

Escalating EFL Collaborative Writing Culture through the Use of Google Docs

[Meningkatkan Budaya Menulis Kolaboratif EFL melalui Penggunaan Google Dokumen]

Kristian Florenso Wijaya
Sekolah Kristen Cita Hati, Samarinda
kristianwijaya500@gmail.com

Abstract

Since EFL writing learning enterprises are frequently regarded as single-handedly activities, collaborative writing culture plays a crucial role in increasing globalized EFL learners' writing motivation leading them to become more optimistic, innovative, and proficient writers. This current small-scale library study was projected to profoundly investigate whether EFL collaborative writing culture can thrive in the support of Google Docs. Accordingly, the researcher critically reviewed the foregoing research results yielded by 20 previously published collaborative writing and Google Docs studies with the accompaniment of a thematic analysis. A thematic analysis approach was incorporated to ascertain the credibility, believability, and reliability of each specifically clustered research result. To produce more relatable and contextual research results, the researcher selected prior collaborative writing and Google Docs investigations ranging from 2019 until 2023 year. In conformance with the particularly obtained research results, second language writing instructors all around the globe are strongly suggested to fuse the further internalization of collaborative writing strategy with Google Docs to constantly transform EFL learners into more collaborative, resilient, persistent, and life-long writers.

Keywords: Collaborative writing culture; EFL writing; Google Docs; library study; thematic analysis

Abstrak

Berkeaan dengan fakta bahwa pembelajaran penulisan Bahasa Inggris sering dianggap sebagai aktivitas individual, budaya menulis kolaboratif memegang sebuah peranan penting untuk meningkatkan motivasi menulis pelajar Bahasa Inggris di seluruh dunia yang dapat membawa mereka menjadi penulis optimis, inovatif, dan cakap. Studi pustaka skala kecil ini diperuntukan secara mendalam untuk menyelidiki apakah budaya menulis kolaboratif dapat tumbuh dengan dukungan Google Docs. Oleh karena itu, peneliti dengan sangat kritis meninjau hasil penelitian yang telah dihasilkan oleh 20 penelitian menulis kolaboratif dan Google Docs dengan bantuan dari analisis tematik. Metode analisis tematik diterapkan untuk memastikan kredibilitas, kepercayaan, dan keandalan dari setiap hasil penelitian yang telah dikelompokkan secara spesifik. Untuk menghasilkan hasil penelitian yang relevan dan kontekstual, peneliti memilih penelitian menulis kolaboratif dan Google Docs dari tahun 2019 hingga 2023. Berkeaan dengan hasil penelitian yang telah didapat, instruktur menulis Bahasa Inggris di seluruh dunia disarankan untuk menggabungkan penerapan strategi menulis kolaboratif dengan Google Docs agar secara terus menerus mentransformasi pelajar Bahasa Inggris menjadi penulis seumur hidup yang lebih kolaboratif, tangguh, dan ulet.

Kata Kunci: Budaya menulis kolaboratif; penulisan bahasa inggris; Google docs; studi pustaka; analisis tematik

Introduction

Writing is one of the crucial and painstaking enterprises globalized EFL learners need to fully master in this ever-changing era. While taking part in the writing learning processes, worldwide EFL learners are not merely trained to apply appropriate grammatical, sentence structure and writing convention rules but also produce comprehensible writing compositions for the targeted readers. Suvin (2020) acknowledged that during engaging in a wide variety of writing learning activities, EFL learners do not solely deal with the grammatical knowledge, sentence cohesion, and writing regulations they need to activate to generate more qualified writing products, yet they simultaneously learn extensively on how to ascertain their specifically-

made writing contents to be understood by the desired readers. Given all these formidable EFL writing learning complexities, the majority of globalized second language writing instructors still inculcate a belief that writing is an individualized ideas-composing process in which EFL learners are commissioned to hone their writing proficiency levels without the accompaniment of other learning companions. The above-mentioned contention is parallel with Akoto (2021) stating that worldwide EFL writing instructors oftentimes commission their learners to practice their writing competencies solitarily as this productive language skill is perceived as an individual activity.

