

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Google Docs

Google Docs is a free web-based that can be used to write collaboratively. This tool is a free online text editor that everyone with a Gmail account can use effectively to create writing projects, and it offers typical editing capabilities and excels at real-time collaborative composition (Rahayu, 2016). It is a free web-based version of Microsoft Word and has collaboration capabilities that may be utilized to support collaborative writing in a foreign language course (Suwantarathip & Wichadee, 2014; Widayastanti, 2019). In addition, this tool can promote the student-centered approach because students can write their tasks together, and a teacher will give feedback to students after they finish their assignments. Further, Google Docs is a collaborative learning application that facilitates the implementation of the learner-centered approach (Suwantarathip & Wichadee, 2014). In short, Google is a web-based writing tool where people can write, edit, or comment simultaneously or collaboratively.

Furthermore, Google Docs has some features that can help the users to complete their writing project. Aldossary (2022) stated that Google Docs includes features that can assist students in enhancing their writing, such as auto-correction for grammar, spelling, and punctuation. Further, with this feature, if students make writing mistakes, then it will automatically give a colored underline to words whose grammar and spelling are incorrect. These features are not readily available for in-class handwriting; they allow students to produce relatively better writing (Aldossary, 2022). Besides, Google Docs feature greatly increases its potential by enabling teachers and instructors to not only monitor and promote students' work, acting as role models and facilitators, but also to

provide constructive feedback on students' work (Alharbi, 2019). Thus, students can use these features to facilitate their work and communicate with their group mates by commenting and editing inappropriate writing.

Moreover, using Google Docs, students can be facilitated to write collaboratively; with this, they can interact with their group of friends simultaneously, even though not face to face. Further, since Google Docs is stored online, students can use it from any computer connected to the internet at school or at home, and they are more likely to re-edit their work if they know that another person will be making comments on it (Suwantarathip & Wichadee, 2014). In addition, collaborative technologies support computer-supported collaborative learning, i.e., the development of interaction through technology to improve learning, and collaborative tools can improve students' engagement and group activities (Rahayu, 2016). Through this tool, the students can open the file via a link, and they can edit it together. This tool allows numerous small groups or pairs to open and modify a single Google document simultaneously through a link (Rahayu, 2016). Hence, this tool can facilitate the students to write collaboratively since this tool can be used anywhere with an internet connection.

In addition, Google Docs has some benefits that can ease the users to utilize it. Ragupathi (2013) mentioned that:

- 1) Google Docs might allow students to manage edit settings.
- 2) Working concurrently means students may see who else is revising documents concurrently.
- 3) Students may know who works on which documents and 'talk' with one another.
- 4) Save revisions and recover earlier ones; the best part is that the students no longer have to send files around and suppose who has the most recent version. Google's most recent version is always displayed on the screen, including clear online guidance and help sections.

Therefore, Google Docs is a tool that can be used to write collaboratively and simultaneously at one time. This tool is equipped with

features that can help students to complete their assignments, and there are several features such as editing, commenting, and writing simultaneously without having to meet face to face. Moreover, students can create a new document, and then the link from the document can be shared with the desired group so that they can access the document and work collaboratively.

2.1.2 Collaborative Writing

Writing is a challenging activity for students. Nasri et al. (2022) stated that it is a difficult English skill for EFL students. Thus, collaborative learning can be used by students during the learning process, especially in writing so that they can work in groups to exchange thoughts and ideas in order to gain qualified knowledge. Learning in a collaborative context is an active engagement in which members of a teaching and learning community build and share knowledge and experience (Suwantarathip & Wichadee, 2014). Further, one type of collaborative learning is collaborative writing (Rahayu, 2016). Collaborative writing is the shared creation or co-authoring of a text by two or more authors (Storch, 2011). Thus, collaborative writing can build new experiences for students by expressing their ideas and collaborating with them in writing.

However, due to Covid-19, users can simultaneously write their tasks through online collaborative writing using Google Docs to make it easier. Online Collaborative Writing (OCW) technologies like Google Docs make it easy for students to complete collaborative writing activities (Liu et al., 2018). It includes students drafting a text, which group members then complete, and other members share, correct, and encourage ideas (Rahayu, 2016). Therefore, students can use Google Docs for online collaborative writing to ease them to finish their final project, even though they cannot discuss it with their friends in real life.

Further, the necessity to agree on what and how to communicate thoughts in the collaboratively generated text motivates learners to think

about language choice and grammatical correctness in collaborative L2 writing (Storch, 2019). In addition, collaborative writing is essential in improving students' writing correctness (Alwahoub et al., 2020). Thus, students will enjoy writing, developing ideas, and receiving comments or arguments from the other members by working collaboratively; as Rahayu (2016) mentioned that students might enjoy writing, can quickly build a concept, and accept criticism or argument from another through collaborative writing.

