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

SKRIPSI

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana in English Language Department

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ENGLISH LANGUAGE DEPARTMENT
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IKIP PGRI BOJONEGORO
2019

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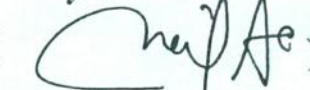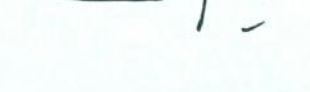**IKIP PGRI BOJONEGORO**
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LEGITIMATION

THESIS

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This is to certify that sarjana's thesis
has been approved by the Board of Examiners
as the the requirement for the degree of sarjana in English Language Education
August 26th 2019

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CHAPER I

INTRODUCTION

This chapter discusses the area of the study that will be covered in some headings (1) background of the study (2) research questions (3) Objectives of the study (4) scope and limitation of the study (5) significance of the study (6) definition of the key terms.

A. Background of the Study

Writing could be a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts. It is because when the students try to write about their ideas to the readers. Bell and Burnaby in Nunan (1998) say that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these included control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive an coherent paragraphs and texts. In writing, there are numbers of aspects that must be considered to make the information inside the paragraphs and text cohesive and coherent. Enre (1988) defines that writing is a process of thinking systematically, so that what is being written can be easily understood.

According to Setyawan (2012), there are some difficulties of writing that students face in learning writing. *First*, students have difficulties in expressing and developing ideas. Students are able to make topic or idea in their writing, but they do not know how to develop their idea. *Second,* students get difficulties in cohesiveness and coherence. *Third*, students often make mistakes in word choice in writing narraive text. The limited word choice makes students find difficulties in applying the appropriate word to express their idea especially to write narrative text. *Fourth,* sometimes students spell some words incorrectly. Sometimes, they know the words they want to use, but they do not know how to spell the words correctly. *Fifth*, students often write sentence in wrong structure (grammatical errors). *Sixth*, students ignore capitalization and punctuation.

From the classroom climate, the indicators of problems in classroom are: (1) Some of the students spend much time to have writing class; (2) Some of students talk with other students in order to discuss what they will write; (3) Some students cannot keep their focus on the lesson. They often talk to their friends before they start writing; (4) students need a long time in writing sentence. They get difficulties in exploring and developing ideas; (5) the writing class is too noisy. Students like to speak each other because they are not able to do writing exercise (Setyawan, 2012).

Based on the problem above the students need something to help them in expressing their ideas in order to improve their writing ability. The writing should have interesting learning process especially for English education. One

of the media that can be used by the teacher in teaching writing is ICT. ICT (Information and Communication Technologies) means the technologies that support delivering information and communication. It gives challenges and opportunities for teacher and students to bring technology effectively in teaching and learning process. Along with the development of ICT today, there are many free online media that can be used as media for teaching and learning writing; such as blogs, WebPages, and social networking system (Facebook, Twitter, Yahoo, Google+, and etc.). One appropriate media that can be used by the teacher and students in teaching and learning writing to the English education is Google Docs (Metilia, and Fitrawati, 2018).

Google docs is one of the feature of Google served for all its users that can be used as a media for collaborative writing in which all students in one class can contribute to make a good writing. Google Docs, an online application, is a promising tool for collaborative learning Zhou et al (2012). It can facilitate collaborative writing and editing among students. Haring-Smith (1994) defines collaborative writing as involving more than one person who contributes to the creation of a text so that "sharing responsibility" becomes essential. By using Google Docs, the students work in collaborative writing where they can make improvements on each writing they work on. They can gain skills of writing by commenting, for example, mechanics, grammar, ideas of the writing and other writing aspects. With the use of comments in Google docs the students can remain each other about the mechanics, grammar, ideas of the writing and other writing aspects that they use in their writing.

From the explanation above, the writer would like to help the English teacher in teaching writing by promoting these media and strategy to English education.

B. Reasearch Question

Based on the background of the study above, the research question is described as follow :

1. What is the implementation of the students to learn narrative writing using google doc-mediated writing tool?

2. What are the students perceptions of the challenges and opportunities in learning narrative writing using google docs-mediated writing tool?

C. Objectives of the study

According the research question above, the objectives can be   formulated:

1. To know the implementation of the students to learn narrative writing using google doc-mediated writing tool.

2. To know the students perceptions of the challenges and opportunities in learning narrative writing using google docs-mediated writing tool

D. Scope of Limitation of the Study

In this study, the writer focused only on the students perceptions on the use of google-docs mediated writing tool. The researcher would used the narrative text for this research. And then, the reasearcher is conduct at SMA

Muhammadiyah 2 Sumberrejo. The subject of the research was eleventh grade students SMA Muhammadiyah 2 Sumberrejo. This participants consist of 6 students. Before doing this research, the researcher prepare the questionnaire fo the students.

