LAPORAN AKHIR

PENELITIAN

An Analysis of Students' Attitude toward the Use of Google Documents in Writing Persuasive Essay at Second Year of English Depatyment UMMY Solok on 2019/2020 Academic Year

Tahun ke 1 dari rencana 1 tahun

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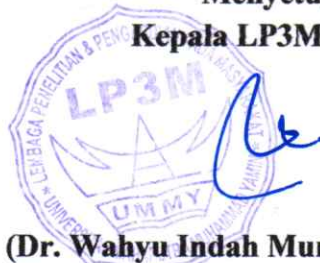
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DAFTAR ISI

RINGKASAN

Vocabulary is one of language aspects that should be mastered by the students in language learning. It has main role for the students in understanding and applying the four basic skills in language learning. Most of the teachers do not pay attention about media that they use in gaining students' vocabulary mastery.

This study aimed to find out whether the use of Jeopardy Game affected the students' vocabulary mastery or not. This study conducted a quasi experimental design. The subject of this study was comprised 186 students of second grade of SMAN 1 Bukit Sundi that divided into 6 classes. The instrument of this study was a vocabulary test. The experiment class was taught by using Jeopardy Game, while the control class by using Guessing Game.

The result of this research can be as useful input for the English teaching process especially related to students' vocabulary mastery. Moreover, the output of this research will be submitted on scientific publication journal in ELP (English Language Pedagogy).

Keywords: *Vocabulary Mastery, Jeopardy Game, Vocabulary*

Ringkasan penelitian tidak lebih dari 500 kata yang berisi latarbelakang penelitian, tujuan dan tahapan metode penelitian, luaran yang ditargetkan, serta uraian TKT penelitian yang diusulkan.

RINGKASAN

This study was aimed to know the students' attitude toward using Google Document in writing persuasive essay at second year of English Department students of Mahaputra Muhammad YaminSolok 2019/2020 academic year. The background of this research based on the problems that raised by the students in writing persuasive essay, the students were difficult to make a better thesis statement, they were difficult to find better logical evidence to support main idea, and the students felt bored and anxious during the writing process. The lecturer cope the problems with using Google Document in writing persuasive essay. The subject of this research was the second year students of English Department of Mahaputra Muhammad YaminSolok 2019/ 2020 academic year. This research was conducted by using descriptive method. In collecting the data,the researcher used questionnaire, in this questionnaire the students could tick (√) in the available coloms. In this case, the researcher used 15 items in form of questions which every item made based on 3 indicators of students' attitude and 3 indicators of persuasive essay, in indicator of students' attitude, the researcher devided into cognitive, behavior and affective aspect. In addition, in indicator of persuasive essay, the reseacherdevided into introduction, body and conclusion.

Kata kunci maksimal 5 kata

Students' Attitude; Google Document; Persuasive Essay

Latar belakang penelitian tidak lebih dari 500 kata yang berisi latar belakang dan permasalahan yang akan diteliti, tujuan khusus, dan urgensi penelitian. Pada bagian ini perlu dijelaskan uraian tentang spesifikasi khusus terkait dengan skema.

LATAR BELAKANG
A. Background of the Problem

Writing is a medium of human communication that represents language and emotion by using signs and symbol.Through writing, the writers can deliver their feeling, idea, perception, and point of view in sentence. In writing the writer should consider many things such as vocabulary, grammatical sentences, content, spelling, diction and having enough knowledge about generic stuctures and language features of the essay.

Writing is one skill in English that should be mastered by the students. In writing skill, the students should arrange their sentences into written form. They should consider the grammatical stucture, punctuations, capitalization and etc. In writing process, the students should learn how to arrange their idea into good sentences, express their ideas byputting the words and sentences into good organization. Then, write them down and revise them as long as there are still unclear ideas.

Furthermore, inthe university level, especially in English Department, the students learn Writing as the one of compulsory subjects that should be taken by the students. The studentslearn paragraph writing, essay writing, and paper thesis writing.Essay Writing is awriting course which should be mastered by the students in second year of English Department. Essay is writing that defines, explains, and exemplifies something. It has body which builds by some paragraphs as necessary, each paragraph is covering a different point.In writing an essay, the students should write some paragraphs whicheach paragraph have main idea and supporting details. There are many kinds ofessay that should be mastered by the students in the second year of English Department of UniversitasMahaputra Muhammad YaminSoloksuch as comparison & contras, cause and effect, persuasive essay, and etc.

Persuasive essay is a kind of text that tries to persuade the reader to agree with the writer's opinion, and the writer should find the most suitable words to make the reader curious to read their text.It explains a specific topic and attempts to persuade the readers that the writer's point of view is the most informed, logical and valid. In this essay, the writer makes some argumentations which supported by logical evidence.