In addition, collaborative writing activity has pedagogical advantages. Ragupathi (2013) stated that Dr. McMorran believes that it is critical to set aside time to plan collaborative possibilities both within and outside the classroom. He felt that this activity could generate new instruction, develop a learning community, provide students with an understanding of their learning level, and enable efficient use of time. Thus, collaborative writing can ease the students to share ideas to produce high quality of writing, and this activity builds the learning experiences for students.

2.1.3 ESP (English for Specific Purpose) Course Design

ESP course design is one of the courses of the English education department where students will learn how to design learning with a specific purpose based on students' needs. It will engage students in practical experiences in the design of ESP courses from a pedagogical standpoint. Thus, students will gain theoretical and practical knowledge of ESP, preparing them for careers as ESP professionals or teachers in educational settings where they will work with diverse learners studying different subjects (Fatimah, 2022). In this research, ESP course design refers to a course, which gives students a solid foundation in English for Specific Purposes (ESP).

ESP course design is a language learning method based on the students' needs (Hutchinson & Waters, 1987). English for Specific Purpose

course design is a method of teaching and learning English for subject areas with vocational and educational goals in mind (Kardijan & Fatimah, 2015). In other words, this type of learning focuses on a specific purpose based on students' needs. Furthermore, ESP emphasizes language utilized in good professional settings rather than teaching vocabulary and grammatical structures irrelevant to the student's primary disciplines (Donesh-Jezo, 2012).

1) The Areas of ESP

English for specific purpose has several types. According to Donesh-Jezo (2012), ESP is categorized into two categories:

- a) English for Academic Purposes includes English for medical purposes, legal purposes, science, technology, management, economics, finance, Etc.
- b) English for Occupational Purposes includes English for business purposes, for airline pilots, for hotel staff, Etc.

2) The Benefits of ESP

English for specific purpose has some benefits. According to Kardijan & Fatimah (2015), there are three benefits of ESP:

- a) Learning speed and ESP lead to the quicker acquisition of necessary language elements. This is because it follows the structure of native speakers learning the language for specific reasons, in which speakers study what they need, when they need it, in realistic, content-based circumstances.
- b) Learning efficiency, on an ESP course, learners employ all of their learning resources to acquire particular, pre-identified language objects and abilities.
- c) Learning effectiveness, after taking an ESP course, learners are prepared to utilize language effectively and accurately in job-related activities determined before the course through a requirements analysis.

Nevertheless, ESP course design is a subject that is studied by students to design learning which aims to focus on learning English based on the needs of the students who will be taught.

2.1.4 Students' Perceptions

Every person has a different perception to view many things based on their views or experiences. Perception is processing the information sent by our senses to create context and meaning in our surroundings (Alan & Gary, 2011). Furthermore, related to this topic, which is about students' perception. It can be defined as a significant factor that influences the learning experience (Van Petegem et al., 2007). Another statement from Kunwar (2018) mentioned that perception refers to recognizing, arranging, and expounding sensory data to recognize and comprehend the environment. Therefore, considering students' perceptions is crucial to improve the learning process and outcome because they can identify based on their experience in learning in their environment.

Moreover, with online collaborative writing, students can share ideas, correct each other, edit, and so on. Thus, they will work together to create quality work from some of the ideas they put out. The development of interaction through technology to improve learning and collaborative tools can improve students' engagement and group activities (Rahayu, 2016). Therefore, they will feel and have a perception of how it is when they write in collaboration using Google Docs.

1) Components of Perception

A perception has some components; Alan & Gary (2011) mentioned that there are three components:

- a) The perceiver also known as a perceiving human is someone whose consciousness is drawn to the stimuli and starts to recognize them.
- b) The target object of perception is the item or person being experienced.

- c) The situation refers to the ambient elements, chronology, and stimulus intensity influencing the perceptual process.

Thus, student perception in this case, relates to students' experiences in using Google Docs as a collaborative writing tool in ESP course design, which is creating a final project in the form of a course book. In this regard, it is important to know students' perceptions based on their experience of using Google Docs as a collaborative writing tool so that students can choose to use technology to help them work by minimizing the deficiencies they may face.

2.1.5 Technology Acceptance Model (TAM)

This research is based on the Technology Acceptance Model theory (TAM). TAM is developed by Davis in 1986, it is started as a modification based on the Theory of Reasoned Action (TRA) and was developed more particularly to determine and clarify technology utilization and was designed to determine the factors that contribute to user approval or disapproval of a technology by implementing technological capabilities with term organizational concepts (Davis et al., 1989). Therefore, TAM will be used as a theory in this study, which will investigate students' perceptions of using Google Docs as a collaborative tool in writing the final project of ESP course design.

