

**STUDENTS PERCEPTIONS ON REFLECTIVE NARRATIVE WRITING USING  
GOOGLE DOC-MEDIATED WRITING TOOL BY THE ELEVENTH GRADE  
STUDENTS OF SMA MUHAMMADIYAH 2 SUMBEREJO IN ACADEMIC YEAR  
2018/2019**

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**Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana in  
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**By :**

**NUR INDAH DWI ARUM SARI**

**15120025**

**ENGLISH LANGUAGE DEPARTMENT**

**FACULTY OF LANGUAGE AND ART**

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NUR INDAH DWI ARUM SARI

NIM : 15120025

This is to certify that sarjana's thesis has been by the Board of Examiners as the requirement  
for the degree of sarjana in English Language Education

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Rector,

  
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NIDN. 002106302

# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Writing is one of the primary skills taught in teaching and learning activities of English classroom. Writing is important to convey ideas, give instructions, share and preserve knowledge and so on. Wingersky et al (1999) argue that when we write, we have the opportunity to organize our thoughts and words until we are happy with the finished product. It means that writing involves of communicating messages in the written form. Moreover, Harmer (1998) points out that the reasons for teaching writing to the students of English as a foreign language are for reinforcement, language development, learning style, and most importantly as a basic skill. Because of the reason, the teachers should teach all the English language skills, including writing, to the students in achieving the specialized skill.

According to Brown(2004) Writing is regarded as the most difficult skill for foreign language learners to master because it involves several components which need to be considered while the learners are writing, such as content, organization, vocabulary, language use and punctuation. Besides that, Heaton (1991) also points out that the writing skills are complex and sometimes difficult to teach, requiring mastery not

only of grammatical and rhetorical devices but also of conceptual and judgmental elements.

English teaching-learning process in our country has many several methods especially in teaching writing. One of the methods is genre based method. Nurgyantoro (2001) There are several genres in the teaching learning process, namely; descriptive,narrative,recount,spoof, report, and many others. A narrative text tells a story by representing a sequence of events. Narrative text is also an essential part of casual conversation, and it may dominate tell tales.

According to Grace and Sudarwati (2007) narrative text has a social function to amused, entertain and to deal with actual or vicarious experience in different ways. In the narrative text, the readers are invited into the journey in a story to entertain them. There are many kinds of story that can be used in narrative text, such as people's experience, some crisis events and the legend or myth in the society. (Nurgiyantoro, 2001) Teaching writing, explained when compared with other language skills, writing skills are more difficult to master by language students because the ability to write requires mastery of various other aspects outside the language, to produce coherent paragraphs or discourses. Students can write descriptive text in a coherent and correct way by reflecting on the writing they are about to make.

Reflective writing, refers to an activity in which students are required to 'critically reflect' on their use of skills, to evaluate their

strategies in applying skills writing. (Jennifer Moon) has defined reflection as: A form of mental processing – a form of thinking – that we use to fulfil a purpose or to achieve some anticipated outcome. It is applied to relatively complicated or unstructured ideas for which there is no obvious solution.

Students can start reflective writing to evaluate their work, or specifically as part of a direct assessment. As a result of reflection a variety of outcomes can be expected, for example, development of a theory, the formulation of a plan of action, or a decision or resolution of some uncertainty. Such outcomes would be likely as a result of some problem-solving activity. In addition, students may experience emotions, leading to self-development, empowerment, and knowledge about their own feelings and emotions. Finally reflection might well provide material for further reflection, and most importantly, lead to learning and, perhaps, reflection on the process of learning, (Moon, 1999).

At present, the development of Technology and Information Communication in various fields is very rapid and seen as a necessity and opportunity. According to Sei-Hwa (2006) Information and communication technology is capable of being one of the mediums of English language learning that gives nuances of creativity, innovation, and of course the element of happiness. Merchant (2003) added that the use of technology for those who are not in class can provide a new dimension in writing skills in learning English. Good writing skills are very important

for future learners. To start writing, learners can start from something simple and informal, such as journals / daily activities diaries. However, writing learning today is still felt conventionally where the instructor still often tells the learner to make a direct writing without the writing process. Often the topic given is limited so it is less attractive, does not challenge exploration, loses the element of innovation and creation. In fact, the teacher often becomes the only examiner of the learner's writing so that there is a lack of feedback and interaction in the writing process.

