

WRITING JOB APPLICATION LETTER AND RESUME WITH GOOGLE DOCUMENT: AN EXPERIMENTAL RESEARCH

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Abstract: One of the main skills that must be mastered by vocational students, especially in the Department of Office Automation & Governance (OTKP) is understanding the script layout in English correspondence activities. Considering the urgency of the letter that will be used frequently in the future, and based on discussions with the class teacher at the research locus, the researcher focused on studying the writing of job application letters and resumes in English written by the vocational students. In addition, with the development of writing technology by Google Document (Google Docs/GDocs), it is hoped that it can facilitate students' writing assignments. This research is an experimental study that examines the effectiveness of Google Docs in writing job application letters and resumes in English. The research was conducted through pre-test, post-test and Forum Group Discussion (FGD) in order to provide input on research results. The results shows that through the t test, it is found that Google Docs is effective in writing English correspondence compared to writing letters manually in class X OTKP of SMK Negeri 1 Salatiga.

Keywords: *Google Docs; Vocational High School Students; English Correspondence; Job Application Letter; Resume*

INTRODUCTION

It is undeniable that the current era of technology has expanded to the world of education. There are many online applications that really support learning, especially in this online era. In addition, learning English, especially in writing, can be greatly helped by online applications. One of these features is offered by Google and is very useful in writing correspondence for vocational students (Lina, 2021).

The use of technology has recently become an urgent matter in the teaching and learning process, inside or outside the classroom (Ahmadi, 2018). This is in line with the results of research conducted by Ghavifekr and Rosdy (2015). The findings show that teacher are well-equipped preparation with tools and facilities Information and Communication Technology (ICT) is one of the main factors for the success of technology-based teaching and learning. Therefore, the use of technology should be considered as part of the teaching and learning process. Furthermore, Ahmadi (2018) states that the use of technology provides interaction between teachers and students. It also helps students to improve their thinking skills, their confidence and their motivation to learn foreign languages, and classes will be student-centered.

Google Docs (Gdoc) is very interesting because in addition to offering attractive templates for writing job application letters and resumes online, Gdoc also has a spelling and grammatical error detection tool. Of course this is very useful for English learners (Metilia &

Fitrawati, 2018). Another benefit, with an online mail processing model, documents can be automatically saved and more secure.

Zhou, et al (2012: 1) in their article entitled Google Docs in Collaborative Writing Activities Outside the Classroom, mention that Google Docs an online word processing application, is a promising tool for collaborative learning. However, many college instructors and students lack the knowledge to use Google Docs effectively to improve teaching and learning. In addition, Suwantarathip & Wichadee (2014) conducted a Google Docs learning procedure in an empirical study of two classes in which different methods were used for students' writing development.

Considering the importance of mastering English correspondence writing skills for students, it is necessary to support this skill (Eady & Lockyer, 2013; Wu, 2014; Blackstone, Spiri, & Naganuma, 2007). Learning English has an important role in preparing students who have these skills. Thus, this will be very useful to implement English learning that can support the skills of these students.

This is not surprising that since then the learning of "writing" is internet-based and it is believed to be the answer to various problems in teaching writing such as time limitations in teaching writing (Moloudi, 2011; Aliweh, 2011), inadequate writing support media (Bilal, Tariq, Din, Latif, & Anjum, 2013) and lack of motivation (Gupta & Wondemariam, 2011; Erkan & Saban, 2011). Furthermore, a research from the Internet Research Project entitled "The Impact of Digital Tools on Students' Writing Skills and How Writing is Taught in Schools" in 2013 shows that most teachers view positively that digital technology and the Internet have an impact on students' writing (Purcell, Buchanan, & Friedrich, 2013). Hence, ICT is used in teaching writing because of its promising and prominent impact on students' writing (Deore, 2012; Warnock, 2009).

From an article written by Khalil (2018) in a journal, it is stated that in teaching English as a foreign language, many Palestinian institutions rely on a traditional approach toward grammar. Grammar is also important in writing English. Grammar rules are taught to students directly from textbooks and in return, students are asked to complete a number of activities in their workbooks to demonstrate understanding and application of the rules. Thus, the use of the Google Application, namely Google Docs (a web-based application that allows documents to be written, edited, and stored online) aims to determine the effectiveness of the application in building a collaborative learning environment and following the principles of flipped-classroom. Research findings show that according to students, Google Apps help build collaborative learning environments. In detail, they support teacher-to-student and student-to-student interactions. Additionally, the majority of participants prefer to use such apps for future courses given that they can benefit from the availability of written feedback from the teacher and easy access to subject matter.