Moreover, the TAM model predicts that when someone is introduced to a new technology, his or her decision in using it will be determined by a variety of factors (Binyamin et al., 2019). Furthermore, there are two crucial factors, including perceived usefulness (PU) and perceived ease of use (PEOU) (Davis, 1986). In addition, perceived usefulness refers to the extent to which a person believes that utilizing a specific system will optimize his or her job performance, while perceived ease of use is defined as the extent to which a person believes using a specific system will be effortless (Davis, 1986).

Furthermore, there are several indicators that can determine the perceived usefulness and perceived ease of use. The determining indicators of perceived usefulness are subjective norm, image, job relevance, output quality, and result demonstrability (Venkatesh & Davis, 2000).

1) Subjective norm

It can be defined as the level to which a person believes that the majority of people who are valuable to him believe he should or should not utilize the system (Venkatesh & Davis, 2000).

2) Image

It is the extent to which an invention is considered to improve one's image or condition in one's social system (Moore & Benbasat, 1991).

3) Job relevance

It can be defined as an individual's perception of how effectively the target system applies to his or her work. In some words, job relevance is a function of the significance of the set of tasks that the system is able to support within one's work (Venkatesh & Davis, 2000).

4) Output quality

It refers to people's perceptions of the degree to which the system performs their tasks (Venkatesh & Davis, 2000).

5) Result in demonstrability

It is one dimension agreed upon concerning the tangibility of the result using the innovation, which include their observability and communicability (Moore & Benbasat, 1991).

In addition, there are some determinants of perceived ease of use, which are self-efficacy, perception of external control, computer playfulness, computer anxiety, perceived enjoyment, and the objective usability (Venkatesh & Bala, 2008).

1) Self-efficacy

It refers to individuals' control beliefs about their own ability to utilize a computing system (Venkatesh & Bala, 2008).

2) Perceptions of external control

It can be defined as individuals' control beliefs about the accessibility of organizational resources and structural components to facilitate system use (Venkatesh & Bala, 2008).

3) Computer anxiety

It refers to an individual's level of apprehension, or even fear when confronted with the prospect of using computers (Venkatesh, 2000).

4) Computer playfulness

It portrays the intrinsic motivation associated with using a new system (Venkatesh & Bala, 2008).

5) Perceived enjoyment

It is the degree to which the activity of using a specific system is perceived to be enjoyable in and of itself, independent of any performance consequences arising from system use (Venkatesh, 2000).

6) Objective usability

It is a comparison based on the actual level (rather than perceived) of exertion required to complete specific tasks (Venkatesh, 2000).

In this regard, these two categories and several aspects of them will be used as interview guidelines in making questions about students' perception of Google Docs as a collaborative writing tool for creating ESP course books as a final project of ESP course design.

2.2 Study of the Relevant Research

Several studies on Google Docs have been investigated. For instance, Rahayu (2016) investigated that Google Docs was a platform that provided advantages as an innovation for students in English learning. There are many advantages of Google Docs that can be enjoyed by students who can help with their collaborative writing work. These advantages include increasing students' motivation to learn and to write, utilizing a range of interpersonal skills that aid

in group interaction in a technological environment, lowering the anxiousness associated with submitting tasks alone, and increasing students' confidence in mastering English to their professional learning (Rahayu, 2016). However, besides the benefits obtained, students also have difficulties using Google Docs. In research conducted by Rahayu (2016), it is stated that obstacles faced when utilizing Google Docs may also be the consequence of other aspects, such as students not fully knowing the functions of features or utilization of the tool and students being discouraged from the use of Google Docs. Further, Akoto (2021) stated that the use of Google Docs aided learners' writing processes by allowing group participants to produce and revise the entire text synchronously, as well as enabling rapid feedback and sharing of ideas. Moreover, Wahyuningsih (2021) mentioned that many students had positive views toward using Google Docs for online collaborative writing. Google Docs' features enabled online collaborative writing to be less complicated and more effective regarding student performance during group activities, accessibility, and collaboration.

On the other hand, other studies conducted by Hidayat (2020) demonstrated that when students write using Google Docs, they feel it helps them enhance their collaborative and communication skills. However, in the previous research, the use of Google Docs was utilized for writing classes and ignoring collaborative aspects. Furthermore, Hidayat (2020) suggests conducting additional research to examine students' perspectives when collaborating on a text using Google Docs. In addition, Syarifudin & Husnawadi (2022) stated that Google Docs is easy to use, beneficial for students, positively affecting their attitude, and willingness to use the technology. Further, Syarifudin & Husnawadi (2022) advise that future researchers qualitatively determine the level of student technology acceptance, such as through a case study design. Therefore, to fill these voids, the current study differs from previous studies in that it focuses on students' perceptions of Google Docs as a collaborative tool for writing ESP course books as a final project of ESP course design through a descriptive case study.