One way that can be used to improve the quality of learning and writing skills of students is by utilizing internet services and programs such as blogs, wikis, and Google. For a decade, blogs are usually used to share information while wikis allows anyone to edit, modify, or delete content (Lamy & Hampel, 2007). Google Docs is another digital tool that includes the functions of blogs and wikis. Google Docs is “a free, web-based word processor, spreadsheet, presentation, form, and data storage service offered by Google” (Wikipedia, 2010). It allows users to create, edit and store their documents online (Thompson, 2008). An extensive revision history is maintained. It is possible to view the entire document as it appeared at any time past. An author can choose to revert to an earlier version. Google Docs includes four major options: Google Documents, Google Spreadsheets, Google Presentations, and Google Drawing, which all share similar functions. There are also tools to compare any two versions of a document. This review focuses on Google Documents and

how this application can facilitate students' collaborative writing in the English language classroom. They will learn how to work together with their friends in a group. This will guide students to explore while reflecting on their writing to produce their own narrative text.

Based on the issues above, the researcher offers to apply Google Docs when teaching students in writing descriptive texts. By using this kind of media, students will consider that it is easier to write or produce descriptive text.

## **B. Limitation of the Problem**

In this research, the researcher focus on the process of teaching writing that is enjoyable and interesting for students. By conducting that kind of teaching and learning process, students would be stimulated to explore their writing skill.

They were also focused on constructing and generating ideas. It will be easier to write if they have already had the basic idea. The research focused on the eleventh grade students. The text type that would be used in this research is narrative text. The students would learn how to produce descriptive text by using google doc.

### **C. Formulation of the Problem**

Based on the limitations of the problem, the problem was formulated as follows:

1. To what extent students perceptions in reflective writing using google docs?
2. How can student reflect their writing using google docs?

### **D. The objective of the Study**

The study is carried out to reflective the students' writing skill of descriptive text through the google docs.

1. To investigate the students perceptions in reflective writing using google docs.
2. To know the students reflection using google docs

### **E. The signification of the study**

1. Practical Significance

The research findings will give some contribution to English teachers and other subject matter teachers in the field of the study to solve problems related to students' writing skills. The research findings can be a basis for the next researchers to conduct the advanced research.

2. Theoretical Significance



The research findings will contribute to enrich the teaching theories of students' writing skills and to find kinds of appropriate technique in improving students' writing skills.

## **F. Definition Of Key Words**

### **1. Reflective Writing**

Critical reflection is taken to mean a deliberate process when the candidate takes time, within the course of their work, to focus on their performance and think carefully about the thinking that led to particular actions, what happened and what they are learning from the experience, in order to inform what they might do in the future. (QCA)

A form of mental processing – a form of thinking – that we use to fulfil a purpose or to achieve some anticipated outcome. It is applied to relatively complicated or unstructured ideas for which there is no obvious solution. (Jennifer Moon)

Reflective writing is a process which puts forward a thought to reflect on everything written in order to get the desired results.

### **2. Narrative Text**

Daniel (1993) stated that narrative text is a form of development story. It has historical characteristic based on the situation.

Grace and Sudarwati (2007) narrative text has a social function to amuse, entertain and to deal with actual or vicarious experience in different ways.

Narrative text is a kind of text that tells about a story that is based on the some events or experience. Narratives contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

### **3. Google Docs**

Google Docs is another digital tool that includes the functions of blogs and wikis. Google Docs is “a free, web-based word processor, spreadsheet, presentation, form, and data storage service offered by Google” (Wikipedia, 2010).

Chinnery (2008) states that Google Docs is a productive tool where learning activities can be designed differently and creatively. For instance, an instructor might post a text, intentionally replete with errors, for learners to correct.

Google Docs is a web-based media designed to be good for facilitating digital writing workshops with various features.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter covers both several theories and previous studies related to the research. The review or related theories are reflective writing , writing skills, descriptive text, and google docs-writing tool, while the review of previous studies is described in the last sub-chapter.

#### **A. Review of Literature**

In a research, it is important to describe the theories related to the problems of this study in order to give relevant knowledge in the field. Therefore, this chapter described some theories related to the area of interest of this research, for example writing skills, reflective writing, descriptive writing and google docs-writing tool.

##### **1. Reflective Learning**

Theory of reflective learning, which emphasises that learning derives from our experiences and can be constantly updated through the process of recording and thinking about the experiences we have. A very important aspect of reflective learning is that it is a process in which we can learn about ourselves.

We all reflect naturally from time to time on things that happen to us. Often students are required to write their reflections in the form of a blog or reflective report. This encourages a habit in students which is deemed to be useful in becoming a more reflective learner. A useful starting point for reflection is to identify a ‘critical incident’ (Brookfield 1987) this doesn’t have to be a dramatic event it merely has to have triggered a series of thoughts which result in the student learning something new about themselves.