E. Significance of the Study

Theoretically, the researcher is going to contribute her/his result of the study to the English teachers. It is expected to make them easier in developing students' writing skill. Furthermore, practically this study expected to give positive contribution for:

1. The teachers:

They get more references about strategy in teaching writing using ICT.

2. The next researchers:

They have knowledge about the students perceptions in collaborative descriptive writing using google doc-mediated writing tool.

3. For the Students

By using google docs in teaching writing, hopefully the students will be interested in English class especially in learning writing narrative text and can develop their ability to improve their English writing skills.

F. Definition of key terms

The following are given to make the readers have the same perceptions for some terms used in this study to avoid misunderstanding. The terms are to be defined as follows:

1. Collaborative learning. According to O'Malley (1989) studies of collaborative learning should focus more on the processes involved in successful peer interaction, rather than learning outcomes. In the other hand, collaborative learning as a general approach to teaching instead of a group of possible techniques oriented towards the achievement of learning results (Panitz, 1996). So, the researcher conclude collaborative learning is a situation in which two or more people learn something together.

2. Writing. Marriane Celce and Murcia (2000) stated that writing is a production of the written word that results in a text but the text must be read and comprehended in order for commnication to take palce. Writing is a complex socio cognitive process involving the construction of recorded messages on paper on some other material, and, more recently, on a computer screen (John and Cristine, 1994). From some definition, writing is a system of human communication which represents a symbol.

3. Narrative text. Asmiyah (2011) stated that a narrative text usually focused on specific participant or character, describe certain events or phenomenon in detain. Syarif (2014) says that narrative text is the story that happen in the past. So, the conclusion is narrative text is a story that made to entertain the reader .

4. Google docs : Google Docs, an online word processing application, is a promising tool for collaborative learning (Wenyi, 2012). According to Kennedy, Mighell, & Kennedy in Claire Couillard (2011) Google docs is an application that allows users to create documents, spreadsheets and

PowerPoint and share them with other online users. So, the researcher conclude if Google docs is an application in which it be used as media to learn collaborative learning .

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers both several theories and previous studies related to the research. The review or related theories are collaborative learning, collaborative 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 Related 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, collaborative writing, narrative writing and googl docs-writing tool.

1. Collaborative Learning

" Collaborative learning" is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it. In collaborative classrooms, the

lecturing/ listening/ note-taking process may not disappear entirely, but it lives alongside other process that are based in students' discussion and acrive work with the course material.

a.   The definition of collaborative learning

Collaborative writing is a part of collaborative learning. There are some definitions of collaborative learning by experts.

The definition of collaboration itself is often assumed as one way to efficiently allocate scarce resources while building community by strengthening interorganizational ties. According to Panitz (1996) in journal of Alejandro Iborra, Dolores García, Leonor Margalef et al, collaborative learning as a general approach to teaching instead of a group of possible techniques oriented towards the achievement of learning results. In collaborative learning the authorship and responsibility of the process is shared between the teacher and students. It can be said that the collaborative learning is teaching materials that involved two or more students in a group which each students has responsibility in their own group to get the goal of the lesson. At this stage the teacher guide the students in collaborative learning by share the ideas of materials. Another definition of collaborative learning is from O'Malley.

According to O' Malley (1989) studies of collaborative learning should focus more on the processes involved in successful peer interaction, rather than learning outcomes. At this stage, the students have to build good collaboration with each other to share the ideas or knowledge in constructing task together.

In order for doing collaborative online learning successfully, it is important that the learner feels part of a learning community where his/her contributions add to a common knowledge pool and where a community spirit is fostered through social interactions.

The researcher can concluded that collaborative learning is the process of interaction that includes peer interaction or group interactions between teacher-students or students-students in learning process based on teacher instruction in learning process. In collaborative learning, every student within a group has to responsibility to share their ideas and work together.

b. Elements Occur in to Collaborative learning English

According to Johnson's (2004) at least there are five basic elements that occur in a group collaborative learning, namely :

1) Positive interdepence. In the lesson, each of students should feel thar they depend positively and bound by group members with responsibility for :

   a) Master lesson materials,

   b) Ensure that all members of the group had mastered it. They would not succedif ther students are unsuccessful.

2) Direct interaction among students. The best learning result can be obtained in the presence of verbal communication among students supported by positive interdependence. Students have to face each other and help each other in the achievement of learning objectives.

3) Individual responsibility. In order to contribute, supporting, and helping each other inside of group, each stdent is required to master the material used as

the subject. Thus every member of the group is responsible to study the subject and also responsible for the result of the study group.

