A PRE-SERVICE TEACHER'S VOICE ON THE CHALLENGES OF GOOGLE DOCS-BASED COLLABORATIVE WRITING

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Abstract

The present study recollected a pre-service teacher's experience in bringing a Web 2.0 tool, Google Docs, for the first time to teach eight junior high school students to write a descriptive text collaboratively in an online environment with the objective of digging in its challenges and eventually reported them in the form of autobiographical narrative research. Self-study was adopted to gain a better understanding of ourselves as educators. The author of this study was a pre-service teacher who is also an English tutor. She is a native speaker of Indonesia and a non-native speaker of English. The data was drawn from various sources to address the trustworthiness of this study. The primary data was taken from journal entries the author kept for a period of two months when planning, implementing, and evaluating Google Docs-Based collaborative writing (CW). The other data were derived from artifacts that the pre-service teacher collected during the online teaching and learning process, such as a video recording when she explained the lesson, screenshots of casual chatting between her and students, screenshots of students' collaborative writing process on Google Docs, and students' works. The data were examined to identify recurring and salient themes. The results revealed seven challenges found by a pre-service teacher when teaching with Google Docs-based collaborative writing.

Keywords: *Google Docs, Online Collaborative Writing, Pre-Service Teacher*

INTRODUCTION

In a second language (L2) learning, learning how to write is deemed one of the most challenging parts. Therefore, pupils can use numerous media methods to strengthen their writing (Hyland, 2003; Xhaferi & Xhaferi, 2017). However, looking back at my experiences in learning English at schools, I found a monotonous pattern in them. Since I was in elementary school until high school, the English teaching and learning activity was busily engaged in targeting the pupils to finish answering the questions in their workbooks. In contrast, the standard of the education process in elementary schools and high schools in Indonesia required that the learning process should be integrated with the strengthening of an educational character, literacy, critical thinking, collaboration, creativity, and communication (4Cs).

Collaborative writing (CW) as a pedagogical method is believed to be beneficial for improving the effectiveness of second language learning and promoting social interaction among students in the writing class (Oxford, 1997; Vygotsky, 1978). CW can be defined as an activity in which learners share responsibility for producing a single text and writing the text through a negotiated decision-making process (Storch, 2013). Furthermore, to facilitate students' CW in this digital era, bringing a web 2.0 tool such as Google Docs into classroom activities is also crucial since Google Docs is known as a promising online tool that can positively and significantly support group collaboration, and group collaboration saves energy and time afterwards (Riley-Huff, 2010).

There has been a myriad of research on CW in the EFL context over the past few years. Limbu and Markauskaite (2015) investigated students' experiences, beliefs, and perceptions of OCW. Meanwhile, Chu, Capio, van Aalst, and Chen (2017) proved the value of using wikis to improve CW quality. Another study by Chen and Yu (2019) investigated students' experiences, beliefs, and perceptions of CW. However, rarely do the majority of earlier CW studies offer insights from a pre-service teacher. Therefore, this study aimed to bridge a gap in the lack of exploring the pre-service teacher's challenges in teaching with

Google Docs-based CW. By considering the gap from the previous research, the present research sought to answer the research question: What were the challenges found by a pre-service teacher when first implementing Google Docs-based CW to teach a descriptive text to Junior High School students?

LITERATURE REVIEW

Google Docs and Collaborative L2 Writing

The emergence of online tools, such as wikis, blogs, Google Docs, and online forums, provides writers, including students and teachers, with the latest technological affordances for collaborative work (Caspi & Blau, 2011). Google Docs is a Web 2.0 application that supports users to create quickly, edit, and share documents, presentations, spreadsheets, and forms online (Perron & Sellers, 2011; Thompson, 2008). It is known as a popular and commonly used online tool because of its association with other popular Google tools (e.g. Google Calendar and Spreadsheets) and the simplicity of its writing interface, and its availability at no charge to educational settings (Oishi, 2007).

In addition, collaborative editing has become the best feature of Google Docs, which develops writing in the language classroom (Brodahl et al., 2011; Sharp, 2009). Peer-editing or CW is illimitable by using Google Docs since the users can submit their writing task online and then edit and revise it anywhere and anytime (i.e. asynchronous peer-editing) (Yang, 2010). Moreover, Google Docs can automatically save the corrections and changes made by the users and quickly retrieve the previous versions, making it a user-friendly online tool for CW (Kessler, Bikowski, & Boggs, 2012). Since using this promising online tool can also positively and significantly support group collaboration, and group collaboration saves energy and time afterwards (Riley-Huff, 2010), Google Docs was used in this study to facilitate pupils in doing CW.