In writing persuasive essay, the students write the sentences that make the reader agree with their point of view by trying to present some argument and idea. The argument must always use reasoning and solid evidence by stating facts, giving logical reasons, using examples and quoting experts. So, the students have to choose better sentences to build a good persuasive essay.

Furthermore, when the researcher did some interview in second years of English Department students of UniversitasMahaputra Muhammad YaminSolok at 1st

January 2018, the researcher found some problems in writing persuasive essay.First, the studentsweredifficult to make a better thesis statement in introduction. The students were still confused in finding the appropriate sentence to build a thesis statement. The second was the students were difficult to find logical evidence to support the main idea. The students were often difficult to find the current issue to be an evidence and it madethestudentsfailin catching the reader attention.

The third problem was the students were often bored and anxious when they completed the assignment of persuasive essay, because they could not find the appropriate main idea, giving the logical evidence, and they were often confused to connect the idea, it made them bored during the writing process and felt anxiety when completing assignment process.

In addition, because of the problems above, the lecturer in second year of English Department of UniversitasMahaputra Muhammad YaminSolok used collaborative learning in process of teaching writing persuasive essay, the lecturer was trying to use collaborative learning to cope with the students' difficulty in writing persuasive essay. Learning in collaborative setting is conducted to the social interaction involving a community between learners and lecturers, and members can acquire and share experience or knowledge. Collaborative learning is a significant factor in students' learning process because it promotes active learning and students-reliance in classroom, all the members in the classroom can join this activity and can share, build each other work. This condition will increase the students' motivation and interest in writing process.

In the collaborative writing, the students can write and share their idea together and also they have same chance to add, to edit, and remove the text. They can work and make text together rather than individually.In development of technological environment for education, the students are given a potential opportunity in writing collaboration by using internet, they can make an essay, read and build each other workby using internet.In this case, they have opportunity to discuss about their essay together nevertheless they do not have much time in collaborative class.

The lecturer in Second Year of English Department usedGoogle Document to teach writing persuasive essay. It is an application to facilitate the students in

collaborative learning using internet.Google Document is a new technology to teach writing collaboratively. This application gives the students opportunity to share, edit, and discuss each other's essay in online collaborative learning.

In this case, the lecturer and all of the students in the classroom open this aplication in same time, with using their own email. After that, the lecturerexplained about persuasive essay in group by giving same examples of the essay. Next, the lecturer asked the students to make an example of persuasive essay which begin with making components of persuasive such as introduction, body, and conclusion. After that, in online activity, the students shared the idea and the knowledge aboutpersuasive essay by giving revising or editing to others students. In this situation, all of the students had opportunity to share, giving the idea in form of correction. It built the students' interest in the classroom, and made the students more active during the writing process.

Based on the explanation above, the researcher wanted to know how thestudents' attitude toward using Google Document as online collaborative learning in teaching persuasive essay at second year of English Department.

B. Research Questions

This research questions would clarify the answer of the question in formulation above:

1. How was the students' attitude from cognitive aspect toward using Google Document in persuasive essay at Second Year of English Department Students in UniversitasMahaputra Muhammad YaminSolok2019/2020 Academic Year ?

2. How was the students' attitude from behaviour aspect toward using Google Document in persuasive essay at the Second Year English Department Students in UniversitasMahaputra Muhammad YaminSolok 2019/2020 AcademicYear ?

3. How was the students' attitude from affective aspect toward using Google Document in persuasive essay at the Second Year English Department Students in UniversitasMahaputra Muhammad YaminSolok2019/2020 AcademicYear?

C. Purpose of the Research

Based on the research questions above, the purposes of the research were :

1. To know the students' attitude from cognitive aspect toward using Google Document in writing persuasive essayat second year of English department students in UniversitasMahaputra Muhammad YaminSolok2019/2020 AcademicYear.

2. To know the students' attitude from behaviour aspect toward using Google Document in writing persuasive essayat second year of English department students UniversitasMahaputra Muhammad YaminSolok in 2019/2020 Academic Year.

3. To know the students' attitude from affective aspect toward using Google Document in writing persuasive essayat second year of English department students UniversitasMahaputra Muhammad YaminSolok in 2019/2020 Academic Year.

D. Research Outcome

There are two significance of this research;theoretical and practical. Theoretically, the finding of this research was expected toenrich the information aboutstudents' attitude toward using Google Document in writing persuasive essay for second year of English Department students at Universitas Mahaputra Muhammad Yamin Solok. Practically, it could be a guideline for the English teachers to apply Google Document to teach students in teaching writing collaboratively. It is hopedto make the lecturer know the advantages of Google Document as a tool to do collaborative learning to make an essay. It is expected that the finding of this research can offer lecturer more information to teach writing persuasive essay.