## 2. The definition of reflective learning

Reflection is a way of processing ideas that have no simple solution. In an academic context reflection is for a stated purpose. Moon (1999) likens reflection on learning to '*mental housekeeping*'. According to Moon, J. (2004) Reflective learning emphasises that learning derives from our experiences as well as the knowledge that we gain from studying. It involves applying knowledge to experiences to create new learning. Reflective learning is also termed experiential learning and is often associated with online based learning. It can be said that the reflective learning is a way of allowing students to step back from their learning experience to help them develop critical thinking skills and improve on future performance by analysing their experience. This type of learning, which helps move the student from surface to deep learning, can include a range of activities, including self-review, peer review, and Personal Development Planning.

According to Thorpe (2005), reflective learning refer to "written documents that students create as they think about various concepts, events, or interactions over a period of time for the purposes of gaining insights into self awareness and learning". It is a significant tool for active learning (Thorpe, 2005) and serves as an evidence for a learner's learning journey (Brockbank & McGill, 2007). To do reflection, one needs to have a medium where he or she can express his or her thoughts. Traditionally students write in a book. However with the advance of the web, the introduction of blogs is the new medium where they can publish their thoughts and reflections.

The researcher can concluded that reflective learning is the process involves students thinking about what they have write, done, or learned, relating the lesson at hand to their own lives and making meaning out of the material. It's more than just

memorizing some facts, formulas, or dates. Being a reflective learner involves making students learning a more conscious process. It helps students to become an active learner by asking questions and thinking critically about your own ideas. This can be a private process that students undertake as one of own personal study strategies, or it may be part of formal assessment.

## **B. Writing Skills**

### **1. The definition of writing**

The definition of writing has several meaning. According to Jhon Langan in his book, that writing is treated as a process. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make change and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.

Writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Writing, one of the world's oldest technologies, uses an expansive array of tools, from pencil or pen to software programs and video streaming capacities. According to Utami Dewi in her book, that writing is the expression of language in the form of letters, symbols, or words. It means that someone can express what are there in their mind by using letter, symbol, or words that can be understood by the reader as a manifestation from their mind.

## 2. Purposes of Writing

According to O'Malley and Pierce(1996 : 149 ), there are three purposes of writing based on the types of writing in English language learning, those are:

### a. Informative

It is represented by “informative writing,” that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

### b. Expressive or Narrative

It is represented by “expressive writing” or “narrative writings” that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.

### c. Persuasive

It is represented by “persuasive writing” that is purposed to persuade the readers to do something. It effort to influences others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.

## 3. Writing Process

There are three steps in writing process, they are prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.

### a. Prewriting

Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write.

b. Brainstorming

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, we write down every single thing that passing through or comes into our minds.

c. Clustering

Clustering is another technique to bind ideas. We visualize our ideas using circles and lines which are interconnected one to others. The topic is positioned in the center of blank paper as core circle, while the ideas are spread around. There are the steps of clustering process:

- 1) Write our topic in the center of a blank piece of paper and draw a circle around it.
- 2) Write any ideas that come into our mind about the topic in circles around the main circle.
- 3) Connect those ideas to the center word with a line.
- 4) Think about each of our new ideas, and then connect them.
- 5) Repeat this process until you run out of ideas.

d. Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide. As we write, remember to:

- 1) Begin with a topic sentence that states the main ideas, include several

sentences that support the main idea.

2) Stick the topic does not include information that does not directly support the main idea.

3) Arrange the sentences so that the other ideas make sense.

4) Use signal words to help the reader understand how the ideas in your paragraph are connected.

e. Revising

The last step is revising; it is the important step to do after we have produced a draft. We have to analyze the content of the draft may unclear, ambiguous or confusing. We have to ensure that our paragraph is unified and coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic. It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

1) Add new ideas to support the topic.

2) Cross out sentences that do not support the topic.

3) Change the order of the sentences. Using the following checklist to revise your paragraph.

#### **4. Techniques for Generating Ideas**

It is necessary for the students to know the techniques for generating ideas before they start writing. In pre writing stage, the students are required to find out what topic that they would write down so that they have something to say through paper. Ruggiero (1981:24-28) states about three techniques for generating ideas. Those are as follows:

1) The Brainstorming Approach



Brainstorming was developed by an American industrialist, Alex Osborn. The theory was that one idea would stimulate another, and those two ideas a third, and so on, eventually producing a valuable insight or solution to a problem that might not otherwise have been expressed.

## 2) Imaginary-Dialogue Approach

The imaginary-dialogue approach requires that one see the subject through someone else's eyes. Naturally, it is impossible to enter other people's perspectives totally.

## 3) The Background-Reading Approach

The background reading approach consists of getting factual information to stimulate and direct the writer's thinking. This is what actually the students do in generating ideas in this research. The students would get the stimulus from what they watch in the video. They get a matter to think and then put their thinking into writing.