Responding to the aforesaid writing learning obstructions and conventional principles, collaborative writing culture came to the foreground of nowadays EFL writing learning dynamics where EFL learners are highly encouraged to become more proactive and proactive writers. This promising writing outlook may happen since EFL learners are constantly allowed to support other learning counterparts' writing learning progress by imparting constructive writing support. The above-alluded meritorious writing value is mutually interlinked with Perry and Rangu (2020) averring that with the sustainable cultivation of collaborative writing culture, EFL learners are more likely to experience a higher degree of writing learning enjoyment by which they can address meaningful, positive, and rewarding writing learning supports for the further advancement of others' writing performances, quality, and achievements. Another salient advantage benefit of establishing a collaborative writing culture in nowadays EFL writing learning enterprises is EFL learners can gradually transform into more self-reliant, mature, and proficient writers. These commendable writing attributes can be achieved since EFL learners continually attempt to actualize a more emotionally supportive and positively sound writing learning atmosphere wherein their actual writing skills development tangibly occurs based on the mutual writing learning scaffolding given by their trusted writing companions. Cheung (2022) theorizes that by continuously habituating EFL learners to the apparent incorporation of a collaborative writing culture, they are more prone to elevate their autonomous characters, maturity, and writing competencies as they have been committed to meaningfully supporting each other's writing skills growth.

To successfully embody the aforementioned collaborative writing benefits in daily-based EFL writing learning dynamics, second language

writing instructors should implement an insistent usage of a more interactive, friendly, compatible, and useful online technological integration. It is worth accentuating that in the support of online technological incorporation, second-language writing instructors will have broader opportunities to design more contextual digital writing learning materials harmonious with their learners' existing writing learning needs, interests, and levels. As a result, EFL learners are strongly eager to practice their writing competencies outside of the regular writing classroom circumstances. Lee and Hassell (2021) have likewise recommended worldwide second language writing instructors to start fulfilling EFL learners' particular writing learning needs, preferences, and proficiency by utilizing a vast range of supportive digital learning tools to nurture their life-long writing characters.

One of the most familiar and promising online learning platforms worthwhile to utilize by worldwide second language writing instructors to attain the above-explicated writing learning merits is through the use of Google Docs. Google Docs has been proved by second language educationalists to bring about influential impacts for the betterment of EFL learners' writing learning progressions. With the intensive support of this digital learning tool, EFL learners can plan, edit, give suggestions, revise, and evaluate their designated writing drafts efficiently. As a result of these rewarding values, EFL learners are more liable to compose more qualified writing products after receiving various useful comments imparted by their writing instructors and writing companions. This lucrative benefit is corroborated by Alharbi (2019) who strongly advocates globalized second language writing educators to start implementing Google Docs at the commencement of their daily writing learning basis in which EFL learners begin to instill a more robust desire to improve their already-made writing compositions in agreement with the feedback addressed by the teachers and classmates. In a similar vein, Google Docs synchronously provoke a significant degree of benefits for both second language writing educators and EFL learners to acquire insightful writing knowledge, ideas, experiences, and skills through boundless writing learning circumstances. As they can flexibly access their writing files in varied places without being confined by strict writing time limitations conducted in their physical writing classroom vicinities, conducive-friendly writing learning processes can gradually penetrate their daily-based writing practices. This second advantage aligned with Aldossary (2022) confessing that under the integral guidance of Google