Tinjauan pustaka tidak lebih dari 1000 kata dengan mengemukakan *state of the art* dalam bidang yang diteliti. Bagan dapat dibuat dalam bentuk JPG/PNG yang kemudian disisipkan dalam isian ini. Sumber pustaka/referensi primer yang relevan dan dengan mengutamakan hasil penelitian pada jurnal ilmiah dan/atau paten yang terkini. Disarankan penggunaan sumber pustaka 10 tahun terakhir.

TINJAUAN PUSTAKA

A. Writing

Writing is a process to give information, opinion and some arguments about something in written form. Furthermore, the writer should consider vocabulary or

choice of word, grammatical structure, punctuation, capitalization, and etc. There are several experts who gives ideas and definition about writing. Oshima (1991:1) states that writing is the quickly organizing of idea and writes them by using good arrangement of word and grammatical structure. It means that the better ability of writing depends on the good organizing of idea and grammatical structure in order to give information and some argumentation to the reader..

Based on the explanation above, it can be concluded that writing is process to deliver some idea, argumentation, point of view from the writer to the readers in written form. It includes the choice of word, grammatical structure, punctuations, and etc.It involves the process of delivering and organizing the idea in better arrangement, then writes them down and revises them to get better argumentation after follow some corrections.

B. Persuasive Essay

Persuasive essay is an essay which build several sentences to persuade the reader and make them believe that the writer give correct information and valid evidence. There are some definitions of persuasive essay according to some experts.AccordingtoFriedman(2008: 23), persuasive essay is written which the show the writer's power to convince the reader to adopt a new belief or behaviour from the writer. It means that persuasive essay is an essay that gives the new understanding and argumentation to the reader about an issue. And it try to persuade the reader that the new argumentation is better and valid that others.

To know about good persuasive essay, the writer should know about several components which make it be a good essay. There are some components of persuasive essay that explained by experts. According to Wilson (2012), there are three components of persuasive essay; introduction, each body paragraph, and conclusion. First is introduction. There are several items in introduction such as hook,it is interesting first sentence. Background information, it gives the context of the writer argumentation. Definitions, it gives the definition to the reader for unfamiliar words. Thesisconsists of statement of the writer main argumentation. The second is body paragraph. It consists of several items such as topic sentence,it has main idea of paragraph and link back to support the thesis. Evidence is the other

information to support the writer idea. Analysis shows the writer evidence support the writer arguments. The last is conclusion. In the conclusion the writer give the better summary of all main points.

C. Students' Attitude

Students as an individual and social personal have their own attitude for something which they see, feel, hear, and experience. According to Montana and Kasprzyk (2008: 21), attitude is determined by the individual's beliefs about outcomes or attributes of performing the behaviour. It means that, a person who holds strong beliefs that positively valued will result a positive attitude toward an object. Conversely, a person who holds strong beliefs that negatively valued will result a negative attitude toward an object.

Based on explanation from some experts above, it can be concluded that attitude is human's emotional environment that can identified human reaction and behaviour about an object. The attitude can be positive and negative reaction toward an object. Someone's reaction about an object can be determined from the attitude during the process.

D. Google Document

Collaborative writing can be understood as one type of collaborative learning in teaching process. The students can write an essay in collaboratively every student can revise, remove, and add the essay together. In other terms, each writing activity transfers the document from the revision to the next. In addition, document consists of many revisions over time.

Based on explanations above, it can be concluded that Google Document is an online collaborative learning which give opportunity for every member of group to share, revise, edit and add an essay. It will lead the member to be active and interesting and build good social environment in making an essay.

METODE
A. Design of the Research

This research was conducted by using descriptive research. The data was described in form of quantitative. It described the students' attitude toward using Google Document. According to Gay (2000: 315),descritive research is a study which determines and describe the way things and it has an aim to collect the information toward some topics or an issue.

Furtheremore, Fitzpatrick and Kazel (1997: 32) state that descriptive research is the process of collecting and analyzing data to categorize a group, concept, or phenomenon. The data wouldbe collected with questionnaire. It concern with assessment of attitude, opinion, preferences, demographist, practices, and procedures. In addition, Sugiono (2001:11) states that descriptive research is a research which design to know the value of independent variabel which can be one or more than one variable.

In this research, the descriptive research was used to analyze the students' attitude toward using of Google Document in writing persuasive essay at second year English Department students of UniversitasMahaputra Muhammad YaminSolok.

B. Subject of the Research

The subject of this research was the second year of English Department of UniversitasMahaputra Muhammad YaminSolok at 2019/2020 academic year which consist of 5 students. The reason of taking this class was because they learn writing persuasive essay.Furthermore, the researcher would ask the students' attitude toward using Google Document in writing persuasive essay by giving several questions. The researcher wanted to analyze the persentage of students toward using of Google Document.