Affected by communicative approaches to language teaching, CW tasks are frequently implemented in second language (L2) classrooms to support interactive classroom environments (Storch, 2013). CW is an activity where two or more students share responsibility during the writing process; they produce a single text and write it through a negotiated decision-making process (Storch, 2013). It is essential to ask students to work in pairs or groups and encourage them to participate in interaction-oriented activities because learning is by nature a socially set activity where the use of language in social interactions mediates language learning (Vygotsky, 1978).

Problems in the Application of Collaborative Learning for Teachers

As mentioned in Ha Le & Wubbels (2018), previous studies had identified several problems for teachers when they applied collaborative learning (CL) in a classroom (Chiriac & Granström, 2012; Hämäläinen & Vähäsantanen, 2011). Organizing collaborative activities and assessing the learning process are mentioned as the two problems of applying collaborative learning. Based on Gillies & Boyle's (2010) study, teachers are, first, often confronted with obstacles when organizing collaborative activities like monitoring the student's work experience, managing group time, providing suitable materials, assigning individual roles, and establishing team beliefs and behaviours. An earlier study (Ruys, Van Keer & Aelterman, 2012), which looked at how pre-service teachers prepare for collaborative activities, showed that the teachers had not given sufficient attention to organizing group work, including group standardization and facilitation. Moreover, a prior study (Blatchford et al., 2003) has shown that instead of getting their pupils ready first for having productive collaboration, many teachers who teach at primary and secondary school frequently group pupils and have them work together.

Second, teachers at all levels of education opined that they faced a problem in assessing pupils' performance and achievements when implementing collaborative learning (Strijbos, 2011). In some primary

and secondary schools, for example, teachers indicated insecurity and confusion determining what and how to assess (Frykedal & Chiriac, 2011). In addition, when educators assess the collaboration, the concreteness and transparency of the assessment rules or criteria are still lacking (Chiriac & Granström, 2012). Moreover, according to Strom & Strom (2011), the shortage of assessment tools to evaluate each group member's collaborative performance may disappoint pupils with the transparency and fairness of the assessment.

RESEARCH METHOD

The study was conducted under a qualitative research method in the form of an autobiographical narrative inquiry in which a personal story is written and recorded by the individuals who are the subject of the study (Ellis, 2004; Muncey, 2010). An autobiographical narrative inquiry is a qualitative approach in which the study offers insights into persons' private worlds, which are inaccessible to experimental methodologies. Thus it provides the insider's view of phenomena and experiences (Pavlenko, 2007). Therefore, the participant of this study was me, who also played the role of a researcher. I am a 21-year-old pre-service teacher majoring in English Education. I am a native speaker of Indonesia and a non-native speaker of English. I took English classes related to writing, such as sentence building, paragraph development, complex sentences, essay writing, academic writing, article writing, and critical writing.

In this study, I collected my diaries called teacher's narratives, and I also collected supporting documents to gain valid data. Teachers' narratives are the primary data of this study. It was written based on past, present, future (Clandinin & Connelly, 2000). Each narrative has a beginning, middle, and end (Cortazzi, 1993). It mainly talked about the challenges I found when teaching students to write a descriptive text using OCW. As the complements of the data collection, other supporting documents, such as students' works, a video recording when I explained the lesson, screenshots of casual chatting with students, and screenshots of students' collaborative writing process on Google Docs

were gathered and used as well. Those were collected to help me remember a series of events and to address the trustworthiness of data. The data then was examined by repeatedly reading it, coding and categorizing the data extract, and recognizing the thematic headings (Barkhuizen & colleagues, 2014).

FINDINGS AND DISCUSSION

The presented data covers various challenges that emerge from the narratives that I analyzed. There are seven challenges, namely: (1) monitoring students during an OCW process might be challenging when they still face logistical problems, (2) motivating students to involve in an OCW process, (3) encouraging students to use their target language in an OCW process, (4) capturing student's attention in online classes, (5) helping student's work to meet my expectations, (6) playing a dual role as a teacher and counselor, (7) assessing each student's contribution to the group work. Those challenges are further described as follows.