Furthermore, one of the efforts that can be taken in learning to write English correspondence is to familiarize students with writing English by using online writing applications (Lee & Hassell, 2021). In addition, considering the importance of correct grammar and spelling, as well as the suitability of the contents of the letter, Google Docs is needed to assist them in writing correspondence in English. It is hoped that after interacting with Google Docs which has special features, students' skills can be developed.

Based on some of the things mentioned above, the authors formulate the problem as follows:

1. How is the English writing ability of the first grade of Office Automation & Governance at SMKN 1 Salatiga 2021 in achieving English correspondence writing skills?
2. How can the Google Docs Application support the first grade of Office Automation & Governance at SMKN 1 Salatiga 2021 in achieving English correspondence writing skills?
3. Is Google Docs effective to support the first grade of Office Automation & Governance at SMKN 1 Salatiga 2021 in achieving English correspondence writing skills?

In this article, the researcher divides the main discussion into four chapters. This is intended to clarify, facilitate the reader on any issues raised. The details of the five chapters are: (1) Introduction, this chapter contains: background of the problem, problem formulation, research objectives, literature review and hypotheses formulation; (2) Research Methodology: it contains the type of research used in this study, research location and time, data sources, data collection procedures, data analysis, and the data validity; (3) Result and discussion: this chapter contains data description, data analysis, and discussion; the last chapter is (4) conclusion and suggestion.

RESEARCH METHODOLOGY

This research is experimental research. Angreany & Saud (2017: 142) states that this study aims to determine the effects of a treatment. This study uses 2 variables, namely the independent variable (X) and the dependent variable (Y). The independent variable in this research is the online learning media Google Docs and the dependent variable is the English correspondence writing skill. The research design applied is a quasi-experimental design, non-equivalent control group design.

This research was conducted at SMK Negeri (State Vocational High School) 1 Salatiga in 2021. The subject determination is from the research problem studied by the researcher, namely about writing in English correspondence subjects. Then, the relation to the use of the Google Docs as an online application that can support their writing skills, so there is only 1 department that practices it, namely Office Automation & Governance (OTKP).

The sources of data in this study were class X students of Office Automation & Governance (OTKP) Department at SMKN 1 Salatiga 2021. Based on the research objectives and design, 1 class was selected to study English correspondence with a total of about 30 students. From that class, they were divided into 2 groups with 15 students each, 1 experimental group and 1 control group through lottery technique.

In this research, the author has conducted two assessments to determine the students' ability in writing English, especially in English correspondence and to determine the effectiveness of the Google Docs application in supporting students to achieve English correspondence writing skills. Both were taken from the pre-test and post-test.

The data obtained were analyzed using inferential statistical analysis to test the research hypothesis using t-test. But before that, the normality test was carried out using Kolmogorov-Smirnov and chi-square tests first. In addition, the data was previously determined the average value (mean), standard deviation, and variance.

RESULT AND DISCUSSION

1. Students' English Ability

To determine students' English skills in writing English correspondence, the results of the pre-test and post-test were analyzed in both class groups, both the control class and the experimental class. The procedure is as follows: (1) researchers, classroom teachers, and students are members of a WhatsApp Group, (2) researchers share information related to the distribution of control and experimental groups, (3) researchers inform about the simultaneous pre-test in both groups, (4) pre-test implementation, (5) pre-test results processing, (6) treatment using Google Docs in the experimental class, (7) post-test implementation, (8) processing post-test results. (9) Analyze the results of the two tests to determine students' English skills.

To determine students' English skills, it can be seen from the data of the pre and post test of the control and experimental classes. The data obtained in the pre-test and post-test both the experimental class and the control class are presented below:

a. Pre-test

Pre Test	N	Mean	95% Confidence Interval for Mean		Min.	Max.
			Lower Bound	Upper Bound		
Control	15	46,67	44,14	49,19	38	53
Experiment	15	61,87	56,99	66,74	53	80
Total	30	54,27	50,40	58,13	38	80

Table 1. The Result of Pre-test

In the pre-test, the students' English ability in general is good. This is based on the average value of the entire sample (30 students) which is 54.27. It is on a scale of 3 out of 4. If it is converted into a value on a scale of 1-100, then 54.27 is in the good category with a scale of 3 (51-75). However, the students' English proficiency is close enough because the average score is close to the lower limit of the scale, namely 51.