Docs, EFL learners can immensely alleviate the pressurized and stressful feelings they generally encounter in conventional writing learning activities since they are flexibly permitted to access their already-commented writing drafts without being restricted by specific time and site limits. The utmost benefit of harnessing Google Docs as one of the accompanying online learning platforms in daily-based EFL writing learning enterprises is the terrific escalation of second language learners' collaborative writing skills. While taking part in collaborative writing activities conducted via Google Docs, EFL learners are intensively commissioned to address their specifically written comments, feedback, appraisals, and suggestions more comprehensibly to be grasped accurately by other learning community members. By doing so, they simultaneously foster their social, communication and problem-negotiating skills digitally given the probable scenarios that the writing learning counterparts do not immediately accept their particularly addressed feedback. One of these foremost Google Docs merits is consistent with Ali and Sarok (2022) revealing that a great number of Iraq university EFL learners have progressively transfigured into more strategic, confident, and efficient feedback imparters after being immersed in collaborative writing activities represented by Google Docs by which they are constantly trained to communicate their particularly-depicted online writing suggestions understandably to the targeted feedback recipients to diminish an undesired misunderstanding and a miscommunication among them.

Five prior studies have been accomplished in accord with the major topic proposed in this small-scale qualitative investigation. The first study was conducted by Diasti and Mbato (2020) uncovered that a great majority of undergraduate Indonesian university EFL learners were capable of accomplishing their final thesis writing assignment promptly after they inculcated a more robust self-regulation development. Mbato and Cendra (2019) highly advised Indonesian university EFL lecturers to start prioritizing the terrific development of self-regulatory characters within their learners to enable them to become more persistent, resilient, and vibrant writers. Wijaya (2022) strongly advocated for second language writing educationalists in Indonesia to activate peer feedback strategy as one of the major driving forces for graduate Indonesian university EFL learners to continue their adverse writing learning journeys as they truly undergo more anxiety-free writing learning climates. In another study, Wijaya (2021) unfolded that

Indonesian EFL educators working in senior high school institutions were adept at maximizing the utmost utilities of a collaborative learning approach in which a higher degree of respect and suitable learning materials are extensively utilized. In the last study, Wijaya and Setiawan (2021) highly prompted academic writing instructors in Indonesia EFL writing learning settings to start habituating their learners to five consecutive stages of motivation regulation strategies namely interest enhancement, performance self-talk, mastery self-talk, self-consequating, and environmental in an attempt to make them become more successful and highly-achieving academic writers. Notwithstanding their precious research results, these five previous studies have not yet investigated the possibility of promoting a more collaborative writing culture through modern EFL learners' writing learning contexts with the support of Google Docs. This gap elevates the researcher's sound willingness to profoundly explore the extent collaborative writing culture can thrive in EFL learners' writing learning settings with an enlightenment of Google Docs. By releasing this action, the forthcoming research results may potentially shed a glimpse of a promising pathway for globalized second language writing instructors to start promoting more holistic, supportive, and less-pressurized writing learning climates for EFL learners to foster their desired writing competencies to the fullest levels.

Research Questions

- a. How does EFL learners' collaborative writing culture can thrive with the presence of Google Docs?
- b. To what extent do EFL learners foster their collaborative writing skills in the support of Google Docs?

Research Methodology

In the support of a systematic library analysis review, the researcher can potentially generate more well-structured, compatible, robust, and trustworthy research results. Creswell (2012) avowed that with the accompaniment of a systematic library analysis methodology, the researchers will have wider opportunities to increase the credibility, reliability, and believability of the specifically analyzed research results as each linear research finding is systematically clustered into some identical research themes. To that end, the researcher concurrently made use of an open-coding and a thematic analysis approach. With the help of an open-coding method, the researcher could critically discern the most notable research results emanating from the previously