1. **Monitoring Student's OCW Process might be Challenging when They still Face Logistical Problems**

   Accessibility of appropriate technology indeed handed over major influences to the effectiveness of implementing online collaborative writing. In fact, several learners may have limitations in their regular access to it. Some learners may be sharing a mobile device, computer, or laptop within one household or may rely on using computers at school or in a public place. With the absence of such communication tools, students had to willy-nilly meet their peers in person and ended up having conventional collaborative writing when it should have been done online.

   > *I asked Group 1 about it, and they said that among four members of Group 1, only two members have a cell phone. Therefore, they arranged face-to-face meetings to write collaboratively. Frankly speaking, I hardly knew how they collaborated with each other and what they discussed during the process because they met in person, so that they did not discuss anything on Google Docs.*

(Pre-service teacher, Field notes, December 13, 2020, Virtual)

As revealed in my narratives, when the situation forced a group of students to do conventional collaborative writing, it hindered me in monitoring how they worked and how they interacted and in knowing who the most and the least participating student was. That was because not all students logged in on Google Docs with their account by using their phone, and they discussed anything in person. Moreover, to know who did and did not attend the group work, I had to ask two students that I thought were really diligent and trustworthy in that group.

> *As I said earlier, Group 1 always met in person to have a collaborative writing process, so I hardly knew how the coordination among the members happened. I decided to always ask Seli and Rasti, who were also parts of the group, about the contributions that each member of their group gave. I chose them to be asked because they were diligent and trustworthy. Based on their reports, all members always attended the meeting, but there was one who only came and did not help them to write the draft.*
>
> *(Pre-service teacher, Field notes, December 19, 2020, Virtual)*

> *Second, when some students did not have a cell phone or laptop, and they only used one Google Docs account to write together, I could not know which students really contributed and which students did not. I also could not know how their discussion was going. So, maybe it will be less fruitful to use Google Docs when some students do not have any tools to access it because, in the end, an online collaborative writing process may not go as expected because students have to meet in person to do the online collaborative writing process.*
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> *(Pre-service teacher, Field notes, January 2, 2021, Virtual)*

Therefore, problems that related to 'student's sources' seemed to be something that still obstructed me as a pre-service teacher in teaching with online collaborative writing smoothly. When this student's problem could not be overcome, teachers are also the ones who would only feel the downsides of the Google Docs-based collaborative writing method.

2. Motivating Students to Involve in an OCW Process

Every member's contribution is an essential point to determine whether or not an online collaborative writing process is successful. However, I was told that there was a student who thought that she had poor English skills and she was not confident with it. Due to this reason, this non-contributing student ignored the group tasks. She preferred not to contribute to the online collaborative writing process because she also believed that her friends are more capable of handling the task than she.

> *Meanwhile, during the peer review, only two members of Group 2 contributed to the process. Rena told me that one member did not respond to their message every time she asked her to collaboratively write because her friend thought that she was already bad at English, so she felt that she was not capable of writing a text in English in the first place. Another one tended to procrastinate doing the work and ended up not contributing to doing the work at all. Rena sent me a Whatsapp message and asked me to help her contact her group members. Then, I tried to reach out to those members to ask them to help other members in reviewing another group's work, but they replied to my texts at night when the group work had been done. In the end, I told Rena and Hana to keep doing the peer review by just the two of them.*
> *(Pre-service teacher, Field notes, December 13, 2020, Virtual)*

I tried to solve this problem by telling them on the group chat to try to be as active contributors as they can during the online collaborative writing process. However, it did not seem to be effective because I still smelled the presence of a hitchhiker in the next week. An EFL learner was spotted giving a low-level contribution to the group work in which she was just online without typing anything, even a single word.

> *Meanwhile, there were only two members in Group 2 who were online; they were Rena and Zilva. Rena was the first student who was online. She started revising the draft by writing a new paragraph and fixed some mistakes. After that, Rena wanted to make sure if what she had written was correct by asking, "Eh itu bingnya gak ada yang aneh gitu?". Zilva was online, but she did not give any response to Rena's question. Shortly after, Hana went online and checked for the grammar error. Hana then had a further discussion with Rena. Rena asked Hana about the use of pronouns. She thought that almost all the time, they used the pronoun "Kim Taehyung" and began the paragraph by saying, "Kim Taehyung is…". Rena felt that they needed to vary the pronoun. Hana agreed with Rena's ideas, and they ended up varying the pronouns. Meanwhile, Zilva was online without giving any help to the writing process, and after a short time, she went offline. I realized that not all students could have a high level of responsibility for contributing to a group writing work. I had told them on the Whatsapp group about how important each individual's contribution is to group success, and thus they should contribute as actively as they can. However, some students still ignored it. That is why I perceived that encouraging students to actively participate in the online collaborative writing process is such a hardship for me.*
> *(Pre-service teacher, Field notes, December 19, 2020, Virtual)*