4) Appropriate use collaborative skills. Student's social skill to colaborate, so insode the group, there will be a dynamic interaction mutual learning an study as part of a collaborative learning process.

5) The effectiveness of group process. Students process the effectiveness of their group learning by explaning the actions which can contribute to lerning to and which ones do not make decisions and actions that can be continued or that need to be changed.

c. **The advantages of collaborative learning in writing**

When the teacher are teching writing, collaborative learning can be chosen as a method of teaching when the students are working in small group to make kinds of writing because it can explore the students' though to be wider.

1) Collaborative groups draw upon the the strengths of all their members. Althpugh one student may be stronger in critical thinking skills, another may excel in organizing. By working in groups, students learn from each other while they complete assigned tasks.

2) More and more workplace activities involve project teams. Giving students opportunities to work collaboratively on academis projects can help prepare them for the advantages and pitfalls of collaborative work on the job.

3) Students working in collaborative groups can take advantage of group members for built-in peer review as they complete writing projects.

4) Not least important, collaborative writing assigments usually entail much less grading time for the instructor.

Graham (2007) states collaborative learning in writing has a positive effect in the quality of students writing than individual writing. This is because each students is demanded to help each other and work together.

It can conclude that if the students work together, they can have a better result than they work individually.

According to Peregoy and Boyle (2001), collaborative learning not only provide convenience to the teacher to manage his or her time to interact with students but also provie a large opprtunity for students to brainstirm ideas and opportunities to learn from others.

2. Writing skills

a. Definition of Writing

Language is divided into two macro skill; receptive skills and productive skills. Receptive skills are the way in which people extract meaning from the discourse they see or hear (Harmer, 2001). The skills that included in receptive skills are reading and listening. Productive skill is language production processes which have to be gone through whichever medium we are working in. The skills that included in productive skills are speaking and writing.

The definitions of writing are variously stated by some experts. According to Brown (2001), written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker

develops naturally. Furthermore, he states that writing is thinking process. He also stated that writing is planned by putting and developing the main idea, construct the words coherently and through several steps of revision before the written context become final product. The examples of final product of writing are: essay, report and story.

Elbow in Brown (1973) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. The researcher concluded that writing is representing what we think. It is because the writing process is start from find the main idea, develop the main idea into sentences, organize the sentences, revise sentences before release it which all the steps need to think to looking for the reason why they write the sentences.

b. The Process of Writing

Writing is not as simple as putting text on paper. It needs a long process from planning until producing the final version of the writing. The process of writing consists of 4 steps:

1) planning,

2) drafting,

3) editing (reflecting and revising), and

4) final version.

According to Jeremi (2004) *the first* step of writing is planning. Before starting to write or type, writers need to plan what they are going to say. It can be done by making detailed notes, jotting words down, or simply planning in the

head (Dafi, 2013) .There are proposes three main issues writers should think about when planning to write:

1) the purpose of the writing,

2) the audience they are writing for, and

3) the content structure of the piece

The second step is drafting. In this step, a writer writes what he/she has been planned before. This writing is called the first draft because it is not finished yet. The writer should check it minutely and make changes and corrections before considering it as the final version of the writing. Checking the first draft will direct the writer to edit it. This is *the third* step of the writing process. In this step, the writer makes changes and corrections due to the ambiguity, grammatical errors, disorganized orders, etc of the writing (Dafi, 2013).

The last step of writing process is writing the final version. This final draft of writing is written after the writer has done with editing and revising the first draft (Dafi, 2013). However, writing process is recursive. It means that writers revise throughout the process, frequently moving back and forth among the steps (Jeremi, 2004). For example, when writers think that they have done the final version; they may change their mind and go back to re-edit, re-draft, even re-plan the writing. Even when they get to what they think is their final draft they may find themselves changing their mind and replanning, drafting, or editing (Jeremi, 2004).

c. The Skill Needed to Write

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. The following analysis attempts to group the many and varied skills necessary for writing into fie general components or main ideas, they are:

1. Language use : the ability to write correct and appropriate sentences;

2. Mechanical skill : the ability to use correctly those conventions peculiar to written language – e.g. punctuation, spelling

3. Treatment of content : the ability to think creatively and develop thoughts, excluding all irrelevant information

4. Stylistic skil : the ability to manipulate sentences and paragraphs, and use language effectively;

5. Judgement skills : the ability to write in an appropriate manner for a particullar purpose with a particullar audience in mind, together with an ability to select, organize and order relevant information (Heaton, 1975)

The actual writing conventions which is necessary for the students to master relate chiefly (at the elementary stagess) to punctuation and spellig. The greater importance in the teaching and tseting of writing are tose skills involving the use judgement. The ability to write for a particular audience using the most approriate kind of language is essential for both natie- speaking and foreign students alike.

d. Types of Writing

There are three types of written text. Here are the types of writing text:

1) The Informative Text Type

The informative text type is such narration which is the telling of a story; the succession of events is given in chronological order. The main purpose of a narrative is to entertain, to gain and hold a readers' interest. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience and of course, fantasy stories.

