence of the relationship between students and teachers in a dialogue will create a free environment, students have the opportunity to express their stories and teachers will recognize their students better from these stories. In addition, Dialog Journal can support independent learning and foster independence for the students themselves. Whereas Google Docs can bring better changes to student writing, namely in choosing vocabulary, grammar, spelling, punctuation, and being able to explore and organize their ideas when writing.

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