published studies. Moreover, a thematic analysis strategy could supportively assist the researcher in accurately subdividing the already-analyzed research results into suitable research themes. By employing these two research methodologies, the researcher could produce more comprehensible, relatable, and applicable research results for the worldwide EFL educators, practitioners, and stakeholders. Concerning the above-alluded study nature and procedures, the researcher selected collaborative writing and Google Docs studies ranging from 2019 until 2023 year to yield more up-to-date research results worthwhile to be internalized in modern EFL writing learning enterprises. Additionally, all these particularly chosen studies were current scientific works having been published in a vast variety of reputable international journal article platforms. Two internal factors motivated the researcher to embark on this present small-scale systematic library analysis review study. Firstly, the researcher aimed to make a further initiative attempt to promote an exhaustive awareness for globalized second language writing instructors to start cultivating a collaborative writing culture epitomized by the actual usage of Google Docs. By habituating this supportive writing learning culture, worldwide EFL learners can elevate their designated writing proficiency levels to greater development. Secondly, the researcher attempted to address a glimpse of hope for globalized EFL learners that more enjoyable, less anxious, and transformative writing learning dynamics can still possibly happen when they sustainably integrate the tangible use of an online technological tool in their writing practices. Thus, a collaborative writing culture represented by an apparent usage of Google Docs can gradually eradicate a higher level of competitiveness and rivalry among EFL learners to be superseded by meaningful collaborative writing support. After embodying the above-mentioned study objectives, steps, and aspirations, the researcher expounded the already-subsumed research themes argumentatively to be further amplified by relatable theoretical frameworks and research results to provide broader insights for ELT parties determining to commence their daily writing learning processes in the light of collaborative writing culture and Google Docs implementation.

Findings and Discussion

Two salient themes emanated from an in-depth thematic analysis conducted before namely: (1) Conducive-friendly writing climates enabled EFL learners to become more collaborative writers and (2)

Google Docs allowed EFL learners to transfigure into more persistent, resilient, and life-long writers. The following sections will be presented with the accompaniment of argumentative explanations and previous research-based facts.

Table 1: Conducive-Friendly Writing Climates Enabled EFL Learners to Become More Collaborative Writers

Theme 1	Authors
Conducive-friendly writing climates enabled EFL learners to become more collaborative writers	Aldossary (2022); Alwahoub et al. (2022); Ebadi and Rahimi (2019); Farahian et al. (2023); Hafour and Al-Rashidy (2020); Hidayat (2020); Nguyen and Nguyen (2022); Ali and Sarok (2022); Valizadeh (2022); Yaccob and Yunus (2019).

Rather than experiencing an incessant rivalry among learning community members, the further application of Google Docs could potentially allow globalized EFL learners to transform into more collaborative writers. The aforementioned writing learning value happened since all EFL learners participating in collaborative writing activities via Google Docs are willing to provide mutual intensive writing support intended for the significant advancement of their writing skills, quality, and products. Aldossary (2022) found that a great number of Saudi EFL learners were highly desirous of proceeding into various writing learning enterprises after being immersed into collaborative writing dynamics supported by Google Docs internalization in which they agreed to address varied constructive feedback to each other. Furthermore, a collaborative writing culture represented through Google Docs implementation can potentially pave a more favorable writing learning pathway for worldwide EFL learners. When globalized EFL learners have progressively instilled a higher degree of writing learning enjoyment, they will have broader opportunities to become highly achieving writers as they acquire varied beneficial writing suggestions to generate high-quality writing compositions. Asih et al. (2022) highly recommended that Indonesian university EFL educators expose their learners to the proper integration of Google Docs amidst

collaborative writing enterprises to terrifically increase their writing motivation, which will empower their writing composition dynamics.

It is worth underscoring that with the sustainable endorsement of Google Docs and collaborative writing culture, worldwide second language writing instructors could devise more compatible, meaningful, interactive, and interesting writing learning materials for the entire writing learning community members. Simply speaking, the adjustable and flexible usage of Google Docs requires second-language writing instructors to adapt their designated writing learning materials in line with the specifically situated writing learning conditions currently undergone by EFL learners. As a result of this holistic writing action, EFL learners can thoroughly attain more gratifying writing learning achievements. This contention is also in the view of Ebadi and Rahimi (2019) averring that it is of foremost importance for second language writing learning instructors to flexibly adopt various engaging writing learning materials harmonious with their learners' existing writing learning needs, preferences, and proficiency levels to bring about more fruitful writing learning outcomes for them to fully obtain. Concerning the fact that Google Docs enable EFL learners to critically discern their particularly-formed shortcomings derived from their writing products, it is progressively becoming pivotal to incorporate this learner-oriented learning platform at the onset of diverse wide-ranging second language writing learning dynamics. Thus, other entrusted writing learning counterparts should be more cautious while attempting to address their specifically written feedback by ascertaining that their imparted feedback is constructive for the betterment of their partners' writing skills improvements. The above-alluded advice is consistent with the finding of Farahian et al. (2023) unfolding that a predominant number of Iranian university EFL learners have successfully conducted more meaningful, efficient, and proper writing revisions toward their designated writing compositions after being constantly supported by their classmates' positive writing feedback. For struggling, taciturn, and passive EFL writers, the continual usage of Google Docs can potentially set up a more solid writing learning networking and intelligible online discussions while being bombarded with a vast variety of taxing writing learning obstructions. This influential writing learning impact took place since second language writing instructors and EFL learners could initiate open-ended discussions in evaluating the already-submitted writing products. As a result, EFL learners can produce more qualified writing