2) The Expository Text Type

It aims at explanation, i.e. the cognitive analysis and subsequent syntheses of complex facts.

3) The Argumentative Text Type

This kind of text is based on the evaluation and the subsequent subjective judgment in answer to a problem. It refers to the reasons advanced for or against a matter, such as essays, articles, etc. Other types that are based on generic structures and language features dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. These variations are known as genres.

4) The Descriptive Text Type

Descriptive writing provides an illustration of people, places, events, situations, thoughts, and feelings.Description presentssensory information that makes writing come alive.It expresses an experience that the reader can actively participate in by using imagination.

e.   Types of Writing Performances

According to Brown (2001), there are four categorizes of writing performances, they are:

1) Imitative

This is basic categorizes of writing which the learner begin to write down simply English letter, words, and possibly sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. At this stage, the learners more focus on form of writing rather than the context and meaning of the writing.

2) Intensive (controlled)

This type of writing is controlling in producing appropriate vocabulary within a context, collocation and idioms, and correct grammatical features of a sentence. At this stage, the learners have to control or change the structure of the sentences.

3) Responsive

In this type the learners are required to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs (Ibid). At this stage, the students create,

construct and connect between paragraphs. The examples of responsive writing are: brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading and interpretations of charts or graphs. At this stage, the learners more focus on discourse level and emphasis on context and meaning of the text.

4) Extensive

At this stage, the learners have produced a final writing, such as: essay paper, a major research project report or a thesis. The learners focus on focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas demonstrating syntactic and lexical variety to achieve a final product of writing.

f.   Genres of Writing

Genres of writing are divided into three parts:

1)   Academic Writing

Academic writing refers to a particular style of expression that researchers use to define the intellectual boundaries of their disciplines and their areas of expertise. Characteristics of academic writing include a formal tone, use of the third-person rather than first-person perspective (usually), a clear focus on the research problem under investigation, and precise word choice. In the other word, the academic writing involves the rules of language. The examples of academic writing are :Papers and general subject reports, essay, compositions, academically focused journals, short-answer test responses, technical reports (e.g. lab reports), theses and dissertations.

2)   Job-related writing

Job related writing is the final products of writing are related to job of the writer. The examples of Job-related writing are: Messages (e.g. phone messages), letters / emails, memos (e.g. interoffice), reports (e.g. job evaluations, project reports), schedules, labels, signs, advertisements, announcements and manuals.

3)   Personal Writing

Personal writing is writing something for personal use or personal financial gain. The examples of personal writing are: Letters, emails, greeting cards and invitations, messages, notes, calendar entries, shopping lists and reminders, financial documents (e.g. checks, tax forms, loan applications), form, questionnaires, medical reports, immigration documents, diaries, personal journals, and fiction (e.g. short stories, poetry).

g. The Strategies to learn Writing

Writing is good technique to improve structure competence. When students write something, they raced to use their knowledge of structure to get sentences having meaning. The study of writing in general, writing technique seldom to be used, mosly structure practice is how to complete words in separate sentence form or filling in the blank at a text.

In the following there are some techniques to write ideas :

1) If you have found the main idea, write it on the paper first. Exactly in the beginning paragraph

2) Write down any idea which thought in the marrow. Don't worry about organization of idea. In this step we only requaire to write relevant arguments or ideas which appropriate with main sentence

3) If you have done, don't forget to read what you produced. The aim is to know if there are incohenrence sentences, inappropriate vocabularies or to ascertain there are no jumping sentences

4) Mark the wrong sentences, in order to you will not forgetto rearrange the sentences

5) If you have rearranged the sentence you can write down first paragraph and the other paragraphs according to sequence you make.

3.   Collaborative Writing

a.   Definition of Collaborative Writing

Theories of collaborative learning are based on the socio-constructivist theory that knowledge is socially produced by communities of people and that individuals can gain knowledge if they join knowledge communities (Vygotsky, 1978). From a social constructivist point of view, learning is considered an active process in which people construct their knowledge by relating it to their previous experiences in real situations through interaction with the social environment. Collaborative writing has its origin from collaborative learning. The definition of collaborative writing is the activity of writing together to produce written texts that has been rarely used in second or foreign language writing classrooms.