As a prospective teacher, I felt responsible for managing all students to contribute to the group work. It was hard to manage them to continuously engage in

group work. I also tried to contact those low-level contributing students through personal chat, but they responded when other students had done the group work.

> *I realized that maybe I failed to motivate some students to actively give their contribution in online collaborative writing activities because I did not really instruct learners about collaborative skills, and I had not prepared them to be ready to work together. I also did not inform learners from the start that their writing contribution in online collaborative writing will surely be assessed.*
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> *(Pre-service teacher, Field notes, January 2, 2021, Virtual)*

Eventually, I came to the realization that the reason why I failed to motivate several pupils to actively write during an online collaborative writing process was probably that they were not informed if the assessment also included how productive they were in the online collaborative writing process. Other reasons were also because collaborative skills were not yet developed for learners. Therefore, I perceive several ways that might be effective to motivate learners to involve in the online collaborative writing process and that I should try to apply them in the future, such as giving a never-ending motivation and reminder to learners, familiarizing as well as training learners with collaborative skills and informing them in the first place that their writing contributions will sure be assessed.

3. **Encouraging Students to Use Their Target Language in an OCW Process**

Another obstacle that can be shared from my journal entries is the difficulty as a proactive teacher to minimize students' poor usage of their target language. Writing collaboratively indeed encouraged students to have a rich interaction with peers, but unfortunately, it

did not guarantee their willingness to use English during the interaction. I found that the use of English in the online collaborative writing process was still poor.

> *Based on my observation, students always used their mother tongue when having a discussion. I had told them in the group chat to try using English when they communicate with their peers. In fact, they still fully spoke with Indonesia. So, in my opinion, encouraging students to use their L2 during peer discussions seemed to be a difficult thing to do for me as a pre-service teacher.*

(Pre-service teacher, Field notes, December 12, 2020, Virtual)

> *In contrast, there were also challenges that I faced during the teaching and learning process. I tried to often use English when explaining the lesson or giving instructions with the hope that they would also respond to me in English, but it did not change anything. They still used Indonesia when giving any responses. I also asked them to use English when they had a peer discussion during the online collaborative writing process, but they still always used their L1. A student also asked me to give explanations/instructions in Indonesia rather than in English because that student hardly understood English. So, it was very hard to make students use their L2 actively when communicating in online collaborative writing activities.*

(Pre-service teacher, Field notes, January 2, 2021, Virtual)

To encourage them to use the target language when communicating during the online collaborative writing process, I instructed them to try using it when they discussed something with their friends on Google Docs. I also gave feedback to them, half English and half Indonesian, with the aim of provoking them to speak English as well, but it still did not bring any changes. Therefore, I felt that it was difficult to make students meet the target language used during the online collaborative writing process.
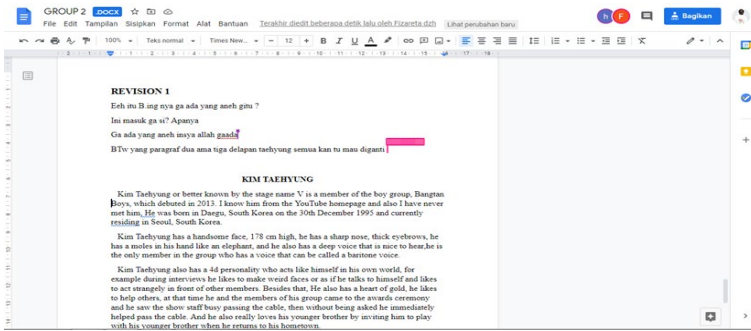
Figure 4.3 Students having a peer discussion by using their native language when revising their descriptive text

4. Capturing Student's Attention in Online Classes

Getting students' attention to focus on what the teacher explains is one of the skills that a teacher needs to master. However, based on my stories, I discovered that getting the learners' attention when I taught in an online environment was challenging. When I explained the lesson in the group chat, students often left me a read. Oftentimes, they did not give any comments or did not ask anything that they still did not understand. Sometimes, there were one or two students who just responded to me with 'okay' or 'thank you' and those were always the same students.