products for their targeted readers. The above-alluded principle echoed by a previous finding of Hidayat (2020) discovered that an overwhelming majority of undergraduate Indonesian university EFL learners began to infuse positive perceptions toward the continual integration of Google Docs upon promoting more collaborative writing nuance by which they erected meaningful, friendly, and comfortable online communication interfaces with their lecturers as well as writing learning companions.

Table 2: Google Docs Allowed EFL Learners to Transfigure into More Persistent, Resilient, and Life-Long Writers

Theme 2	Authors
Google Docs allowed EFL learners to transfigure into more persistent, resilient, and life-long writers.	Akoto (2021); Alwahoub et al. (2020); Asih et al. (2022); Damayanti et al. (2021); Hoa and Lap (2021); Kitjaroonchai and Suppasetsee (2021); Moonma (2021); Putri and Trisusana (2022); Winis et al. (2021); Shahidan et al. (2022).

It is interesting to further argue that Google Docs can gradually turn globalized EFL learners into more persistent, resilient, and life-long writers. Due to an inescapable fact that worldwide EFL learners gain a wide array of rewarding writing insights, advice, perspectives, strategies, and knowledge openly shared by their trusted writing learning companions, they begin to decrease their excessive writing anxiety levels prompting them to become pessimistic, unproductive, and depressed writers. To that end, they have ingrained a higher degree of writing learning commitment to continue rehearsing their present writing competencies outside of the regular writing classroom vicinities. The above-mentioned meritorious value is compatible with Alwahoub et al. (2020) accentuating the prime importance of activating Google Docs implementation as an apparent attempt to nurture EFL learners' collaborative writing skills wherein they no longer perceive writing activities as frustrating, yet enlightening second language learning experiences. Two heads are better than one is a keynote contention that should continuously be held by all writing learning instructors before combining the use of a collaborative writing approach and Google Docs. In collaborative writing activities supervised by Google Docs, EFL learners

can depict their specific writing ideas fluently, comfortably, and meaningfully. This coveted writing learning outcome occurred since EFL learners have acquired various valuable insights from their writing learning companions regarding how to construct more well-structured writing products. The above-elucidated writing learning benefit is corroborated by the prior research result of Asih et al. (2022) asserting that with the presence of Google Docs, Indonesian university EFL learners have successfully fostered their collaborative writing skills to more advanced growth wherein they are insistently helped by other writing learning counterparts to yield well-organized writing compositions.

One of the devastating stumbling blocks probably hindering the prolific development of collaborative writing skills is the free-rider. This ubiquitous group learning obstruction is inevitable since some skilled EFL learners predominantly dominate the whole collaborative writing discussions, or in the worst scenario, other reluctant writing learning companions fully rely on their group mates deemed as active and capable. To that end, Google Docs appears to be one of the promising solutions to better diminish the above-mentioned writing learning hurdle where second language writing learning instructors can intensively monitor the integral collaborative writing learning processes endured by EFL learners. The above-expounded writing value affirms the previous research finding of Kitjaroonchai and Suppasetserree (2021) strongly prompting worldwide second language writing educationalists to introduce EFL learners to the precise utilization of Google Docs in an attempt to foster their collaborative writing proficiency levels and trace the particular group writing discussions to view the writers who participate or the ones who do not address some contributions to their groups. Google Docs can be one of the major driving forces for EFL learners to gradually turn into more insightful, strategic, and thoughtful writers. This positive collaborative writing outlook occurs since they sustainably obtain a vast range of useful grammar, vocabulary, dictions, punctuations, and capitalizations based on unrestricted feedback access accessible anywhere and anytime. Such impactful writing learning merit concurs with Moonma (2021) contending that in the support of Google Docs, worldwide EFL learners can intensively escalate their collaborative writing competencies wherein they widely acquire varied grammar knowledge, writing expressions, and writing conventions to be applied in their actual writing learning enterprises. Of considerable importance is