Collaborative writing describes an activity where there is a shared and negotiated decision making process and a shared responsibility for the production of a single text. Chisholm (1988) explained that the purpose of collaborative writing is to produce an integrated final report. It can be said that the collaborative writing is producing the written and constructing paragraphs together within a group work.

b.   **Forms of collaborative writing**

1) Face to face collaborative writing

One of the forms of collaborative writing is face to face collaborative writing. This is the traditional form of collaborative learning which each the group has been via face-to-face groups working together. In the other word, the groups have to discuss material directly by meet together in the same time and same place.

2) Online collaborative writing

Online collaboration lets a group of people work together in real-time over the internet. Online collaboration can work together on word processor documents, power Point presentations and even for brainstorming, all without needing to be in the same room at the same time. Along with the development of information and communications technology, the use of computers and the internet has started to play an increasingly important role in education. In online collaborative writing, the students can discuss with their group every time that they want, because online collaborative writing allow the students to

discuss indirectly. They can discuss through tool or applications for doing collaborative writing, such as: Google Docs, Wiki, etc.

3) Collaborative Writing Benefits

Chisholm (1988) said that in teaching collaborative writing, teachers are trying to create learning environments which the groups can move as quickly as possible to become mature, systematic, and habitual collaborative units. Collaborative learning can create collaborative environment, social interaction, and relation among the students.

According to Lien Siew Fong (2012), there are several benefits of collaborative writing:

a) Increase students' responsibility towards the task

b) Promoting the sharing of new information

c) Allowing the sharing of expertise

d) Helping narrow down information

e) Negotiating successfully by using Facebook as a means of discussion.

According to Omprapat and Saovapa (2014) there, are several benefits of collaborative writing by using Google Docs, they are:

a) Through Google Docs, the users allow to create, edit and store their documents online

b) Since Google Docs is easy and fast, the tool is well-suited for facilitating digital writing workshops that combine peer editing   with cooperative grouping

c) Collaborative editing tools allow a group of individuals to edit a document simultaneously and easily 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.

d) Google Docs allows individuals to work on a common task without restrictions often imposed by traditional face-to-face contacts.

4. General concept of Narrative text

The topic will discuss the definition, function, and generic structure of narrative text.

a. The Definition of Narrative Text

Narrative text is a story with complication or problematics 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.

According to Hogue, narrative is kind of paragraph which is used to amuse, to entertain, and to deal with actual or various experience in different ways ; Narrative deals with problematic events which lead to crisis or turning pint of same kind, which in turn finds a resolution. " (Hogue, 2011. In thesis H. Eva, 2015)

Narrative text can be defined as kind of narrative that of series of event but it has conflict. It has places occurrences in time and tells what happened

according to natural time sequence. The type of narrative text, such as short stories, novel a new stories.

Narrative is used to introduce a complicated subject that the writer often use narrative to bad into the body of their translation, it can be used to provie a detailed, personal account of what happened. An effective narrationhas a plot, it is arranged according to meaningfuland dramatic sequence of action, that may or may not follow events actually happened, it focuses on conflict between the writer and other on the writer and the environment.

A narrative has meaning in that conveys an emulation of some kind. The writer react to the story he or she tells, andstates or implies that reaction. That is the " meaning" sometimes called the "theme", of a story. Meaning must always be rendered. The writer has to do more than tell us the truth he sees in the story; he must manifest that truth in the character and the action. Character and action are the essential elements of any story. Also important, but not as essential, is the setting, the place when the action occurs. Characters are usually people sometimes actual people, a in history books or newspaper stories, sometimes imaginary ones, as in novels. Occasionally characters are animals (as in Aesop fable), and sometimes dominantfeature of the environment functions almost like character (the sea, old house).

According to Hammod et al (2001) , narrative has asocial function, generic structure and lexicogrammatical. It is almost in the past tense. Narative has their own generic structure that is written in simple pas tense.

b.   The generic structure of a Narrative text is as follows :

1) Orientation :

Tell the introduction of the story to the reader. In this element tells the reader about the character of the story, time, and place .

2) Complication :

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3) Resolutions :

The problem is resolved, where the character in store find out the solution about the conflict. Also tell the reader about the ending, either in a happy ending or in a sad ending.

4) Re-orientation / coda.

This is a closing remark to the story and it is optional. It consist of a moral lesson, advice or teaching from the writer. (Meyers. A, 2005).

c.   Language Features of Narrative Text

Based on Yani's statement in 2005, as follows :

1) Tenses : simple past tense

2) Time signal : long time ago, once upon a time

3) Time conjuction : when, then, suddenly

4) Action verbs : killed, dug, walked, etc

5) Direct speech, and indirect speech

d.   Types of Narrative

Narrative text have many types, it be explain below :

According to Thomas Kane (2004), in thesis Diya Safitri (2016), there are:

1) Humor

   Humor narrative is one that aims to make the audience laugh part of telling a story.