C. Instrumentation

The instrument of this research was non-test in form of questionnaire. According to Arikunto (2009), questionnaire is a group of written question which used to get information from the respondent about themselve or other. To get the result of questionnaire in form of scoring the researcher used likert scale in this research. Sugiyono (2009) states that the several measuring about social phenomena by using likert scale such as attitudes, opinions, and some perceptions. According to Azwar (2010), the several measuring of perception by using likert scale must in the chategories such as Strongly Agree(SA)5, Agree (A) 4, Disagree (D) 3, Strongly Disagree(SD) 2, and Not Vote (NV) 1.

In making questionnaires the researcher used three components; behavior, affective and cognitive component.Thecognitive's aspect consist of 8 items of questions, the behavior aspect consist of 5 questions, and affective aspect consist of 2 items of questions, so the total of questions in this research were 15items. This questionnaire was only used for getting the information about students' attitude toward using Google Document in writting persuasive essay at second year of English Department of UniversitasMahaputra Muhammad YaminSolok 2019/2020 academic year.

Based on theories that had been discussed in chapter II, the questionnaire was constructed as follows :

Table 1 : The Indicators of Students' Attitude based on persuasive essay in Using Google Document

Indicators	Sub Indicators	Number Of Item For Students
The cognitive aspect	- Students belief about Google Document in writting persuasive essay a. Connecting (Hook) b. Creating (background information) c. Checking (definition) d. Applying (thesis statement)	 1,2 3,4 5,6 7,8
The behavior	- The students action about Google Document in	

aspect	writting persuasive essay.	
	a. Absorving (topic sentence)	9
	b. Striving to learn more (topic sentence)	10
	c. Do more observation(logical evidence)	11
	d. More eager to solve the problem(logical evidence)	12
	e. Acquiretheinformations and skill. (analyzing of evidence)	13
The affective aspect	- Students' Feeling about Google Document (like or dislike) in writting persuasive essay.	
	a. Like about new thing (briefly sum up of main points)	14
	b. Dislike about new thing (briefly sum up of main points)	15

The total ofquestionnaires were 15 items. The researcher made the questions based on indicator above, the researcher combined it in the several questions.The questionnaire score was arranged by using likert scale (Gay, 1997: 284). The questionnaires consist of positive and negative statement. Herliana in Suparyanto (2011: 23) states that positive statement is if the researcher' expectation suitable with the statement; the score is from 5 to 1. Incontras, the negative statement is if the researcher' expectation is not suitable with the statement; the score is from 1 to 5. This is the criteria for scoring are showed in table 2 below :

Table 2 : Alternative answer of Questionnaire

Positive Statement	Score Value	Negative Statement	Score Value
Strongly agree	5	Strongly agree	1
Agree	4	Agree	2
Disagree	3	Disagree	3
Strongly disagree	2	Strongly disagree	4
Not vote	1	Not vote	5

D. Technique of Data Collection

The researcher used questionnaire to collect the data about students' attitude toward using of Google Document in writting persuasive essay in English Department. In the process of collecting the data, the reseacherdistributed the

questionnaire as the instrument of the research to the sample. Then, the researcher asked them to answer it and the reseachercollected it from them. After collecting the questionnaire, the reseachercalculated the persentage of students' attitude toward using of Google Document in writting persuasive essay in second year of English Department students at Mahaputra Muhammad Yamin University at 2019/2020 Academic Year.

E. Technique of Analyzing Data

After the process of collecting the data, the researcher explained the result of the reseach. The researcher analyzed the questionnaire that had answer by the samples. The researcher calculated the percentage of students' attitude by using the formula which is suggested by Sudjana and Ibrahim (1989:129) as follows:

$$P = \frac{F}{N} X \ 100 \ \%$$

P = Percentage of the answer.

F= Frequency

N = Total respondents

After getting the total percentage of students' attitude scores, based on the classification which is suggested by Arikunto (2009: 226) the researcher classified the persentage of questionnaires. The result of questionnaire was classified based on Arikunto (2009: 230) into the following interval:

Interval the Frequency of The Students' Attitude	Classification Level of Students' Attitude
81 %- 100 %	Very Good
61%- 80 %	Good
41 %- 60 %	Average
21 %- 40 %	Poor
0 %- 20 %	Very Poor

Hasil Penelitian
A. Finding

1. Data Descriptions

The purpose of this research was to know the students' attitude toward using Google Document in writing persuasive essay at second year of English Department students 2019/2020 academic year. In order to know the classification of the students' attitude toward using Google Document in writing persuasive essay, the researcher calculated the questionnaire score based on Sudjana and Ibrahim (1989: 129).From the research that had been done by the reseacher on 26th February 2018,the descriptions of the students' attitude toward using Google Document in writing persuasive essay as the following table :

