

Students' Experience on Google Doc Use in Final Research Project Consultation

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Abstract

This study aims to investigate EFL students' experience on Google Doc use in the final research project consultation. The participants in this research were students from the English Education Department. It consisted of eight students, five students from class A and three students from class B. The students are 20 to 22 years old. This study used a reflection sheet. The qualitative data were analyzed using students' reflections based on usability concepts. Data analysis is carried out after the data is collected in Google form. The results of the study, in terms of Learnability, reveal that the Google Doc platform facilitates students in the online consultation process. Satisfaction revealed that students were satisfied with the use of Google Doc because there are many features available on the platform. The errors of the user in Google Doc during the final research project consultation showing the number of mistakes made by the users.

Keywords: *Google Doc Platform, Online Consultation, Research Project, Student Experience*

1. Introduction

Recently, the use of technology in English writing instruction has become a trend and has received great popularity in the field of higher education, in addition to increasingly high technological developments due to the Covid-19 pandemic. The teaching of English in most higher education classrooms in several countries has shifted from the traditional settings of face-to-face classroom to the online technology (Riyandi, Aulianita, Wiyatno, Triantori & Musyaffa, 2020). It is hoped that student will continue to study and consult even from home to minimize the spread of Covid-19. Web-based or cloud-based online learning and teaching continues to develop due to increasingly innovative technology, and one of the Cloud web-based word processors is Google Docs (Alharbi, 2020). Google Docs is a Web 2.0 application that allows users to create, share, and edit documents,

spreadsheets, presentations, and forms online (Ebadi & Rahimi, 2017). According to Schuster (2010), Google Docs offers online versions of common Office applications word processing, spreadsheets, and presentations. It states all common file formats, like DOC, XLS, ODT, ODS, RTF, CSV or PPT, are supported on this platform. In addition, the application can be used directly in a Web browser and no additional software needs to be installed to open documents on this platform. Documents only have to be uploaded to Google Docs for processing and can be stored locally on the user's computer. However, to take full advantage of this Web-based application, user need to store documents on Google's servers, only then can multiple people work together in locations that don't rely on documents in real-time (Schuster, 2010). Potential technology for conducting consultations or providing feedback and for studying such as Google Docs has been investigated by several researchers (Saeed & Qunayeer, 2020). In their study, they show that Google Docs serves as a useful platform for

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various projects in learning such as peer writing, editing, and writing using Google Doc's features (Saeed & Qunayeer, 2020). Meanwhile, research by Alharbi (2020) about Google Doc in EFL writing course stated teachers and students can exchange written feedback using the comment function and reply to feedback using the reply function in Google Doc, students can also save their text automatically as long as there is an internet connection, and therefore the teacher can track student changes to their text by looking at the history of Google Docs. Ebadi and Rahimi (2017) said that the types of peer feedback via Google Doc are informed, directed, and elicited that focused on the author, content, sentence structure, vocabulary choice, formatting, citation, and other general issues of narrative writing. Bradley and Thouésny (2017) also reported that peer feedback through Google Docs focused on global areas of assignments, including main content, content structure assignment, and local issues, such as supporting details, language, and referencing. This study also analyzed students' responses to peer feedback and reported that the platform allowed students to respond to peer feedback by one reply turn, two and more reply turns, no reply and resolved. It was interesting that 'resolved' was the most frequent response, which indicates that the learner adhered to the peer feedback given.

Research by Jeong (2016) stated that web-based writing tools can improve peer interaction and collaborative learning group activities. Google Doc as a web-based writing platform can encourage self-reflection to realize a better learning approach. Jeong (2016) also said that the function of Google Doc can also be as a collaborative learning tool where group of students from the same learning community can share knowledge with other groups by sharing interesting ideas and discussing them using Google Doc. Google

Doc as the web based collaborative writing platform can help students to submit their draft, revise and share their essay writings with member of the same learning community. The use of Google Doc can support student to be more creative in collaborative writing for deeper learning so that they can gain a common understanding of writing. Meanwhile Lin, Chang, Hou, and Wu (2016) found the use of Google Docs did not significantly affect physics achievement. However, Google Docs fostered physics concept representation and enhanced attitudes toward science. Moreover, the Google Docs group tended to learn more collaboratively. The students in this group also agreed with the superiority of observation and modification functions provided by the real-time co-editing mechanism and revision history.