2) Romance

   The romance narrative typically tells two over who overcome difficulties to end up together.

3) Science fiction

   The science fiction narrative use setting involving science and technology

4) Fantasy

   The fantasy narrative use a setting may be another dimension with goods, witches, wizards, and soon.

5) Historical fiction

   This is uses a setting in the past

6) Diary novels

   The diary novels time setting given by diary entries tell of felling, hopes and happening.

e. Kinds of Narrative text

Narrative is used to introduce a complicated subject that the writer often use narrative to bad into the body of their translation, itcan be used to provide detailed, personal account of what happened. Narrative divided into two groups, they are :

1) Expository narration

    The objectives of this narration is arising the reader's ideas. The aims of this narration are increasing to knowledge for the reader and giving information about event. This informative language.

2) Suggestive narration

    The objective of this narration is not to increase the reader's knowledge, but togive meaningful event as their experience. The aim of this narrative are giving meaningful event, a rising readers imagination, the logic just for an instrument to convey the meaning (Gokhale. A, 2001).

5.   **Tools in collaborative writing**

    Chisholm (1988) said that there are several problems in collaborative writing. One of them is fairness. He said that in many groups, someone will work hard and someone else will not. We all know that was not fair. It is difficult for monitoring the collaborative writing. Sometimes we find not all the students in a group work together. Some of them do the project and the other is not. Finally, the teacher did not know who the students do the group project and who are the students do not do the group project.

    Therefore, collaborative 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 collaborative writing is google docs ;

a. Google Docs

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 is one of several online tools that allow individuals to work together on a shared document (Cyprien, Michael &Carie , 2008). Google Docs is a free online program that allows users to create documents, spreadsheets and presentations online and share them with others for collaboration. This allows educators and students to share their work with others, collaborate on assignments, and save documents online for access at school or at home. The people have to have a Gmail account before access Google Docs. Google Docs allow the people to share documents for viewing and editing, and allows multiple users to collaborate simultaneously on a project over the web. An extensive revision history is maintained. It is possible to view the entire document as it appeared at any time past by seeing the revision history feature in the Google Docs. An author can choose to revert to an earlier version.

This tool enables multiple small groups or pairs to open up a single Google word document 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. These comments can be threaded, and removed once marked as resolved. 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).

Since Google docs is easy and fast, the tool is well-suited for facilitating digital writing workshop 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. Chinnery (2008) was stated that Google Docs is a productive tool where learning activity 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 contribute to in turn. Moreover, this tool is useful in group project in general.

B.   Research Stages

In qualitative approach, there are some stages done by the writer. There are three research stages; they are previous knowledge and intensive analysis (Lexy, 1990).

The writer also writes the research report as the last stages (Ibid). In this research, the researcher uses some stages, they are:

1)   Previous knowledge

In the previous knowledge, the writer formulated research title and research questions, examined related literature, choose the research location based on the suitability of research question, determine research subjects and choose collecting data instruments.

2) Research Design

In the research design stage, the researcher did some activities, they were wrote research proposal, decided research instruments, constructed research instruments and prepared research activity.

3) Research activity

In this study the writer did some activities dealing with the description of research activity in the field. The description itself is divided into three parts, they are:

a) Recognizing research background and self preparation

In this part the writer choose the main focus of the research that were supported by the fact of the data such as the percentage of online technology in the school, students environment and the other. Besides that, the writer adjusted the paradigm with the related theory, explored the research instruments, observed the research place, and asked permission to the research object

b) Doing the research

Doing the research include collecting the data about students perceptions in collaborative writing essay by using Google Docs on eleventh grade students and also the challenges that faced by the students. The data was collected by the questionnaire and interview of the students when did collaborative writing essay by using Google. And also documented the information such as the screen shoot of students collaborative writing essay.

c) Intensive Analysis

In the intensive analysis stage, the writer discovered and analyzed the data.

- First, the writer collected the data by questionnaire collaborative writing essay

- Second, through the quetionnaire data, the writer collected data about of students perceptions using google docs to collaborative writing.

- Third, the writer analyzed the result of quetionnaire data about the students perceptions of collaborative writing through Google Docs.

