

ABSTRACT

ZELVY FAUZAN. 2022. Google Docs: Students' Perceptions on Supervisor's Online Written Feedback in Undergraduate Thesis Writing. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Siliwangi, Tasikmalaya.

Pandemi coronavirus (COVID-19) menimbulkan tantangan yang belum pernah terjadi sebelumnya bagi perguruan tinggi, khususnya peralihan dari kegiatan bimbingan skripsi konvensional, tatap muka, dan offline menjadi virtual, jarak jauh, dan daring. Google Docs memiliki potensi untuk memfasilitasi kegiatan bimbingan skripsi daring. Namun, penelitian tentang persepsi kognitif mahasiswa terkait penggunaan Google Docs untuk kegiatan bimbingan skripsi masih sedikit. Penelitian ini menggunakan metode penelitian kualitatif dan menggunakan desain studi kasus deskriptif. Penelitian ini menginvestigasi persepsi kognitif dari empat mahasiswa S1 dalam kegiatan bimbingan skripsi melalui Google Docs dengan menggunakan teori Conditions of Learning (Gagne, 1970). Metode pengumpulan data yang digunakan berupa wawancara semi terstruktur dan kemudian data tersebut dianalisa menggunakan Thematic Analysis (Braun & Clarke, 2006) dengan mengikuti prosedur analisis Yee (2020). Hasil penelitian ini menunjukkan bahwa tiga dari empat peserta secara kognitif menganggap Google Docs sebagai platform yang rasional, andal, dan berguna untuk kegiatan bimbingan skripsi daring. Namun, semua partisipan sepemikiran bahwa Google Docs semata-mata tidak dapat sepenuhnya memenuhi kebutuhan partisipan untuk meningkatkan kemajuan penulisan skripsi mereka.

Kata Kunci: Google Docs, Persepsi Kognitif, Skill Intelektual, Kegiatan Bimbingan Skripsi, Penulisan Skripsi.

ABSTRACT

ZELVY FAUZAN. 2022. **Google Docs: Students' Perceptions on Supervisor's Online Written Feedback in Undergraduate Thesis Writing.** English Education Department, Faculty of Educational Sciences and Teachers' Training (FKIP), Siliwangi University, Tasikmalaya.

The novel coronavirus (COVID-19) pandemic inflicts an unprecedented challenge to higher education, specifically the shift from conventional, face-to-face, and offline undergraduate thesis writing supervisory activity into online, remote, and virtual environments. Google Docs offers the potential to facilitate this newly encountered supervision environment. However, little is known about students' cognitive perceptions regarding the use of Google Docs for online supervision activity. This research was a qualitative research which utilized descriptive case study as the research design. The present study examined four undergraduate students' cognitive perception in supervision activity via Google Docs by employing Conditions of Learning theory (Gagne, 1970). Semi-structured interview was used to collect the data, and then the data was analyzed using Thematic Analysis (Braun & Clark, 2006) and following Yee (2020) analysis procedure. The findings revealed that most participants cognitively perceived Google Docs as a rationale, reliable, and practical platform for supervision activity. However, all participants consolidated that Google Docs solely could not entirely cover their necessary needs to improve their writing progress.

Keywords: Google Docs, Cognitive Perception, Intellectual Skills, Supervision Activity, Undergraduate Thesis Writing