Zhou, Simpson, and Domizi (2012) explored the effects of using Google Doc on undergraduate students' collaborative writing performance and learning skills. The researchers found that Google Docs developed the students' collaborative writing and learning skills. After completing a writing assignment in groups of the classroom using Google Docs, students reported work can be done simultaneously by multiple people and information can be traded easily in Google Docs. Suwantarathip and Wichadee (2014) found learners' positive perceive towards cooperative writing activities using Google Docs. The learners thought that the collaboration with their peers was easier for them in comparison with the face-to-face classroom due to some features of Google Docs, such as editing, commenting, etc. The learners in the present study could easily edit and comment on their peers' writing, so this convenient collaboration might have motivated them in this learning experience. Through Google Docs the learners could easily share and edit their writing and contribute to one

another in learning about academic writing skills without any restriction of time and place. In Indonesia, there is research on the use of Google Docs but with a different focus, namely the students' perceptions on the use of Google Docs as an online collaborative tool (Sudrajat & Purnawarman, 2019). Their research focuses on investigating students' perceptions and experiences in using Google Doc in translation class, in this research Google Doc is used by students to translate collaboratively, so the students worked together in a small group to solve and discuss the translation assignment by using some features through Google Docs, and the results of this study indicate that students have a positive response to the use of Google Docs in translation class. The use of Google Docs as teaching and learning media is rarely conducted and is still limited to teaching writing in Indonesia (Sudrajat & Purnawarman, 2019). Research by Jannah (2017) also only identifies the use of Google Docs in collaborative writing activities and analyzes the development of students' writing skills. The research by Nithya and Selvi (2017) also only explored the implementation of Google Doc as an online collaborative tool in academic activities, namely group work, presentation seminars, documentation, and dataset preparation. However, little research about the EFL students' experience on Google Doc uses in the final research project consultation.

Many studies about the use of Google Docs but with a different focus, most studies about the use of Google Docs focus on exploring writing individually, peer writing or collaborative writing, editing, and as teaching practice facilities (Abrams, 2016; Alharbi, 2019; Alsubaie & Ashuraidah, 2017; Ebadi & Rahimi, 2017). However, there is still less exploration of research on the students' experience on Google Doc use in the final

research project consultation. Based on the situation, the researchers tried to find out the experiences of EFL students when consulting their final research projects using the Google Doc platform. The results of this study can be used as a reference for those who want to get research about EFL students' experience on Google Doc uses in the final research project consultation.

2. Method

The case study focused on EFL student experience on Google Doc use in the final research project consultation. In this study, the case study provided a detailed explanation of student experiences when conducting intensive online consultations using Google doc. This is in line with Yin (2003) stated that the case study was chosen to provide insight into the problems encountered and also a detailed explanation of the case. Case study research builds an in-depth contextual understanding of the case by relying on data sources.

The participants in this research were students from English Education Department. It consisted of eight students, five students from class A, three students from class B. The students are 20 to 22 years old. The researchers chose eight students as participants because they had conducted online consultations on their final project using Google Doc intensively or more than three times to the supervisor, and they had also revised the results of the online consultation on the Google Doc platform and could be seen directly by lecturers who provide consultations. Therefore, these participants were chosen because they could provide factual information about their experience in using Google Doc as a platform to consult their final research project. This can be seen from the content of their final research project which has undergone many positive changes after consulting on Google Doc with their supervisor. Another aspect is also shown by