English proficiency in the control class is categorized as sufficient. The average value of the control class on the pre test is 46.67. This average is on a scale of 2 of 4 or if it is converted, it is a scale of 2 between 26-50. In content assessment, students can present information with some detail. Students use some wrong vocabularies and sometimes change the meaning of writing. In terms of grammar assessment, students make some mistakes that can affect the meaning of the sentence.

The students' English ability in the experimental class is categorized as good. The average value of the experimental class on the pre test is 61.87 which is on a scale of 3 (51-75) out of 4. Students can present content with detailed information in several paragraphs. Students can choose the use of vocabulary well and only a little wrong diction but it did not change the meaning of sentences. Students also made very few mistakes in using grammar and did not affect the meaning of sentences.

b. Post-test

Post Test	N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
			Lower Bound	Upper Bound		
Control	15	50,60	44,85	56,35	34	71
Experiment	15	77,47	68,94	85,99	55	97
Total	30	64,03	57,02	71,05	34	97

Table 2. The Result of Post-test

In the post-test, students have good English skills. The average score of the whole sample is 64.03 which is on a scale of 3 (51-75) out of 4. Compared to the students' English skills on the pre test, the students' English skills on the post test are more improved. The student's ability is still on a scale of 3 or good but the average value is higher, which is 64.03 or an increase of 9.76.

The English ability of the control class and experimental class students on the posttest was good. English proficiency in the control class has increased from quite to a good category. The average post test score for the control class is 50.60 which is rounded up to 51. This value is at the lower limit of the scale 3 in the good category. In the control class students are able to provide detailed information in several parts of the paragraph. They choose a fairly good vocabulary and only a few errors in diction but it does not change the meaning of the sentence. Additionally, students only make some grammar mistakes that do not change the meaning of the sentence. The English ability of the experimental class students is still categorized as good. The ability of students increased to 77.47 but still in the same category that is good. Students are better at presenting detailed information in paragraph sections. Then, selecting, using vocabulary and grammar better, and making fewer mistakes that do not affect and change the content of the sentence.

2. Google Docs application supports students in achieving English correspondence writing skills

To find out that the Google Docs application supports students in achieving English correspondence writing skills, the results of the experimental class descriptive tests were analyzed. The experimental class who was given treatment using Google Docs did a test using Google Docs. From the results of the analysis, it will be known whether there are differences in values before and after treatment or treatment or not. Then it is compared with the test results of the control class which are not treated with the Google Docs application method, but rather how to write letters manually or by hand. The following is the data for the pre-test and post-test for the experimental class and the control class:

a. Experiment Class Result

	N	Mean	Std.	Std.	95% Confidence Interval for Mean	Min.	Max.

			Deviation	Error	Lower Bound	Upper Bound		
Pre-test	15	61.87	8.798	2.272	56.99	66.74	53	80
Post-test	15	77.47	15.390	3.974	68.94	85.99	55	97

Table 3. Descriptive Test Result of Experimental Class

With statistical calculations obtained the average value of (X), the pre-test in the experimental class is = 61.87. Standard deviation (Sd) = 8,798. The minimum score = 53 and the maximum value = 80. In the final test (post-test) the experimental class, the average score (X) was 77.47. Standard deviation (Sd) = 15,390. The minimum value = 55 and the maximum value = 97. The frequency distribution of the scores for the pre-test and post-test of the experimental group can be seen in Table 4 and Table 5.

Interval	Frequency	Percentage
53-57	6	40
58-62	5	33,33333
63-67	0	0
68-72	1	6,666667
72-77	2	13,33333
78-82	1	6,666667
Total	15	100

Table 4. Frequency Distribution of Experimental Class in Pre-Test

In the table above, it can be concluded that from 15 students, 6 students scored 53-57 (40%), 5 students scored 58- 62 (33.3%), 1 student scored 68-72 (6.67%), 2 students scored 72-77 (13.3%), and 1 student scored 78-82 (6, 67%). Based on the frequency data table above, the frequency pre-test of the experimental class is mostly located in the 53-37 interval, which is 6 students (40%).