> *Since Group 1 made many errors in using the simple present tense, I addressed some of their repeatedly-made errors, and as a last resort, I tried to re-explain the simple present tense in order to help them better understand it. I decided to give the feedback for Group 1 on the Whatsapp group so that Group 2 would also learn from Group 1's errors. But there was no student giving any responses or leaving a question.*
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> *(Pre-service teacher, Field notes, December 5, 2020, Virtual)*

I tried to explain the lesson by sending voice notes to the group chat because I thought they probably had any willingness to leave a response to it, but it did not work. I also tried to encourage Disa, one of my students, to give me a question on the group chat because I thought it would make her friends to also ask a question or share what they know related to Disa's question, but that also failed.

> *Before doing the peer review, I first explained to the students how peer review works and what needs to be reviewed during the process. Furthermore, I explained each linguistic component that needs to be corrected by the students through sending voice notes and texts on the Whatsapp group. Disappointingly, the students only became passive observers. There was only one student named Disa asking me about the unity and coherence of a paragraph through a personal chat. She said that she was still confused about the unity and coherence of a paragraph then I tried to give more explanations. I also forwarded the explanations to the Whatsapp Group thus other students could grasp more. I encouraged Disa as well to ask on the Whatsapp Group with the hope that she would influence other students to also appear on the group chat, and it would create an active online learning environment.*
> *(Pre-service teacher, Field notes, December 13, 2020, Virtual)*

> *After that, Disa asked other questions on the Whatsapp Group. After answering Disa's questions, I asked students a question related to unity and coherence to check their understanding of it. Some students had read it, but no one responded. After a few minutes, Disa shared her thoughts about the question, but it was incorrect. Then she tried to answer it again, and finally, her answer was correct. It was*

not the first time when students left me a read. Students often do not give any response to my explanations related to online collaborative writing activities or materials in the group chat. It made me feel that getting the whole class' attention in an online learning environment seemed to be very challenging.

 (Pre-service teacher, Field notes, December 13, 2020, Virtual)

5. Helping Student's Work to Meet My Expectations

As a prospective teacher, I obviously had several expectations for students' work. At first, I was confident that students would easily produce a good draft because I showed them the example of the outline and draft that I wanted them to make. I also had mentioned and explained everything that should be included in their draft in order to create a good one.

All in all, there were many punctuation errors in students' works. They wrote the concluding sentences to the same paragraph as supporting details. I also thought that students still did not give detailed descriptions, such as in the given example. They did not use any figurative languages in their text when I actually had explained to them that using figurative languages could help them to provide more vivid descriptions of the described person. Some of the sentences in their works were also very similar to or even used the same exact sentences as the given example. I was even questioning myself if the example of the outline that I had given earlier might limit students' creativity to create and elaborate theirs. However, compared to the students of Group 1, the students of Group 2 produced the outline and draft with fewer grammar errors. The students of Group 2 also had paragraphs with better unity and coherence than the students of Group 1.

Unfortunately, Group 2's first draft was really not in accordance with its outline. Actually, I was really confident that students would easily produce a good draft because I showed them the example of the outline and draft that I wanted them to make. I also had mentioned and explained everything that should be included in their draft in order to create a good one. Then I realized that making students' writing fulfill my expectations was not a piece of cake. To overcome this problem, I thought that keeping monitoring their writing progress and giving them suggestions about what should be revised were quite effective ways.

(Pre-service teacher, Field notes, December 12, 2020, Virtual)

However, managing students' writing in online collaborative writing setting to fit in the standards I set was not a thing that I could do with my eyes shut. I was surprised to know that their works were still far from what I expected them to be. Some sentences in their writing were very similar to the sample writing, which made me wonder if it only restricted students' creativity in producing their authentic work. As they attempted to manage their draft to meet my expectations, giving suggestions to them was the solution that I thought was quite effective.

6. **Playing a Dual Role as a Teacher and Counselor**

When we talk about group work, cognitive conflicts among students that occur is something inseparable from it. Doing tasks with peers may position students in a dilemmatic situation where their opinion is in contrast to their peers' opinion, but in the middle of the contradiction, they have to choose one, which will be

the whole group members' decision. Therefore, it seemed to be an obstacle that they needed to cope with.