their success in completing the final research project which was carried out using Google Doc as an online consulting platform. This study used a reflection sheet to collect the data. Data analysis is carried out after being collected in Google Form. After the data is gathered, usability by Rubin and Chisnell (2008) was adopted to analyze the qualitative data in order to find the most prominent themes regarding the EFL students' experience on Google Doc use as a platform of final research project consultation. Nielsen in Handiwidjojo and Ernawati (2016) defines usability as a measure of the quality of the user experience when interacting with a product or system, whether a website, software application, mobile technology, or other equipment operated by the user. Usability is measured by five concepts, namely: Learnability, Efficiency, Memorability, Errors, and User's Satisfaction. It is rooted in grounded theory (Nelson, 2020). It consists of systematic but flexible guidelines for collecting and analyzing qualitative data to build evidence-based theories. Therefore, in the present study the reflection sheet was coded (Saldaña, 2021) on the basis of open thematic coding to find the most important core variables about the EFL students' experience on Google Doc use as a platform of final research project consultation. Subsequently, related codes were clustered together into categories. Finally, the related categories were clustered and interpreted together into major themes. In this study, the researcher used pseudonyms (the use of numerical). The pseudonym used is "PTS 1". The following excerpt from the transcribed interview of one of the participants indicates how the process of theme assignment, categorization, and labeling was carried out: "In my opinion, Google Doc is very useful because it has many uses, Google Doc is a medium that can be used to consult writing to

supervisors. In addition, the features in Google Doc are very easy to use, there are features to improve writing, grammar, spelling, comments, and more".

As it is shown, the transcribed piece was broken down into two chunks. The chunks were then examined with regard to their underlying theme. For instance, chunks 1, which show the benefits of Google Doc that can help them, were categorized the 'advantage of using Google Doc in online consultation' with the major theme 'Satisfaction of using Google Doc in online consultation'. The second utterance which indicates that Google Doc is very easy to use and there are many features to improve writing, were categorized 'the easiness of using Google Doc in online consultation' with the major theme 'the learnability of using Google Doc in online consultation'.

Table 1: Participants' profiles of Final Research Project Consultation

No.	Participant (PTS) Name (pseudonym)	Gender	Age (Year)
1.	PTS 1	Female	22
2.	PTS 2	Female	22
3.	PTS 3	Female	22
4.	PTS 4	Female	22
5.	PTS 5	Female	22
6.	PTS 6	Female	22
7.	PTS 7	Female	23
8.	PTS 8	Female	22

3. Result and Discussion

After analyzing data of students' reflections through Usability, the researcher identified patterns and revealed that three themes emerged to generate meaning: 1) the learnability of using Google Doc in online consultation, 2) the satisfaction of using Google Doc in online consultation, and 3)

errors in Google Doc (Rubin and Chisnell, 2008).

The students have a positive and negative response to the platform during conducting their project of final research. In positive feedback shows the platform helped the teacher in correcting the students' writing, the platform allowed the students and teacher to edit the document on Google Doc through the edit feature, the platform made student easily in consultation because they did not need much time to consult face to face directly, the platform helped them to access their feedback from the teacher, and the feedback given by supervisor was very clear because of commenting feature. The advantages of Google Doc are based on the answers of students' reflections, namely Google Doc has many features that support the online consultation process. Besides, this application is easy to understand how to use, for example, students can choose the file to be sent and whether they want to be corrected or just viewed. Other than that, consultation using Google Docs is more efficient. Besides that, the obstacles that students faced during conducting the online consultation are bad internet connection and non-compliance with the Google Doc because they never used it before. Hence, those obstacles they got also forced them to find a solution by themselves to get maximum results and conducted the session of consultation smoothly. Google Doc has many Disadvantages that students faced during conducting the online consultation are students can only access Google Doc if their PC is connected to the internet. So, if they are not connected to the internet network, they cannot access it. However, disadvantage that students faced during conducting the online consultation are students can only access Google Doc if their PC is connected to the internet. So, if they are not connected to the internet network, they cannot access it.

Table 2: Example categories of EFL student experience on Google Doc use in the final research project consultation

Data	Categories	Major themes
PST1 argued, she said Google Doc was very good and could help her consult her final research project because of supporting / available features for comment, feedback, edit, and revision document in Google Doc. In terms features in Google Doc improve writing such as grammar and spelling	Advantage of using Google Doc in online consultation	Satisfaction of using Google Doc in online consultation
PST2 argued, the use of Google Doc during final research consultations is very good and makes easier for students during final research consultations because the Google doc is flexible to consult without face to face	The easiness of using Google Doc in online consultation	The learnability of using Google Doc in online consultation
PTS3 responded, the link she sent could not be clicked, an error occurred when she copied the link	Students' errors in using Google doc in online consultation	Students' errors in using Google doc in online consultation
PTS4 stated, he has difficulty in consulting her paper to supervisor because the network connection is not good so that the platform is difficult to access		

The data were obtained through students' reflection and divided into three categories related to the usability of online platforms namely learnability, satisfaction, and errors. The result of the research showed that students have positive response and negative response to the implementation of using the Google Doc platform in the online consultation.