Interval	Frekuensi	Presentase
55-62	3	20
63-70	3	20
71-78	1	6,666667
79-86	3	20
87-94	3	20
95-102	2	13,33333
Total	15	100

Table 5 Frequency Distribution of Experimental Class in Post-Test

From the results of the post test scores of the experimental group writing correspondence in English using Google Docs, students of OTKP SMK Negeri 1 Salatiga with a sample of 15 students, 3 students scored 55-62 (20%), 3 students scored 63-70 (20%),

1 student scored 71-78 (6.67%), 3 students scored 79-86 (20%), 3 students scored 87-94 (20%), and 2 students scored 95-102 (13.33%). Based on the frequency data table above, the frequency (post-test) of the experimental class is mostly located in 4 classes, namely the intervals 55-62, 63-70, 79-86, 87-94. Each class interval has 3 frequencies or 20%.

From the pre-test and post-test data, there is an increase in the student scores of experimental class which resulted in an increase in the average grade up from 61.87 to 77.47. The maximum score has a significant change from 80 to 97. Meanwhile, the minimum score does not change significantly because the score is from 53 to 55. The Google Docs application method can help students improve their English correspondence writing skills.

While the results in the control class shows no significant changes between the pre-test and the post-test in the control class who did not use the Google Docs application. The average score of students has changed from 46.67 to 50.60, the lowest score has decreased from 38 to 34 and the highest score has changed from 53 to 71. Conventional methods do not help students significantly to improve their English correspondence writing skills. Compared to the method of using the Google Docs application, conventional method is no better than the method of using the Google Docs application.

3. The effectiveness of Google Docs on English correspondence writing skills

Below is presented the data from the statistical t-test. The test results of the difference between the pre-test and the post-test of the experimental group and the control group are based on an independent test.

	Kelompok Perlakuan	N	Mean	Std. Deviation	Std. Error Mean
Pre Test	Kontrol	15	46.67	4.562	1.178
	Eksperimen	15	61.87	8.798	2.272
Post Test	Kontrol	15	50.60	10.377	2.679
	Eksperimen	15	77.47	15.390	3.974

Table 6. Results of Group Statistics Independent T-Test

From the results of the independent t test, it is found that the average pre-test in the control and experimental classes is different. The average pre-test in the control class is 46.67 while the average pre-test in the experimental class is 61.87. In the post test, the control class has an average of 50.60 and the experimental class has an average of 77.47. From this data, it can be seen that there is a difference in the average of the control and experimental classes in both the pre and post tests. It can be seen in the table of paired sample statistics test results below:

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post Test Kontrol	50.60	15	10.377	2.679
	Pre Test Kontrol	46.67	15	4.562	1.178
Pair 2					

	Post Test Eksperiment	77.47	15	15.390	3.974
	Pre Test Eksperiment	61.87	15	8.798	2.272

Table 7. Paired Sample Test Results Statistics

Based on the t-test conducted, the difference between the pre test and the post test was obtained in the control class. In the pre test the average score of students is 46.67 and in the post test the average is 50.60. Based on this average, it can be seen that there is an average increase in the control class but only slightly, namely 3.93. Meanwhile in the pre test of the experimental class the average score of students was 61.87 and in the post test the average score of students was 77.47. The average increase in the experimental class was 15.6 or 4 times that of the control class. So that Google Docs is effective towards improving English correspondence writing skills.

The effectiveness of Google Docs can be seen from the learning objectives that have been achieved through increased grades. Students will be able to identify the structure of a job application letter and resume in English, examine ways to write an English letter, draft an English letter script and apply the concept of an English letter. From the students' work, they produce clear letter writing procedures and are able to use good spelling, punctuation and grammar in writing English correspondence.

Other research from Zhou, et al (2012) assess the use of Google Docs in collaborative writing activities outside the classroom from both sides, namely the advantages and disadvantages. Disadvantages include (1) most students are unfamiliar with Google Docs prior to the study, despite the potential of Google Docs, (2) many college students and instructors lack the knowledge of how to use Google Docs effectively to improve teaching and learning, (3) online collaboration can also lead to unpleasant learning experiences and outcomes in traditional face-to-face classrooms. For example, students and instructors may feel uncomfortable sharing knowledge or students may not all contribute equally to an assignment. On the other hand, the advantages of Google Docs are as follows; (1) when editing papers and writing conclusions, students write longer essays, (2) able to work collaboratively in writing more efficiently, and in addition to other studies, namely (3) complete writing tasks faster when using Google Docs compared to Microsoft Word (Apple et al, 2011).