## 5. Types of Writing

There are many kinds of text types in writing such as narrative text, recount text, new items, procedure text, descriptive text, report text, analytical exposition, spoof text, hortatory exposition, explanation text, discussion text, review text, anecdote text.

### a. Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The purpose of narrative text is to amuse or to entertain the reader with a story.

b. Recount text

Recount text is a text which retells events or experiences in the past. It focuses on individual participant and sequence of event. Its purpose is either to inform or to entertain the audience.

c. News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. Its purpose is to inform readers about events of the day which are considered newsworthy or important.

d. Procedure text

Procedure text is a text that show a process in order. Its social function is to describe how something is completely done through a sequence of series. Its purpose to help us do a task something. They can be set of instructions or direction.

e. Descriptive text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

f. Report text

Report text is a text which presents information about something, as it is. It is as a result of systematic observation and analysis. To presents information about something, as it is.

g. Analytical Exposition

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to show the reader that the idea is the important matter.

h. Spoof text

Spoof text is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function. Its social function is to entertain and share the story.

i. Hortatory Exposition

Hortatory Exposition is a type of English text that influences the reader to do something or act in a certain way. In Hortatory Exposition, there are some opinions about certain things to reinforce the main ideas of the text. The Purpose Hortatory exposition is to presenting and influencing the readers that should be so, and should not be.

j. Explanation text

Explanation text is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books. The writer's purpose is to explain how something works or state reasons for some phenomenon. Explanations answer the questions "how" or "why".

k. Discussion text

Discussion text is a text which present a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text. Its purpose to present information and opinions about issues in more one side of an issue ('For/Pros' and 'Against/Cons').

l. Review text

Review is a text which presents critical analysis on events or works for readers or public audiences. Its purpose is to critique or evaluate an art work or event for a public audience

m. Anecdote text

Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to tell an event with a humorous twist and entertain the readers.

## **8. Writing Assessment and Writing Rubric**

Writing assessment can be used for a variety of appropriate purposes, both inside the classroom and outside: providing assistance to students, awarding a grade, placing students in appropriate courses, allowing them to exit a course or sequence of courses, certifying proficiency, and evaluating programs– to name some of the more obvious. Given the high stakes nature of many of these assessment purposes, it is crucial that assessment practices be guided by sound principles to insure that they are valid, fair, and appropriate to the context and purposes for which they designed. This position statement aims to provide that guidance.

In spite of the diverse uses to which writing assessment is put, the general principles undergirding it are similar: Assessments of written literacy should be designed and evaluated by well-informed current or future teachers of the students being assessed, for purposes clearly understood by all the participants; should elicit from student writers a variety of pieces, preferably over a substantial period of time; should encourage and reinforce good teaching practices; and should be solidly grounded in the latest research on language learning as well as accepted best assessment practices (Committee of Assessment, 2014).

## **C. Reflective Writing**

### **1. Definition Of Reflective Writing**

Jennifer Moon has defined reflection as: A form of mental processing – a form of thinking – that we use to fulfil a purpose or to achieve some anticipated outcome. It is applied to relatively complicated or unstructured ideas for which there is no obvious solution. (Moon, 1999). Students may embark on pieces of reflective writing for many reasons; professional portfolio entries, in learning journals or logs or workbooks, as part of personal or professional profiles, for evaluating project work in dissertations, or specifically as part of directed assessments. As a result of reflection a variety of outcomes can be expected, for example, development of a theory, the formulation of a plan of action, or a decision or resolution of some uncertainty. Such outcomes would be likely as a result of some problem-solving activity.

In addition, students may experience emotions, leading to self-development, empowerment, and knowledge about their own feelings and emotions. Finally reflection might well provide material for further reflection, and most importantly, lead to learning and, perhaps, reflection on the process of learning, (Moon, 1999b, 99). The potential for reflection in facilitating learning and understanding in the more unstructured areas of knowledge domains enabling students to tackle the 'messy corners' of even the most structured domains, is one of its most powerful features.

Reflective writing describes events. It also goes beyond this to question why things happened in the way that they did. Good reflective writing brings in many different perspectives, hypothesize about what might have happened had a

different course of action been chosen and plan how to act in a similar subsequent situation Schon, D. (1989)

## 2. Characteristics of reflective writing

There are key in style between reflective writing adapted from Moon's Handbook of Reflective and Experiential Learning (2004) :

- a) The writing style is likely to be relatively subjective, using the first person
- b) The subject matter may be determined by you
- c) It may be part of a long term process
- d) There may be a conclusion i.e. something has been learnt, or there may be a recognition of further areas for learning
- e) Ideas will be drawn into the writing from anywhere that you believe to be relevant.
- f) The subject matter may be personal
- g) There is not necessarily a clear structure
- h) There may not be a precise title that predicts the outcome, but there is a direction
- i) Varied subject matter

## 3. The Advantages Of Reflective Writing

According to (Rodgers, 2002) there are several benefits of reflectivewriting:

- a) It provides an opportunity for students to think critically about what they do and why, and to learn and develop as a result of this exercise.
- b) From an academic perspective, reflective writing provides a 'window' on the student experience and helps to identify any academic issues to address.