Table 3 : The Persentage of Students' Answer in Questionnaire

No	Questions	Responses					TOTAL
		SA	A	D	SD	NV	
1	Google Document is an application which provides me to write in online the interesting first sentence (introduction) in persuasive essay.	20	4	-	-	-	24
2	Google Document is new application which provides link of revising by others members about interesting first sentence (introduction) in persuasive essay.	5	16	-	-	-	21
3	Google Document is an application to discuss about the better background argumentation (persusasive essay) with my friends and lecturer through online.	10	12	-	-	-	22
4	Google Document is an application which gives	15	8	-	-	-	23

	opportunity to present my background information (persuasive essay) in same time with all member in the classroom.						
5	I can give definition about unfamiliar word (in persuasive essay) and check it together in same time.	5	12	3	-	-	20
6	Google Document increases my ability to define unfamiliar word (in persuasive essay) based on the revise by other members.	-	16	-	-	1	17
7	I can more understand about thesis statement (in persuasive essay) and try to make it, although I need some suggestion by other member in Google Document.	-	16	-	2	0	18
8	I know the use of thesis statement in persuasive essay when I look the several explanation and example by some members in Google Document.	5	12	3	-	-	20
9	I have interest to make the main idea and link back to support my persuasive essay, because it gets editing by members to be better in online activity.	15	4	3	-	-	22
10	I more active in helping my friends when process of editing the main idea in	10	8	3	-	-	21

No	Statement						Total
	persuasive essay, because Google Document provides the easy way to give comment with others in online.						
11	I and friends get more examples of evidence in persuasive essay who gives by my lecturer through online in same time.	10	8	-	2	-	20
12	I enjoy in making the logical evidence to support my persuasive essay and publish it in my group.	10	12	-	-	-	22
13	We take a turn in online in analyzing about our evidence in persuasive essay and get the better statement which support the argumentation.	10	12	-	-	-	22
14	I like to share in group my briefly sum up of main points in persuasive essay .	5	12	3	-	-	20
15	I dislike to share in group my briefly sum up of main points in persuasive essay.	-	12	3	-	1	16
	Total	120	164	18	4	2	308
	Persentage	**38.9%**	**53.24%**	**5.84%**	**1.29%**	**0.64%**	100%

Based on the table above, it can described that from 5 students and 308 of total students' score, 120 (38,9%) of the students' scores were strongly agree. In option of agree (frequency) was 164 (53,2%). In the category of disagree (frequency) was 18 (5,8%). In the option of strongly disagree (frequency) was 4 (1,2%), and in the option of not vote (frequency) was 2 (0.6%).

The highest score was in category of agree (53,2%), it was clasified as average classification. It means the students had positive attitude toward using Google Document in writing persuasive essay. It means the averagely of students' attitude agree toward using Google Document in writing persuasive essay. In addition, the students did more collaboration in online with other students in classin making persuasive essay, more active in the writing process. The students were easier to discuss about persuasive essay in the class. And most of the students like Google Document in writing persuasive essay.

2. Data Analysis

After gathering the data, the reseacher analyzed the result of this reseach about students' attitude toward using Google Document in writing persuasive essay based on 3 indicators as the following table.

1. Students' Attitude Based on Cognitive Aspect

After giving the questionnaire to 5 students,and 8 items was about cognitive aspect, the finding was presented in table below:

Table 4 : The Persentage of Students' Attitude Based on Cognitive Aspect

No	Questions	Responses					TOTAL
		SA	A	D	SD	NV	
1	Google Document is an application which provides me to write in online the interesting first sentence (introduction) in persuasive essay.	20	4	-	-	-	24
2	Google Document is new application which provides link of revising by others members about interesting	5	16	-	-	-	21

	first sentence (introduction) in persuasive essay.						
3	Google Document is an application to discuss about the better background argumentation (persusasive essay) with my friends and lecturer through online.	10	12	-	-	-	22
4	Google Document is an application which gives opportunity to present my background information (persuasive essay) in same time with all member in the classroom.	15	8	-	-	-	23
5	I can give definition about unfamiliar word (in persuasive essay) and check it together in same time.	5	12	3	-	-	20
6	Google Document increases my ability to define unfamiliar word (in persuasive essay) based on the revise by other members.	-	16	-	-	1	17
7	I can more understand about thesis statement (in	-	16	-	2	0	18

	persuasive essay) and try to make it, although I need some suggestion by other member in Google Document.						
8	I know the use of thesis statement in persuasive essay when I look the several explanation and example by some members in Google Document.	5	12	3	-	-	20
	Total	60	96	6	2	1	165
	Persentage	**36.3 %**	**58.1 %**	**3.6 %**	**1.2 %**	**0.6 %**	

Based on the table 4 above, it can be seen in strongly agree the students' total number (frequency) was 60 (36.3%). In category of agree (frequency), it was 96 (58.1%). In category of disagree (frequency), it was 6 (3.6%). In the category of strongly disagree (frequency), it was 2 (1.2%), and 1 student (0.6%) chose not to vote.