> *Meanwhile, during the peer review, only two members of Group 2 contributed to the process. Rena told me that one member did not respond to their message every time she asked her to write collaboratively because her friend thought that she was already bad at English, so she felt that she was not capable of writing a text in English in the first place. Another one tended to procrastinate doing the work and ended up not contributing to doing the work at all. Rena sent me a Whatsapp message and asked me to help her contact her group members. Then, I tried to reach out to those members to ask them to help other members in reviewing another group's work, but they replied to my texts at night when the group work had been done. In the end, I told Rena and Hana to keep doing the peer review by just the two of them.*
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> *(Pre-service teacher, Field notes, December 13, 2020, Virtual)*

This problem has a big connection with the role of a teacher in an online learning environment. Cognitive conflicts that arose among students had provoked the emergence of the counselor role inside myself. As a pre-service teacher, I realized that I had dual pivotal roles to play during an online collaborative writing process. Besides becoming a teacher, I also become a counselor for students. By this means, a teacher may actually undertake complex tasks during the teaching and learning processes.

> *Today's activities made clear that a teacher shouldered different roles during the teaching and learning process. Not only being an educator, but a teacher also being a counselor to give advice and help students overcome the obstacles they faced during the teaching and learning process.*
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> *(Pre-service teacher, Field notes, December 13, 2020, Virtual)*

7. Assessing Each Student's Contribution to the Group Work

Students' contribution during an online collaborative writing process is something that is worth assessing besides the writing product itself. That was something that I realized after having a self-reflection on my journal entries. In order to provide a fair grade to students, I decided to also assess students' individual contributions. However, I did not have an appropriate scoring rubric to assess it since I just had that idea, and I did not plan to assess it when creating a lesson plan. I eventually assessed it by simply looking at the presence of every student and how productive they were during the online collaborative writing process on Google Docs.

> *When designing a lesson plan, I did not think of making a scoring rubric to assess each student's contribution during online collaborative writing activities. I only created a scoring rubric to assess a student's writing. As the online collaborative writing process was progressing, I just realized that maybe I should also include how much contribution each student gave to the final assessment. Therefore, I assessed each student's contribution by looking at how many times they were online on Google Docs and how productive their writing process was. After that, all grades of their group work and their individual contribution were accumulated as their individual final grades. However, I quite doubted myself in assessing students' writing contributions because I assessed them without any specific criteria or valid scoring rubric.*
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> *(Pre-service teacher, Field notes, January 2, 2021, Virtual)*

The findings of the present showed that it was difficult for me as a pre-service teacher to motivate learners who tend to free-ride other learners in OCW even though I had told them about the importance of collaboration. Therefore, the present research was in agreement with the prior research of Gillies and Boyle (2010) that discussed establishing

team beliefs and behaviors as one of the challenges of collaborative learning that teachers perceived. Similar to earlier research (Aelterman, 2012; Blatchford et al., 2003; Le, Janssen, & Wubbels, 2018), this study reported that as a pre-service teacher, I realized that the reasons why it was hard for me to motivate learners to be active contributors because I placed learners in group work without really instructing collaborative skills to learners (Le, Janssen, & Wubbels, 2018), preparing learners for productive collaboration (Blatchford et al., 2003), setting group norms (Aelterman, 2012), and without mentioning in the first place that collaborative performance will be assessed. Due to the reasons, low proficiency learners might feel hard and unconfident to engage in collaborative work and were not interested in strengthening social interaction and seeking mutual help in order to benefit from collaboration (Le, Janssen, & Wubbels, 2018).

This study indicated that as a student teacher, at first, I had no idea to include each pupil's contribution in OCW into the assessment. As the OCW progressed, I realized that it is crucial to assess both group writing product and individual writing process in CW, but I shared that I did not have any valid scoring rubric to assess the writing process of each learner because I did not prepare it when planning to implement OCW. Therefore, the findings of the research corroborate those prior research (Chiriac & Granström 2012; Frykedal & Chiriac, 2011; Strijbos, 2011) which found that teachers signaled confusion in assessing learner's collaborative performance.