## **D. Narrative Text**

### **1. Definition Of Narrative Text**

Narrative text is a kind of text that tells about a story that is based on the some events or experience. Narratives contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. According to Grace and Sudarwati (2007) narrative text has a social function to amused, entertain and to deal with actual or vicarious experience in different ways. In the narrative text, the readers are invited into the journey in a story to entertain them. There are many kinds of story that can be used in narrative text, such as people's experience, some crisis events and the legend or myth in the society.

Daniel (1993) stated that narrative text is a form of development story. It has historical characteristic based on the situation. It makes many kinds story of narrative text. For example, in the past, a narrative story told about a princess with the horse, but nowadays narrative text can develop be a princess with her car. The story has always changed time by time. It is because the story has effect of human behavior and modernization. A narrative text can be a form of creative thinking for students. Students can develop their ideas about many new stories. In a narrative text, the writer should take attention in the event and the problem.

According to Suzanne and William (1985) in a narration, a writer should present events in a true order. It will make a story clearer to the readers. Daniel (1993) also said that the important things in the narrative are chronological of events and problem. The problem is a characteristic of narrative text. It makes the narrative text is different in other text. For example, in descriptive text, the writers just describe people or things, but in narrative text, the writer should arise a problem that the main character should face it and solve it.

Keraf (2000) also stated that narrative text has a special characteristic. The characteristics of narrative text are concern in action, set in the time sequences; try to answer the question, what happened? And it has a conflict. In short, a narrative text should have a problem and process of events to solve the problem. In the process of solving the problem, the character will get some events in their life. The events will include all steps of the character problem solving.

Furthermore, the conflict in the problem should not too difficult, but it is enough to make a simple idea based on the real life. For example, the writer, can write that the poor character wants to buy a new dress for her mother. It is a simple problem, but it can arise some event and process of the character to buy a new dress for her mother.

## **2. The Structure of Narrative Text.**

Every text has a generic structure that will help the reader to write it. According to Djatmika and Wulandari (2013) there are three generic structures lexicogramatical of narrative text. They are orientation, complication and resolution. The first is orientation. This is part of the opening story. As opening story, it is very important to make an interesting story to make the reader interest to read. It should also explain the background of the story, such as sets the mood by defining the setting, time, the main character, the relationship between the characters and other information to give the reader a starting point.

The second is complication. This is the main body of the story. This part includes an event that leads the characters into a complication when the normal events are upset by some forms of conflict. There may be more than one complication and this serves to frustrate the characters in their attempts to achieve what they wish. This builds also tension and anticipation for the reader.



The last is resolution. The crisis resolved, for better or even worse. This part contains the ending of the character's problem and conflict. There are three possible resolutions. First, the story will be ended with the happy ending. Second, the story will be ended by sad ending. The last, the writer allows the reader to guess the end of the story.

### **3. The Language Feature of Narrative Text**

Narrative text has a specific of language features. Grace and Sudarwati (2007) said the significant features of narrative text are focused on specific and usually individualized participants, use of material processes, use relational and mental processes, the use of temporal conjunction and temporal circumstances and use of past tense. Narrative text uses past tense because it told about some events in the past. There are three kinds of past tense.

The first is the simple past tense. This tense is used for events which were completed in the past. For example, Malin went to the sea. The second is past perfect tense. This tense is used for an event that had happened, but still has relation with the past. For example, they had gone when I arrived. The last is past continuous tense. It tells about events which happened at the same time in the past. For example, Anne was cooking when he arrived at the door, but at the same time I was watching TV.

A narrative is one of the texts that important for students' behavior. Djatmika and Wulandari (2013) stated narrative text is proper to be taught to students, because the narrative text has moral value of the characters of the story. It makes student not only learn how to write, but also they will learn about moral value that can be a lesson in their life.

#### 4. Types of Narrative Text

There are three kinds of narrative text. According to Djatmika and Wulandari (2013) narrative text is divided into three types. They are a true story, a fable and a folk tale. First, a true story is a personal experience of a character in the story. It is made based on the fact that the character found in his/her life. This story is an interesting experience of the character in a specific time in her/his life.