It can be concluded that the highest percentage was agree (58.1%). It is classified as average classification. It means that some of the students had positive attitude toward using Google Document in writing persuasive essay in cognitive aspect. The averagely of the students' attitude agree toward using Google Document in writing persuasive essay from cognitive aspect. Most of the students understood in applying and creating a persuasive essay in Google Document.

2. Students' Attitude Based on Behavior Aspect

To measure the students' attitude based on behavior aspect, the result of persentage was seen in the following table below:

Table 5 : The Persentage of Students' Attitude Based on Behavior Aspect

No	Questions	Responses					Total
		SA	A	SD	D	NV	
1	I have interest to make the main idea and link back to support my persuasive essay, because it gets editing by members to be better in online activity.	15	4	3	-	-	22
2	I more active in helping my friends when process of editing the main idea in persuasive essay, because Google Document provides the easy way to give comment with others in online.	10	8	3	-	-	21
3	I and friends get more examples of evidence in persuasive essay who gives by my lecturer through online in same time.	10	8	-	2	-	20
4	I enjoy in making the logical evidence to support my persuasive essay and publish it in my group.	10	12	-	-	-	22
5	We take a turn in online in analyzing about our evidence in persuasive essay and get the better statement which support	10	12	-	-	-	22

	the argumentation.					
	Total	55	44	6	2	-	**107**
	Average	**51.4 %**	**41.1 %**	**5.6 %**	**1.8 %**	-	

Based on table 5 above, it can be seen,in category of strongly agree, the students' total number (frequency) was 55 (51,4%). In category of agree (frequency) was 44 (41.1%). In the categoryof disagree (frequency) was 6 (5.6%). In the categoryof strongly disagree (frequency) was 2 (1,8%), and no student chose option for not vote.

It can be seen that highest percentage was strongly agree (51.4%). It is classified as average classification. It means that some of the students had positive attitude toward using Google Document in writing persuasive essay from behavior aspect. The averagely of students' attitude agree toward using Google Document in writing persuasive essay from behavior aspect. Most of the students were very active in using Google Document in writing persuasive essay in the classroom. The students understood in applying and creating a persuasive essay in Google Document.

3. Students' Attitude Based on Affective Aspect

To know the students' attitude based on affective aspect, the result of persentage was seen as the following table:

Table 6 : The Persentage of Students' AttitudeBased on Affective Aspect

No	Questions	Responses					Total
		SA	**A**	**SD**	**D**	**NV**	
1	I like to share in group my briefly sum up of main points in persuasive essay .	5	12	3	-	-	20
2	I dislike to share in group my briefly sum up of main points in persuasive essay.	-	12	3	-	1	16
	Total	5	24	6	-	1	36
	Persentage	**13.8 %**	**66.6 %**	**16.6 %**	-	**2.77 %**	

Based on table 6 above, it can be seen, in option of strongly agree, the students' total number (frequency) was 5 (13,8%). In category of agree (frequency) was 24 (66.6%). In the category of disagree (frequency) was 6 (16.6%). And there was no students chosen the categoryof strongly disagree, in categorynot vote (frequency) was 1 (2,77%).

It can be seen that total high percentage was agree (66.6%). It was classified as good classification. It means that some of the students had positive attitude toward using Google Document in writing persuasive essay from affective aspect. The students had good attitude toward using Google Document in writing persuasive essay from affective aspect. It means that most of the students like to use Google Document in writing persuasive essay in the classroom. The students were interested applying and creating an persuasive essay in Google Document.

B. Discussion

From the finding above, it could be said that the students had positive attitude toward using Google Document in writing persuasive essay. After the reseacher distributed the questionnaire, it was found that the students' attitude toward using Google Document in writing persuasive essay was average. The students were more active in writing and correcting the persuasive essay in online form, and the students were more easy to understand persuasive essay.

In other case, there are three indicators of the statement on the questionnaire, they are cognitive, behavior, and affective aspect. In cognitive aspect it was seen that the students were helped to create and discuss persuasive essay, and the students easy to apply Google Document in the class. In addition, this application provided online discussion in groupand it made the students more easy to know every indicator of persuasive essay. According to Sharp (2009), Google Document allows a group of individuals to edit a document simultaneously while they can view the changes made by others in real time. It means Google Document give opportunity to the students to know the better backgroud information, thesis statement and definition in persuasive essay from the revision by members in the group.