The previous study showed disadvantages of CW for students, such as dealing with logistical problems and target language usage (Mulligan & Garofalo, 2011). The present study confirmed those disadvantages and provided a new insight that the obstacles pupils encounter may also turn out to be teachers' obstacles that hinder teachers from doing their roles in OCW. In this study, for instance, there were two students who did not have any devices to access Google Docs, but two other students in the same group with them had so they met in person to do the OCW process. The logistical problems learners faced

then led me as a pre-service teacher to experience difficulties in monitoring each learner's writing productivity. It is in line with the prior study by Gillies and Boyle (2010) that showed monitoring the pupil's work as one of the challenges that teachers are often confronted with in bringing CL into the classroom activity.

In this study, Indonesian EFL learners were allowed to use their mother tongue when discussing their text with their peers as it should not be totally prohibited by teachers (Yong, 2006), and it may support them to quickly understand unfamiliar L2 words (Nation, 2003). However, students in this study were found to always use their L1. This problem was the same as what Mulligan and Garofalo (2011) have mentioned in their study that pupils frequently speak with their native language during the CW process. However, Mulligan and Garofalo (2011) had not revealed that from a pre-service teacher's perspective, it was challenging to motivate and encourage pupils to use their L2 when they had a peer discussion in OCW.

In addition, as a pre-service teacher, I also faced an obstacle to helping students' work to meet my expectations. Improvement in the quality of writing content and proficiency in grammar and structure was mentioned to be the upsides of CW that learners got (Mulligan & Garofalo, 2011; Storch, 2013), but it has never been exposed that a pre-service teacher like me might struggle in helping pupils to fulfill my expectations of producing a draft with a good content and grammar structure. This research indicated that as a pre-service teacher, I thought that the first two draft learners submitted were still quite far from my expectations, and I thought that supporting learners to meet my expectations was an easy challenging thing to do and should be done by providing ongoing feedback. Another obstacle that I encountered in this study was capturing students' attention in online classes, which has not been mentioned in prior studies. Before doing each OCW activity, I always explained to learners what to do during each different OCW activity. However, learners tend to be passive and frequently do not give any responses.

Similarly, in the previous study conducted by Dale (1994), cognitive conflicts among students also emerged and hindered the OCW process. It happened because, in order to achieve consensus, learners must negotiate various viewpoints (Dale, 1994). However, previous research (Dale, 1994) has only seen cognitive conflicts among learners as an obstacle for the learners themselves. However, this finding emphasizes that cognitive conflicts among learners may also become an obstacle for teachers. For instance, when cognitive conflicts among pupils occur, teachers have the right to step into problematic situations to help students overcome unresolved problems like dysfunction in their group by talking to uncooperative members of the group or changing members of the group if necessary (Yong, 2006). Because of that, I have to be able to adjust to a dual role as both a teacher and counselor to help learners overcome their problems, and to take such actions was quite an obstacle for me as a pre-service teacher.

CONCLUSION, IMPLICATION, AND SUGGESTIONS

The present study explored the challenges behind my experience as a pre-service teacher in teaching eight Indonesian EFL students to write a descriptive text with collaborative writing in a computer-assisted environment, using Google Docs for the first time. However, this study has a limitation in that it is based solely on one participant's narratives. Despite its limitations, the findings in the present study clearly delivered fruitful information about the challenges of teaching with OCW. By understanding the challenges of implementing Google Docs-based CW, pre-service teachers are expected to be able to remove or at least minimize the possible obstacles that may happen during an OCW process. As the possible obstacles could be minimized or be overcome, educators may have a bigger opportunity to provide pupils with a successful OCW.

Just like a caterpillar that has to go through several phases before transforming into a beautiful butterfly, in this case, an inexperienced pre-service teacher needs to understand several challenges of OCW before

becoming a professional in-service teacher who can provide pupils with a successful CW process in an online environment, especially in this era where the presence of technology has influenced significant areas of education. Additionally, the present research seems to call for special attention by the institution to model appropriate OCW activities. After that, the institution may train pre-service teachers to implement OCW by having a simulated classroom, seeing how they teach, and giving further evaluation to their teaching performance.

Moreover, this study offers some suggestions for further studies. First, other researchers in the L2 field writing are suggested to replicate the same study involving larger samples. Since the researcher herself, who is also the pre-service teacher, was the only sample for this autobiographical study, generalizations cannot be made. Second, future research might be conducted to explore autobiographical narratives from educators teaching L2 students in higher-level education with different online writing tools and/or a different genre of text being taught in order to gain new insights.

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