the solid concatenation between the collaborative writing approach with Google Docs can pave a more enlightening pathway for EFL learners to continuously become more critical and analytical writers. The critical side truly takes place when the feedback providers are commissioned to conduct more exhaustive evaluations of their classmates' already-created writing products to accurately address more appropriate writing suggestions while the escalation of analytical thinking skills may probably occur in condition feedback receivers should think more profoundly on the specifically-imparted writing suggestions to successfully revise their intended writing products. This ultimate benefit is congruent with the finding of Winis et al. (2021) who contend that it is increasingly necessary for globalized second language writing educators to adhere to their daily writing teaching-learning basis with the further incorporation of Google Docs to increase EFL learners' critical and analytical thinking skills at the best development in analyzing the contents of their classmates' writing products.

Conclusion

Summarizing the above-elucidated research results, the sustainable amalgamation of collaborative writing culture, collaborative writing approach, and Google Docs was proved as one of the critical determinants for globalized second language writing instructors strongly determining to promote an intensive cognitive, affective, and motivation empowerment through the constant trajectories of more convivial writing learning surroundings where EFL learners fine-tune their collaborative writing learning enterprises in corresponding ways. Simply saying, with the continuous endorsement of collaborative writing strategy conducted via Google Docs, worldwide EFL learners can exceptionally escalate their currently-possessed writing proficiency levels to the fullest potential as they have become more vibrant writers willing to continue their challenging writing learning journeys as a result of the supportive writing accompaniment, support, and supervision iteratively imparted by their reliable writing learning counterparts. Satisfyingly speaking, better-facilitated writing learning environments are going to supersede the anxiety-provoking writing learning atmosphere repeatedly experienced by globalized EFL learners. Although this present small-scale library investigation has received its major objectives, several drawbacks still need to be transparently pinpointed. Firstly, there existed potential research results bias regarding the

interpretation and generalizability of study outcomes incorporation. As the incorporation of a collaborative writing approach with Google Docs is not identically compatible with other distinctive writing learning contexts, it is of utmost crucial for prospective researchers to conduct a more profound investigation regarding the potential combination of a collaborative writing strategy with another digital learning platform to provide an in-depth insight to worldwide second language writing instructors on how to ensure the utmost utilization of this learner-oriented writing learning method with other online learning application. Secondly, there is also a pressing need for future researchers to unearth the probable disadvantages yielded by collaborative writing activities and Google Docs. By releasing the above-highlighted suggestion, the immediacy and readiness of worldwide second language writing educationalists can be potentially heightened to a decent level in an attempt to evoke better-facilitated collaborative writing learning dynamics. Despite these undeniable research results deficiencies, this current small-scale library investigation has presented essential prerequisites for globalized second language writing educators intending to provoke holistic, transformative, adaptive, and collaborative writing learning activities in which EFL learners can eventually undergo the true pleasure of second language writing exposure by sufficing their specific writing learning needs in concordance with the comprehensible writing suggestions put forth by entrusted writing learning community members.