Second, a fable is a kind of narrative text with the main character is an animal that has an attitude like humans. The following is an example of fable that taken from Indaryati (2011).

The last is folk tale. A folktale is a typical of fairy or legend story. It tells about magical story. Many people are interested in folk tales, because it is usually told about something magic, legends and romance. The following is an example of folk tales that taken from Djatmika and Wulandari (2013).

#### E. Tools in Reflective writing

Reflective writing describes events. It also goes beyond this to question why things happened in the way that they did. Good reflective writing brings in many different perspectives, hypothesize about what might have happened had a different course of action been chosen and plan how to act in a similar subsequent situation Schon, D. (1989).

Therefore, reflective writing needs tool for monitoring students work. Teacher can make sure that the all of the students work together within the group. One of several tools in reflective writing is google docs.

## 1. Google Docs

The era of Web 2.0 application brings about many useful Internet services and programs such as blogs, wikis, and Google. For a decade, blogs are usually used to share information while wikis allows anyone to edit, modify, or delete content (Lamy & Hampel, 2007). Google Docs is another digital tool that includes the functions of blogs and wikis. Google Docs is “a free, web-based word processor, spreadsheet, presentation, form, and data storage service offered by Google” (Wikipedia, 2010). It allows users to create, edit and store their documents online (Thompson, 2008). Google docs application is one of educational application that we can download easily in Playstore. Playstore is Google's online store for downloading music, games, movies, e-books and Android apps. In March 2012, Google consolidated its Android Market app store, Google Music and Google eBookstore into Google Play, or "Play Store" as it appears on Android devices. Android Market Android Market was Google's first app store brand, launched in late 2008 ( **Encyclopedia, 2017** ) . In addition, Google Docs is available to anyone with internet access whether through a PC or laptop.

Google Docs includes four major options: Google Documents, Google Spreadsheets, Google Presentations, and Google Drawing, which all share similar functions. The people have to have a Gmail account before access Google Docs. There are also tools to compare any two versions of a document. This review focuses on Google Documents and how this application can facilitate students' reflective writing in the English language classroom.

Since Google Docs is easy and fast, the tool is well -suited for facilitating digital writing workshops that combine peer editing with cooperative grouping and small group fine-tuned writing instruction. Sharp (2009) suggests that this collaborative editing tools allow a group of individuals to edit a document

simultaneously while they can view the changes made by others in real time. This special feature makes Google Docs a powerful program that can facilitate collaborative writing in the language classroom. By sharing documents and keeping them online, students can access them anytime.

Chinnery (2008) states that Google Docs is a productive tool where learning activities can be designed differently and creatively. For instance, an instructor might post a text, intentionally replete with errors, for learners to correct. Likewise, learners can easily peer-edit, as this program leaves an editing trail. Another option is chain storytelling, where an instructor begins a story which each learner contributes to in turn. Moreover, this tool is useful in group projects in general. Google Docs allows individuals to work on a common task without restrictions often imposed by traditional face-to-face contacts (Conner, 2008; Perron & Sellers, 2011).

This tool enables multiple small groups or pairs to open up a single Google worddocument via a link and edit that document simultaneously. The teacher is able to give immediate feedback by leaving comment and editing where and when it was necessary. Whatever feedback was given by the teacher remains a part of the document and thus is available for students to review then. Students were also able to view the others groups' work, as well as the feedback given to them, subsequently learning from it.

Here, are favorite from Google docs features, which were all greatly appreciated by the author: multiple authors can edit a document simultaneously, each author's changes appearing immediately beside an individually colored cursor, even quite complex edit, such as cut and paste are magically resolved, can selected areas of text with comment, perhaps explain the decisions behind an edit, or querying another author's work. All the comments are retained for posterity in a separate

“discussion”document, which can always refer back to, a chat to window is also available which is handy for resolving issues in real-time, a full revision history is maintained and can revert to previous versions very easily( **Rahayu, 2016**).

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the research method in this study. It covers discussion about research design, subject of the study, data and data source, data collecting technique and instrument, technique of data verification, and data analysis. This chapter explains how the research conducted to gather the relevant data to answer the research objectives and research questions. A number of steps took to maintain the validity and reliability of this research.

#### **A. Research Design**

As stated in the research problem, the researcher described the phenomenon at the eleventh grade students of Senior High School Muhammadiyah Sumberejo about the perceptions of students in reflective narrative writing using Google Docs-mediated writing tool. Thus, in this study, researchers used descriptive qualitative approach as the design of analyzing the data. Descriptive qualitative method is used when the researcher wants to describe the condition and situation specifically (Ary, 2010).