The results of this study are also in line with previous research conducted by Purcell, Buchanan, & Friedrich in 2013. In this previous study, students became motivated to communicate, collaborate, and interact between students when using Google Docs. In this study, Google Docs also had a positive impact on students in improving their ability to write English correspondence. By using Google Docs to create correspondence, students can write more precisely and make a good content with the ability to use good English grammar and minimal errors. Similar to previous research, in this study it was found that Google Docs is efficient, fast, and easy in editing a document, whether it is done individually or in groups.

Meanwhile, Google Docs can improve students' writing skills according to the results of research conducted by Suwantarathip & Wichadee in 2014. The abstract states that the results of the study indicate that there is a significant difference between the two groups of writing using Google Docs outside the classroom and manually writing in class. Students

who do assignments using Google Docs have higher grades than students who do assignments manually handwritten. Even students said that this tool is very easy to use so that they understand the lesson more easily. Students can also learn from problems in writing such as inappropriate use of language, spelling errors, incorrect punctuation, incomprehensible text, and poor paragraph organization. In the case of collaborative revised English writing, it can improve language skills such as vocabulary, organization, and content. An example taken from this research data is when students write the phrase "a women" then on the Google Docs worksheet the word will have a blue underline due to a grammar error. The word "a" is an article that shows a singular noun, while the word "women" is a word that shows a plural noun. Students can revise it into the correct phrase "a woman". The word "confiden" underlined in red indicates a spelling error. Google Docs recommends the correct word when students click on the wrong word so that it becomes "confident". That way Google Docs can help students improve their English correspondence writing skills.

The results of this research are expected to be able to contribute to the creation of correspondence, especially in the field of Office Automation and Governance department, both at the school and university level. The use of technology today is unavoidable to maximize the results of human work. One of them is Google Docs which can help and improve the ability to write English correspondence. The purpose of using Google Docs is to improve existing methods that are integrated with the use of technology. Thus, it will add new discourses in developing knowledge in the field of writing correspondence and become the basis for conducting further research..

CONCLUSION AND SUGGESTION

Conclusion

From the results of the analysis and discussion, it can be seen that the students' English skills on the pre test are different between the control class and the experimental class. The experimental class has good ability while the control class has sufficient ability. In the post test, both classes have the same good English skills, but on average the experimental class is better than the control class. Google Docs has a better effect on writing correspondence in English compared to how to write letters manually or handwritten on class X OTKP students at SMK Negeri 1 Salatiga. In addition, the use of Google Docs can improve students' skills in writing English correspondence because it has been proven effective in this research. This can be seen from the average test results that have increased, namely the average pre test for the experimental class is 61.87 and the post test is 77.47. The standard deviation of the experimental class for the pre test is 8,798 and the post test is 15,390, while in the control class the standard deviation for the pre test is 4,562 and the post test is 10,377.

To test hypothesis 1 using t-test. The results of the t-test on the results of the pre test shows that the method of writing letters manually or handwritten had a Sig value. (2-tailed) is 0.282, because $0.282 > 0.05$ then there is no effect on how to write letters manually or handwritten with students' grades. Value of Sig. (2-tailed) in the experimental class is 0.008 so that there is an influence of the teaching method of writing correspondence in English using Google Docs. This is because the value of Sig. (2- tailed) $0.008 < 0.05$.

To test hypothesis 2, an independent sample t-test was used. Pre test results show the value of Sig. (2-tailed) $0.000 < 0.05$ then there is a difference in English correspondence

writing skills before being given treatment between the control and experimental classes because. The post test results Sig (2-tailed) $0.000 < 0.05$, so there is a difference in writing skills after being given treatment between the control and experimental classes. Thus, the second hypothesis "Google Docs is effective in supporting Grade 1 students of Office Automation & Governance at SMKN 1 Salatiga 2021 in achieving English correspondence writing skills" can be accepted.

Suggestion

From the research results obtained, the following things are suggested:

1. The learning method is one of the components that affect student learning outcomes, because it is recommended for teachers to be able to choose the right learning method in accordance with the learning objectives to be achieved.
2. Teachers are expected to use the Google Docs application method in teaching correspondence because this method can have a good effect on student learning outcomes and be able to develop students' writing skills.
3. Teachers are expected to be able to use technology as a way to prepare students to face the industrial world which has developed into the industrial revolution 4.0 and will go towards 5.0 which of course requires human resources who are able to work with technology.

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