Based on the Learnability of Google Doc used by EFL students in students' reflection, this investigation

exposed the Google Doc platform makes it easy for students in the online consultation process. For example, simply sending a link to the supervisor, opening access to giving feedback, and students simply waiting in front of the laptop / PC, greatly saves time, effort, and cost instead of having to meet directly with the supervisor. Besides that, Google Doc has quite easy to access and also fix spelling and typos. Moreover, when there are comments or feedback from the supervisor, the students could edit their documents easily and can be saved automatically on the PC. This is in line with Yang (2010) states that using Google Docs in peer editing or collaborative writing is not bound by time and space, as users can save their writing assignments online and then edit and revise them anytime and anywhere.

Not only that, but this study also showed things that satisfy students related to satisfaction of Google Doc platform is there are many features available in the platform, such as students being able to edit or revise writing that has been given feedback by the lecturer and can automatically save the revised results. This is in line with Kessler et al. (2012) state that the Google Docs feature, which automatically saves corrections and changes, made by the user and easily retrieves previous versions, makes it an easy-to-use online tool for collaborative writing.

Then, the easiness of using Google Doc in online consultation showed Google Doc helps students in the online consultation process, especially in seeing feedback provided by lecturers and revising the final research project. This is because Google Doc has a comment feature that makes it easier for lecturers to provide feedback and an edit feature to revise the final research project that has been given feedback by the lecturer. This is in line with Alharbi (2019) stated that Google Docs supports writing instruction, specifically through instructor, and peer feedback that focuses on writing, peer editing and drafting of writing and peer responses to feedback. Hence, the students have the positive responses to Google Doc in supporting pedagogical practice in writing.

The advantages of Google Doc are based on the answers of students' reflections, namely Google Doc has many features that support the online consultation process. Besides, this application is easy to understand how to use. Other than that, consultation using Google Docs is more efficient. This is in line with Saeed and Qunayeer (2020), stated that Google Docs serves as a useful platform for various projects in learning such as peer writing, editing and writing using Google Doc's features. Whereas, the disadvantage that students faced during conducting the online consultation is students can only access Google Doc if their PC is connected to the

internet. So, if they are not connected to the internet network, they cannot access it. Besides, the Google Doc features are still limited. This makes it difficult for students to create or fix their files in Google Doc. This is in line with Travis (2010), who explained that the disadvantage of Google Docs is the limitations of users in providing feedback in the form of long comments. Therefore, users can only provide comments or brief labels to prevent damage to the contents of the document being revised.

Likewise, this study found the Errors of the user in Google Doc during the final research project consultation that showed the number of mistakes made by the user. Those errors are based on their experience while accessing Google Doc, such as errors, typos, spelling, etc. It is because the platform can detect the grammatical errors in their writing by adding their document to the platform.

In another case, the students also faced two obstacles during conducting the online consultation are bad internet connection and non-compliance with the Google Doc because they never used it before. Therefore, it showed that the important component in using Google Doc is the available good internet connection. It is because Google Doc allows students to complete their assignments with the help of the internet, especially while accessing Google Doc (Nithya & Selvi, 2017).

4. Conclusion

The conclusion is drawn based on the result of the analysis of data. The results showed students had more positive experiences of using Google Doc in consulting their final research project. This study showed that the use of Google Doc has learnability, satisfaction, and errors of Google Doc use in Final Research Project Consultation. The learnability from the platform includes the students could edit their document easily and can be saved automatically on the PC and easy to send link file to the supervisor.

While The satisfaction from this platform is there are many features available in the platform, such as students being able to edit or revise writing that has been given feedback by the lecturer and can automatically save the revised results. In errors based on their experience while accessing Google Doc, such as errors, typos, spelling, etc.

Besides that, the disadvantage faced by students during online consultation is that students can only access Google Doc if their PC is connected to the internet. In another case, the students also faced two obstacles during conducting the online consultation are bad internet connection and non-compliance with the Google Doc because they never used it before.

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