REFERENCES

- Akoto, M. (2021). Collaborative multimodal writing via google docs: Perceptions of french fl learners. *Languages*, 6(3). <https://doi.org/10.3390/languages6030140>
- Aldossary, K. (2022). Efl students' perceptions of google docs as an interactive tool for learning writing. *International Journal of English Linguistics*, 12(2), 60-69. <https://doi.org/10.5539/ijel.v12n2p60>
- Alharbi, M. A. (2019). Saudi Arabia efl university students' voice on challenges and solution in learning academic writing. *Indonesian Journal of Applied Linguistics*, 8(3), 576-587. <http://dx.doi.org/10.17509/ijal.v8i3.15276>
- Ali, F. S., & Sarok, S. (2022). Students' awareness towards using google docs in promoting writing skills in efl classes: Tiu-northern Iraq. *Canadian Journal of Language and Literature Studies*, 2(2), 39-51.

- <https://doi.org/10.53103/cjlls.v2i2.39>
- Alwahoub, H. M., Azmi, M. N. L., & Halabieh, M. (2020). Computer-assisted collaborative writing and students' perceptions of google docs and wikis: A review paper. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 4(1), 15–27. <https://doi.org/10.30743/ll.v4i1.2499>
- Alwahoub, H. M., Jomaa, N. J., & Azmi, M. N. L. (2022). The impact of synchronous collaborative writing and google docs collaborative features on enhancing students' individual writing performance. *Indonesian Journal of Applied Linguistics*, 12(1), 113–125. <https://doi.org/10.17509/ijal.v12i1.46541>
- Asih, H. K., Degeng, P. D. D., & Hamamah, H. (2022). Exploring efl students' perspectives towards google docs in writing. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1), 984–1000. <https://doi.org/10.24256/ideas.v10i1.2841>
- Cheung, A. (2022). Verbal and on-screen peer interactions of efl learners during multimodal collaborative writing: A multiple case-study. *Journal of Second Language Writing*, 58(3), 1-16. <https://doi.org/10.1016/j.islw.2022.100931>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Essex, GB: Pearson Education, Inc.
- Damayanti, I. L., Abdurahman, N. H., & Wulandari, L. (2021). Collaborative writing and peer feedback practices using google docs. *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*, 546(Conaplin 2020), 225–232. <https://doi.org/10.2991/assehr.k.210427.034>
- Diasti, K. S., & Mbato, C. L. (2020). Exploring undergraduate students' motivation-regulation strategies in thesis writing. *Language Circle: Journal of Language and Literature*, 14(2), 176–183. <https://doi.org/10.15294/lc.v14i2.23450>
- Ebadi, S., & Rahimi, M. (2019). Mediating elf learners' academic writing skills in online dynamic assessment using google docs. *Computer Assisted Language Learning*, 32(5–6), 527–555. <https://doi.org/10.1080/09588221.2018.1527362>
- Farahian, M., Noori, T., & Branch, K. (2023). The effectiveness of peer feedback through google docs for improving efl students' classroom engagement and writing achievement. *Farahian & Noori*

- International Journal of Research in English Education*, 8(1), 1–106. <https://www.researchgate.net/publication/369417229> The Effectiveness of Peer Feedback through Google Docs for Improving EFL Students' Classroom Engagement and Writing Achievement
- Hafour, M. F., & Al-Rashidy, A. S. M. (2020). Storyboardingbased collaborative narratives on google docs: Fostering efl learners' writing fluency, syntactic complexity, and overall performance. *JALT CALL Journal*, 16(3), 123–146. <https://doi.org/10.29140/jaltcall.v16n3.393>
- Hidayat, F. (2020). Exploring students' view of using google docs in writing class. *Journal of English Education and Teaching*, 4(2), 184–194. <https://doi.org/10.33369/jeet.4.2.184-194>
- Hoa, N. T. N., & Lap, T. Q. (2021). Investigating the impact of peer feedback and teacher feedback using google docs on efl students' writing performance. *European Journal of Education Studies*, 8(10), 15–45. <https://doi.org/10.46827/ejes.v8i10.3926>
- Kitjaroonchai, N., & Suppasetsee, S. (2021). A case study of ASEAN efl learners' collaborative writing and small group interaction patterns in google docs. *English Language Teaching*, 14(5), 89–108. <https://doi.org/10.5539/elt.v14n5p89>
- Lee, K. Y., & Hassell, D. G. (2021). Students' attitudes and preferences towards google docs as a collaborative writing platform. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 11(2), 1–15. <http://dx.doi.org/10.4018/IJCALLT.2021040101>
- Mbato, C. L., & Cendra, A. (2019). Efl undergraduate students self-regulation in thesis writing. *JELE (Journal of English Language and Education)*, 5(1), 66–82. <https://doi.org/10.26486/jele.v5i1.949>
- Moonma, J. (2021). Comparing collaborative writing activity in efl classroom: Face-to-face collaborative writing versus online collaborative writing using google docs. *Asian Journal of Education and Training*, 7(4), 204–215. <https://doi.org/10.20448/journal.522.2021.74.204.215>
- Nguyen, T. H. N., & Nguyen, T. T. H. (2022). Use of google docs in teaching and learning english online to improve students' writing performance. *International Journal of TESOL & Education*, 2(2), 186–200. <https://doi.org/10.54855/ijte.222210>
- Perry, B., & Rangu, S. (2020, January 01). *Collaborative writing with*