Furthermore, in behavior aspect it was seen that the students were more active during the process of writing persuasive essay. The students were strongly agree to use Google Document in writing persuasive essay. In using this application the students can create the

essay, analyze each indicator of persuasive essay and give suggestion for the other students' essay in online.The students more striving to learn more about topic sentence, logical evidence, and analyzing the evidence in persuasive essay.Chinnery (2008) states that Google Document is a productive tool where learning activity can be designed differently and creatively, in additionthe students were more acquire the information and skill in using Google Document in writing persuasive essay.

Based on affective aspect, it was seen that the students liked Google Document as aplication to write and discuss persuasive essay online. The students were more interested during the writing process and the students did more discussion with all membersin the group. In conclusion, based onthis research the studentsagreedthat Google Document guided each member of students in the class to know about the part of persuasive essay and how to write it in good arrangement.

SIMPULAN DAN SARAN
A. **Conclusions**

The aim of this research was to know the students' attitude toward using Google Document in writing persuasive essay at second grade students of English Department of Universitas Mahaputra Muhammad YaminSolok 2019/2020 academic year. Based on the finding of the research in Chapter four, it could be concluded that the students had positive attitude toward using Google Document in writing persuasive essay, and it classified as average clasification. The following items were the result of students' attitude toward using Google Document in writing persuasive essay based on three indicators, they are cognitive, behavior and affective aspect. It could be concluded as follow : First, the highest percentage of students' attitude based on cognitive aspect toward using Google Document in writing persuasive essay at second year of English Department in UniversitasMahaputra Muhammad YaminSolok 2019/2020 academic year was agree (58.1%)which could be classified as average level**.**It can be concluded the students had positive attitude toward using Google Document in writing persuasive essay. It means that the students was averagely agree toward using Google Document in writing persuasive essay from cognitive aspect. The students understand to use Google Document in writing persuasive essay, and the students were interested in applying Google Document in the class. Second, The highestpersentage of

students' attitude based on behavior aspect toward using Google Document in writing persuasive essay at second year of English Department in UniversitasMahaputra Muhammad YaminSolok 2019/2020 academic year was strongly agree (51.4%)which could be classified as average level. It can be concluded the students had positive attitude toward using Google Document in writing persuasive essay. It means that the student averagely agree toward using Google Document in writing persuasive essay from behavior aspect. The students were more active during the writing process, and this aplication led the students to join the writing process in online form. Third, the highest persentage of students' attitude on affective aspect toward using Google Document in writing persuasive essay at second year of English Department in Universitas Mahaputra Muhammad Yamin Solok 2019/2020 academic year was agree (66.6%)which could be classified as good level. It can be concluded that the students had positive attitude toward using Google Document in writing persuasive essay. It means the students had good attitude toward using Google Document in writing persuasive essay from affective aspect.The students liked Google Document as a tool to do collaborative writing in persuasive essay.

B. Suggestions

Based on the finding of the research, the reseacher offers some suggestions. The suggestions are expected as positive input in giving informasion about students' attitude toward using Google Document in writing persuasive essay and it was hoped as a new information about the advantages of using Google Document in writing persuasive essay. the suggestions are follows: 1) for the lecturer, the lecturer should know about the positive attitude of the students in using Google Document in writing persuasive essay. Hopefully the lecturer was suggested to know the students' dificulties in writing persuasive essay activity, 2) for the students, it was hoped that the students have more efforts to improve their ability in writing persuasive essay. The students can be creative to motivate themselves and others to understand the essay, and 3) for the next researcher, the next researcher can continue this research in the future. It was suggested to other researchers to carry out further studies about students' attitude toward using Google Document in writing an essay.

Jadwal penelitian disusun dengan mengisi langsung tabel berikut dengan memperbolehkan penambahan baris sesuai banyaknya kegiatan.

JADWAL

No	NamaKegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulan proposal penelitian	√	√										
2	Revisi proposal penelitian			√									
3	Observasiawalkelokasipenelitian				√								
4	Merancang instrument penelitian					√							
5	Pelaksanaan treatment penelitian						√	√					
6	Pelaksaan post-test (pengumpulan data)								√				
7	Analisis Data									√	√		
8	Publikasihasilpenelitian											√	
9	Pelaporanhasilpenelitian												√

Daftar pustaka disusun dan ditulis berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada usulan penelitian yang dicantumkan dalam Daftar Pustaka.