4. Writing the research report

In the study, the writer considered some aspects related to the writing of research report, they are design of the report, basic content of the report, parts of the complement and written system of the reports.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed approach and researched design, researched presence, data and sourced of data, researched instrument, data analysis technique, and researchd validity of findings. This chapter explained 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

In this researched, the writer would used descriptive qualitative approach as the design of analyzing the data. Descriptive qualitative method is used when the writer wanted to describe the condition and situation specifically (Ary, 2010) . Qualitative research is descriptive (Sugiyono 2009). Qualitative research is concerned with subjective assessment of attitudes, opinions and behaviour (C. R Kothari, 2014). The main focus in qualitative research is to understand, explain, explore, discover and clarify situations, feelings, perceptions, attitudes, values, beliefs and experiences of a group of people (Ranjit, 2011) . The purpose of the study is primarily to describe a situation, phenomenon, problem or event. In conclusion qualitative is a systematical application of the oral and written data.

The writer described the phenomenon at the eleventh grade students of Senior High School Muhammadiyah 2 Sumberrejo about the students perceptions on collaborative narrative writing using Google Doc-mediated writing tool.

B. Research Presence

In this research, the writer acted as the instrument and the collector of the data at once. The questionnaires, interview and the documentation are used in definite function to endorse the researcher's task as instrument. Therefore, the writer analyzed the data that have been done by eleventh grade students in academic year 2018-2019. The writer would analyzed the implementation on collaborative narrative writing of students through google doc-mediated writing tool. The writer analyzed the perceptions of the challenges and opportunities the use of google doc-mediated writing tool in collaborative narrative writing.

In the end, the writer would interviewed the students one by one about the implementations and perceptions of the students in collaborative narrative writing using Google docs.

C. Setting of the Study

1. Research Subject

The research subject of this research is the eleventh grade students in Senior High School Muhammadiyah 2 Sumberrejo. In this research, the writer used

random sample. Random samples are used takes a small, random portion of the entire population to represent the entire data set, where each member has an equal probability of being chosen. In this research, the writer take 6 students of 32 students. In collaborative narrative writing, those students are divided into 3 groups which every group consist of 2 students. Every group produced one narrative writing.

2. Place

The research conducted some students in one class in Senior High School Muhammadiyah 2 Sumberejo the sample of this research. The writer used eleventh class as the sample of this research, because in this class the students learn about how to do collaborative narrative writing using Google Docs. Besides that, the students have done created a collaborative writing   as one of the assignments in one class.

D.   Data and Source of Data

According to Arikunto (1996) , the sourced of data is the place or thing in which is the researcher can observe, ask or read about related matter of the object being studied. It can be divided into person, place and documentation. In research, data and source of the data is the key to answer the problems in the field.

1. Types of Data

There are two types of data to answer the problems in the field. They are primary and secondary data. The primary data in qualitative research are

words and action, the secondary data such as documents and others. Those data explained in detail below:

a. Primary Data

Primary data is data obtained or collected by the writer directly from the source. The primary data of this research is data about the students perceptions in eleventh grade when did collaborative narrative writing through Google Doc-mediated writing tool. This primary data were obtained by collecting students' perceptions when they do collaborative writing. In addition, to find the challenges and opportunities of collaborative writing, the researcher obtained the data by give some questionnaire for the eleventh grade students in academic year 2018-2019.

b. Secondary Data

The secondary data was the forms of supporting data obtained from some sources. In this research, the secondary data were documentations is;

1) pictured of students collaborative writing in their email,

2) pictured the students chatting when they share the writing , and

3) the pictured of the students activity in editing and sharing the ideas together when construct the collaborative writing .

2. Source of Data

The primary source of this researched is the eleventh grade students in academic year 2018-2019. It is in order to add some general information about the students perceptions and how they do collaborative narrative writing by using Google Docs. They were interviewed by the writer based on

the questions that would be asked by the writer about the perceptions of collaborative narrative writing .

The secondary source of the data is documentations of the students' collaborative writing . In this research, the writer took the documentations of students narrative writing in eleventh grades through Google Docs. It is some s based on purposive sampling. Besides that, the students who took one class also as primary source of this researched.

E.   Data Collection Technique

This research using One-on-one interview, which are conducting in depth interviews is one of the most common qualitative research methods. It is a personal interviewed using questioannaire that is carried out with one respondents at a time. This is purely a answer and invites opportunities to get details in depth from the respondent. Although questionnaire data maybe used as evidence about people's perceptions and understanding, it is pertinent to remember that reponses may be shaped by variables such as if and how the interviewer has influenced the interviewer, and the level of trust and rapport between the two people. (Ryan, Coughlan, Cronim. 2013).