- google docs. ScholarlyCommons
<https://repository.upenn.edu/handle/20.500.14332/8499>
- Putri, D. P., & Trisusana, A. (2022). Using google docs as a collaborative writing medium for empowering senior high school students' writing skills. *EDUCAFL: Journal of Education of English as Foreign Language*, 5(2), 57-73.
<https://educafl.ub.ac.id/index.php/educafl/article/view/283>
- Shahidan, S. N., Ali, Z., & Bakar, N. A. (2022). Motivational impacts of the google docs integration to support collaborative writing: A review approach. *International Journal of Advances in Social Sciences and Humanities*, 1(3), 166–171. <https://doi.org/10.56225/ijassh.v1i3.54>
- Suvin, S. (2020). Complexities of writing skill at the secondary level in Bangladesh education system: A quantitative case study analysis. *English Language Teaching*, 13(12), 65-75.
<https://doi.org/10.5539/elt.v13n12p65>
- Valizadeh, M. (2022). Collaborative writing on google docs: Effects on efl learners' descriptive paragraphs. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 6(2), 277-287.
<https://doi.org/10.21093/ijeltal.v6i2.1053>
- Wijaya, K. F. (2022). English education master students' perceptions on peer feedback in academic writing. *Journal of Foreign Language Teaching and Learning*, 7(1), 117–137.
<https://doi.org/10.18196/ftl.v7i1.12751>
- Wijaya, K. F. (2021). Exploring efl teachers perspectives on collaborative learning activities in senior high school contexts. *Journal of English Teaching*, 7(2), 118-132. <https://doi.org/10.33541/jet.v7i2.2341>
- Wijaya, K. F., & Setiawan, N. A. (2021). Graduate students' motivation regulation strategies in facing academic writing amid covid-19 pandemic. *LLT Journal: A Journal on Language and Language Teaching*, 24(2), 597–613. <https://doi.org/10.24071/llt.v24i2.3142>
- Winis, N., Saleh, I., Zamzam, Y. H. A., & Mare, A. (2021). Using google docs to enhance collaborative writing and peer feedback practice of libyan efl learners. *International Journal of English Language & Translation Studies*, 9(4), 9–16.
https://scholar.google.com.ly/citations?view_op=view_citation&hl=ar&user=3Ud9qEQAAAAJ&citation_for_view=3Ud9qEQAAAAJ:Y0pCki6g_DkC
- Yacob, N.S., & Melor Md Yunus. (2019). A review: ESL learners' critical

thinking and active learning through collaborative online writing activity (Google Docs). *Jurnal Penyelidikan Sains Sosial*, 2(3), 35–42. https://www.researchgate.net/publication/350877217_A_REVIEW_ESL_LEARNERS'_CRITICAL_THINKING_AND_ACTIVE_LEARNING_THROUGH_COLLABORATIVE_ONLINE_WRITING_ACTIVITY_GOOGLE_DOCS