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Lampiran 1. Justifikasi Anggaran

1. Honor

Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun/ 12 bulan (Rp.)
Validator Instrument	100,000	1	2	200,000
Pengumpul Data	65,000	2	1	130,000
Analisis Data	150,000	3	1	450,000
			Sub Total (Rp.)	**780,000**

2. Peralatan Penunjang

Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan penelitian	8	125,000	1,000,000
Fotocopy	Perbanyak instrument penelitian	7	35,000	245,000
Dokumentasi selama penelitian	Penelitian	4	50,000	200,000
Jumlah				**1,445,000**

3. Bahan Habis Pakai

Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Kertas HVS	Print laporan penelitian, instrument penelitian	1	55,000	55,000
Catridge Hitam Canon MP280	Print laporan penelitian, instrument penelitian	1	315,000	315,000
Catridge Warna Canon MP280	Print laporan penelitian, instrument penelitian	1	385,000	385,000
penggaris	instrument	2	5,000	10,000
Note book	Print laporan	1	30,000	30,000
Penghapus	instrument penelitian	1	5,000	5,000
Tinta Printer	Print laporan penelitian, instrument penelitian	4	65,000	340,000
Buku folio	Catatan lapangan penelitian	3	20,000	60,000

Pen Correction (Tipe X)	Catatan lapangan penelitian	1	5,000	5,000
Bulpoint	Catatan lapangan penelitian	48	3,000	144,000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	6	6,000	36,000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	6	20,000	120,000
Materai 10000	Kontrak Penelitian	12	10,000	120,000
Jumlah				**1,625,000**

4. Perjalanan

Material	Justifikasi Perjalanan	Kuantitas	Harga Satuan (Rp)	Biaya/tahun/12 bulan (Rp)
Biaya Transportasi Observasi	Perjalanan Observasi	2	75,000	150,000
Biaya Transportasi Penelitian	Perjalanan Penelitian	2	50,000	100,000
Jumlah				**250,000**

5. Lain-lain

Kegiatan	Justifikasi	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun (Rp)
Publikasi di Jurnal	Luaran	1	400,000	400,000
Sub Total (Rp)				**400,000**
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)				**4,500,000**

Lampiran 2

<p align="center">INSTRUMENT OF THE RESEARCH</p>

<p align="center">(QUESTIONNAIRE)</p>

<p align="center">The Questionnaire Research About Students' Attitude Toward Using Of Google Document In Writting Persuasive Essay In English Department Student Of Mahaputra Muhammad YaminSolok At 2019/2020 Academic Year.</p>

I.   General instruction

This questionnaire is made to collect the information about your attitude toward using of Google Document in writting persuasive essay. You will get several questions about your attitude toward using of Google Document. This are several alternative answer for every questions as follows :

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

NV = Not Vote

The researcher hope you will answer all of this questions with behonestly, because this reseacher will not influence your writing score in the class. The reseacher hope this reseacher will give constribution to make better repair for the future.

II.   Specific Instruction

1. You have 60 minutes to answer the questions below.
2. Read every questions and give (√) sign in colom available.
3. And give your appropiate answer based on real fact

No	Questions	Respon				
		SA	A	D	SD	NV
1	Google Document is an application which provides me to write in online the interesting first sentence (introduction) in persuasive essay.					
2	Google Document is new application which provides link of revising by others members about interesting first sentence (introduction) in persuasive essay.					
3	Google Document is an application to discuss about the better background argumentation (persusasive essay) with my friends and lecturer through online.					
4	Google Document is an application which gives opportunity					

	to present my background information (persuasive essay) in same time with all member in the classroom.					
5	I can give definition about unfamiliar word (in persuasive essay) and check it together in same time.					
6	Google Document increases my ability to define unfamiliar word (in persuasive essay) based on the revise by other members.					
7	I can more understand about thesis statement (in persuasive essay) and try to make it, although I need some suggestion by other member in Google Document.					
8	I know the use of thesis statement in persuasive essay when I look the several explanation and example by some members in Google Document.					
9	I have interest to make the main idea and link back to support my persuasive essay, because it gets editing by members to be better in online activity.					
10	I more active in helping my friends when process of editing the main idea in persuasive essay, because Google Document provides the easy way to give comment with others in online.					
11	I and friends get more examples of evidence in persuasive essay who gives by my lecturer through online in same time.					
12	I enjoy in making the logical evidence to support my persuasive essay and publish it in my group.					
13	We take a turn in online in analyzing about our evidence in persuasive essay and get the better statement which support the argumentation.					
14	I like to share in group my briefly sum up of main points in persuasive essay .					
15	I dislike to share in group my briefly sum up of main points in persuasive essay.					

Surat Tugas
No. 04.09/ST-P/LP3M-UMMY/IV-2020

Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

Nama	: **Fitri Handayani, S.Pd., M.Pd.**
NIDN	: 1017048602
Tempat/Tanggal Lahir	: Solok/17 April 1986
Pangkat/Golongan Ruang	: Lektor
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan (FKIP)

Untuk melaksanakan kegiatan Penelitian dengan judul **"An Analysis of Students' Attitude toward the Use of Google Documents in Writing Persuasive Essay at Second Year of English Depatyment UMMY Solok on 2019/2020 Academic Year"**.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggungjawab.

Solok, 9 April 2020
Kepala LP3M UMMY

DR.Wahyu Indah Mursalini, SE. MM.
NIDN. 1019017402