Collection of data is very essential in any educational research to provided a solid foundation for it. It is something like the raw material that is used in the production of data (Kumar Sigh, 2006) . Quality of data determines the quality of research. In this research, the writer used some of data collection technique as follow:

1. Questionnaire

   Questionnaire is a set of questions for gathering information from the subject of study. In this research, writer used questionnaire to get data related to the second research problem. There are 20 questions in the questionnaire. It made in the form of multiple choice. The questionnaire used in this study was intended to see the students' perceptions of the implementation , challenges and opportunities in learning narrative writing . Students' perceptions questionnaire was purposed for the students. It was given to the students at the end of the meeting to know the student perceptions toward the treatments.

2. Documentation

   Documentation is every written forms data or film which will be provided if there is request from investigator (Lexy, 1990) . Therefore, the writer had to ask those sources from the informant. In this research, the writer used documentation to analyze the collaborative narrative writing from the students.

   Documentation is used to gather and record information, especially to establish or provide evidence of facts about the students perceptions of collaborative narrative writing that have been done by the eleventh grade students of Senior High School Muhammadiyah 2 Sumberrejo in academic year 2018-2019.

   In this research, the documentation is used in collecting students' narrative writing. Students' narrative writing acted as documents which represent the important information about the research.

3. Interview

Interview is a dialogue who is done by the interviewer to get information from informant (Arikunto, 2006). In this research, the researcher used interview as the one of the instrument to find the data. Interviw is used to ask the students about what the implementations, challenges, and opportunities of collaborative narrative writing using Google docs by the eleventh grades students at SMA Muhammadiyah 2 Sumberrejo. For efficiency of time, the writers interview the students orally face to face to get the information of the students.

F. **Research Instrument**

In qualitative research, the writer is the key instrument. The writer must comprehend the research method and the insight of the problems. By having the proper instruments, the writer would result the valid data on the research. To collected data that needed for this study, there are two kinds of instruments that writer used, namely quesioner and interview guidelines.

1. Questionnaire

The writer distributed the questionnaire to the students. The questionnaire contains 20 questions. After 45 minutes, the writer collected the questionnaire. This part was devoted to the description of the questionnaire. The questionnaire instrument the researcher used in this study was "rating scales". It contains the set of questions for gathering information. Rating scales are very useful for researchers as they build in a degree of sensitivity and differentiation of

perceptions while still generating number. In this research instrument the writer administered the questionnaire instrument to get students' perceptions towards the use of Google doc as media in learning writing narrative text.

2. Interview guidelines

The writer used interviewe guidelines as an intrument after assesing the writing. The interview guideline was written as guidance to obtain as much as information about the student perceptions in collaborative wrting activity using Google docs-mediated writing tool. Instrument of interview contains 8 questions.

G. Data Analysis Technique

After data is gathered from the result of collecting data, and then the writer had to read and analyzed the data. Data analysis is the process of elaborating data formally to find out the theme. It purpose to organized the data as follow controlling, organizing, grouping, giving the code and categorizing, therefore the process of data analysis include of the writer attitude toward respondent. For qualitative data, the writer might analyzed as the research progresses, continually refining and reorganizing in light of the emerging results.

Those data gathered and classified then analyzed by qualitative description approach and finally, found the conclusion as in the end of the research process.

According to Lexy (1990) there are processes of data analysis. They are:

1. Data reduction

   Data reduction is process of simplification and transformation data from the written form data through some stages, as follow: making summary, coding, writing theme and making memo in this research. In collecting writing stage, after collecting the data, the writer selected the most important information about the students' writing.

2. Data Display

   The orderly information gives impossibility in order to make conclusion and take action. In this step, the writer would presented the data of students perceptions. The function of this way is for connecting the information and knowing what goes on in that research. In addition, the writer would be easier to described and make the conclusion of the research.

3. Conclusion drawing (verification)

   The meanings that was tested the validity, strength and exactly in the really as a data validity. The conclusion of a research thesis reaffirms the thesis statement, discusses the issue and reaches a final judgment. There are several ways to make conclusion, they are: implicitly restate the thesis, emphasize the importance of your subject by placing it in a larger context, offer suggestions for the future based on what you have argued, end of relevant and powerful quote or anecdote that serves to sum up the paper (Matthew, Lye).

In this stage, the writer made conclusion about the data that was gathered to draw the conclusion based on the findings and discussion. The conclusion would covered the students perceptions of collaborative writing.

H.   Checking Validity of Findings

In this research, the writer checked the validity of findings by using triangulation technique. Triangulation is the most common way used to increase the validity of the data in qualitative research. Triangulation is a technique to check the validity of the data which utilized something besides the data. It used to check or compare the validity of data.

Triangulation compares the observed data with the results of questionnaire, interviews questions and results of documentation. Thus it would being evidence when compared to similar data which obtained from other different source .

In this research, the writer compared the documentation data of the questionnaire of collaborative writing using google docs.