The purpose of the study is primarily to describe a situation, phenomenon, problem or event. Then, Mack et.al (2005: 3) added that descriptive research is used to explore the phenomena by conducting interview, focus group and participant observation, shortly this study is more flexible. In other word, in descriptive research, the information is obtained by in-depth of the oral and written data.

## **B. Subject of the Study**

Subjects in a study are required to get the needed information. Lodico et.al (2006: 266) revealed “Depending on the types of questions asked, the researcher will want to select the subjects so that they will be able to provide the key information essential for the study”. It means that in qualitative research, the researchers select their subject based on the subjects’ knowledge which is capable to answer the question.

The research subjects in this study are grade XI students at Sumberejo Muhammadiyah 2 High School. In this study, researchers used purposive samples. Purposive sample is a technique of taking samples from data sources with certain considerations. Such considerations, for example, are considered the most knowledgeable about what to expect. In this study, researchers took the subject (number of students). In a descriptive reflective writing essay, students are divided into (number of groups) which each group consists of 3-5 students. Each group produces one essay. The essay was evaluated using a written communication rubric. Based on the results of the written communication rubric, researchers get data about essays that have good, medium and bad scores.

## **C. Data and Data Source**

Data in this research will be obtained from conducting interview with the participants (about perceptions students reflective descriptive writing using Google Docs-mediated writing tool) which is supported by documentation.

Data source is the subject of the research from where the data can be obtained. Data sources are the important thing in conducting research. Thus, data source is the substance where the researcher will get information that is required.

Ary et.al (1985: 332) argued that in qualitative research, there are two sources that can be used to get the data. Those are:

#### 1. Primary source

Sugiyono (2008: 225) stated that primary source is source which can give valuable information directly. In other word, the primary source is to give prominent data relate to problems of the research. For the primary source, the researcher uses the result of interview and questionnaire. In qualitative research, the result of interview can be used as the strongest source to get the information. The function of the questionnaire in qualitative research is as follows:

- a. Gather information as a basic material in the context of research.
- b. To ensure the validity of information obtained by other methods.
- c. For evaluation of research conducted.
- d. To take a sampling of attitudes or opinions from respondents.

#### 2. Secondary source

Secondary source is additional source to get the data. Novak, Thomas P (1996) argued “Secondary data source is preexisting source that have been collected for a different purpose or by someone other than the researcher”. In other word, secondary source has function to collecting data for different purpose when conducting research. Here, the secondary source is document. The document is the subjects’ grade transcript. The grade transcript is used to know the students writing achievement.

### **D. Data Collecting Technique and Instrument**

Instruments are tools needed to obtain information. Gay and Airasian (2000: 145) states that the instrument is a tool used in collecting data. While Arikunto (2000:



134) reveals that the instrument in collecting data is a tool used by researchers to assist them in collecting data to be more systematic and easy. Here, the instrument is the researcher herself. Sugiyono (2008: 222) stated that in qualitative research, the instrument is the researcher themselves. The researcher as instruments must also be "validated" to what extent qualitative researchers are ready to bend the research which then goes into the field. Validation of researcher as instruments includes validation of the understanding of qualitative research methods, mastery of insight into the fields studied, readiness of researcher to enter the object of research, both academically and logically. Qualitative researcher as human instruments, function to determine the focus of research, choose informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions on their findings.

In qualitative research, collecting the data mostly is done in participant observation, depth interview and documentation. Sugiyono (2008: 225) stated that the fundamental method relied on by qualitative researcher for gathering information is participation in the setting, direct observation, in-depth interviewing, and documentation review. In this research, the researcher uses interview supported by questionnaire and documentation.

#### 1. Interview

Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. Ary et.al (1985: 342) stated "In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent". Thus, in this case, the interviewer has to conduct collecting data with doing interaction or communication directly. But, it can be conducted face to face or through via electronic.

Based on the type of interview above, the researcher used one on one interviews. According to her, one-on-one interviews are a process of collecting data in which researchers ask questions and record answers from only one participant in the study at one time. The researcher prepared five questions related to perceptions of students' reflective descriptive writing using Google Docs-mediated writing tool. And the six questions for the interview are as follows:

1. How does students toward learning writing with google doc?
2. How are students response about reflective writing?
3. How are students response about google doc reflective writing?
4. How is reflective writing in google doc? explain !
5. Can students learn reflective writig with google doc? Explain !
6. How are achievements students writing after teaching with google doc?

To collect interview data, researchers made several procedures. That is preparing the concept of the question you want to ask, and the researcher transcribes the results of the interview.

## 2. Documentation

A valuable source of information in qualitative research can be documentation. Sugiyono (2008: 240) stated that documentation can be written and picture by someone that can be used to obtain information. The function of documentation method is to make credible the result of observation or interview. In this research, the researchers used documentation to analyze reflective writing essays from students.

Documentation is used to collect and record information, especially to establish or provide evidence of facts about student involvement in reflective essay writing that has been carried out by eleventh grade students of Sumberejo

Muhammadiyah 2 High School in the academic year 2019-2020. In this study, documentation is used in gathering student essays. Student essays are used as documents that represent important information about this research. After the researcher collects the student essay, the researcher evaluates the essay using a written assessment rubric to classify which essays have good, medium and bad essays.

#### **E. Technique of Data Verification**

In qualitative research, data can be categorized good data if the data are valid. To get validity of data, Creswell (2009:191) classified the validity of data into eight strategies. Those are:

1. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes.
2. Use member checking to determine the accuracy of the qualitative finding through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate.
3. Use rich, thick description to convey the findings.
4. Clarify the bias means the researcher brings to the study.
5. Also present negative or discrepant information that runs counter to the themes.
6. Spend prolonged time in the field.
7. Use peer debriefing to enhance the accuracy of the account.
8. Use an external auditor to review the entire project.

In this research, the researcher uses triangulation technique. Cohen (2000: 112) stated “Triangulation may be defined as the use of two or more methods of data

collection in the study of some aspect of human behavior”. Thus, triangulation technique means the researcher uses two or more techniques in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings. Further, Denzin (in Patton, 2009) stated that there are four techniques in triangulation. Those are:

1. Source triangulation

In source triangulation, the researcher uses many sources or participants to get the accuracy of data.

2. Investigator triangulation

Investigator triangulation means technique that uses more than one researcher in collecting and analyzing data. From some researcher’s view in interpreting information and collecting the data, the validity of data can be increased.

3. Methodological triangulation

Methodological triangulation refers to researcher uses more than one method in the research. Cohen (2000: 113) explained “Methodological triangulation is using the same method on different occasions or different methods on the same object of study”. Thus, methodological triangulation is making different method to get validity of data.

4. Theoretical triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. Here, the researcher is demanded to have expert judgment to compare the finding of research with the certain theory.

From those types of triangulation, the researcher uses methodological triangulation to get validity of data. Besides, the researcher collects the data

by using interview guide which is supported by questionnaire and the researcher also uses documentation which can give evidence if the participants are people that is proper to be used as subject of research.

## **F. Data Analysis**

After data is collected from the results of data collection, researchers must read and analyze data. Data analysis is the process of formulating data formally to find a theme. This aims to organize the data as follows: controlling, regulating, grouping, giving code and categorizing, therefore the process of data analysis includes the attitude of the researcher towards the respondent. For qualitative data, researchers can analyze along with the progress of research, continue to improve and rearrange based on the results that appear.

Data collected and classified are then analyzed with a qualitative description approach and finally, find conclusions such as at the end of the research process. To analyze data, researchers used descriptive qualitative analysis of data. According to Sugiyono (2008: 245), there were three activities to analyze data in qualitative descriptive research. These activities are data reduction, data presentation, and conclusion / verification. Based on the statement, the researcher divides the activity in analyzing the data into three activities, namely data reduction, data display, and conclusion drawing. Data reduction means the process of selecting, identifying, classifying, and coding data that is considered important. In conducting research, researchers will get a lot of data. Therefore, researchers must choose data that will provide valuable information in research. So, at first the researcher must reduce to analyze the data. Based on the concept of data reduction, data reduction for this researcher was chosen by identifying reflective descriptive writing using Google Docs-

mediated writing tools, difficulties in reflective descriptive writing using Google Docs-mediated writing tools, and solutions used to solve difficulties.

Data display means the process for only data in the form of sentences, narratives, or tables. Data display refers to displaying data that has been reduced in the form of a pattern. This is useful to help researchers understand the data. In displaying data, researchers describe data that has been reduced to sentence form. Sugiyono (2008: 249) states that in qualitative research, the most common form of data display is narrative text. Therefore, researchers organize data in a sequence of good narrative texts to make them easier to understand. For the final process, conclusions and verification.

In qualitative research, the characteristics of conclusions are temporary. That can change if researchers do not find strong evidence to support the next data collection. However, if conclusions in the previous data can be proven by validity and consistency when the researcher returns to the field, the conclusions can be trusted. In this study, researchers concluded from the data display. In short, the steps in analyzing data are:

1. The researcher collects data through interviews. Then, the researcher chooses, identifies, and focuses on the data by referring to the formulation of the research problem.
2. After selecting data, the researcher displays the data in a good sentence.
3. After displaying the data, conclusions are taken. In addition, to obtain data validity, interviews are supported by documentation.