

APPENDICES

Appendix A: Interview Table with Students

No.	Student Initials	Study Program	Technology Tools Used	Benefits Experienced	Challenges Faced
1	A	English	Microsoft Word, Grammarly, Google Docs	Writing efficiency, effective collaboration	Dependence on technology
2	B	English	Microsoft Word, Grammarly, Google Docs	Speeds up task completion, improves writing quality	Difficulty understanding Grammarly suggestions
3	C	English	Microsoft Word, Grammarly	Helps identify mistakes, improves writing quality	Unstable internet connection
4	D	English	Microsoft Word, Google Docs	High accessibility, easy collaborative writing	Lack of training in advanced tool usage
5	E	English	Microsoft Word, Grammarly	Enhances learning, time efficiency	Dependence on automatic features
6	F	English	Microsoft Word, Google Docs	Faster writing, able to edit simultaneously	Technical issues with Grammarly

7	G	English	Microsoft Word, Grammarly, Google Docs	Efficiency, improves learning	Difficulty addressing mistakes without technology
8	H	English	Microsoft Word, Grammarly	Improves sentence structure, independent learning	Dependence on tools, difficulty with advanced features
9	I	English	Microsoft Word, Grammarly, Google Docs	Improves grammar, assists with group writing	Uncertainty about the accuracy of writing despite using technology
10	J	English	Microsoft Word, Google Docs	Speeds up writing process, effective team collaboration	Poor internet connection

Based on interviews with 10 students from the English Department at UIN Antasari Banjarmasin, the use of technology such as Microsoft Word, Grammarly, and Google Docs significantly contributes to improving the efficiency of academic writing, enhancing writing quality, and facilitating collaboration in group assignments. However, students also face challenges, including dependency on technology, technical issues, and difficulty understanding advanced features. There is a need for further training on technology usage and improved technical facilities on campus to better support the academic writing process.

Appendix B: Classroom Observation Table

No.	Meeting	Technology Tools Used	Observed Class Activities	Issues Encountered	Specific Observations
1	Meeting 1	Microsoft Word, Google Docs	Students writing individual assignments using Word.	No significant technical issues	Students focused on automatic formatting in Microsoft Word.
2	Meeting 2	Google Docs, Microsoft Word	Group collaboration using Google Docs.	Slow internet connection	Group work proceeded smoothly despite internet connection issues.
3	Meeting 3	Grammarly, Microsoft Word	Students editing assignments using Grammarly.	Some students did not understand Grammarly suggestions	Many students utilized the grammar check feature in Microsoft Word.
4	Meeting 4	Google Docs, Grammarly	Collaborative writing in groups, discussion using Google Docs.	Issues with the commenting feature in Google Docs	Effective collaboration despite minor difficulties with the commenting feature.

5	Meeting 5	Microsoft Word	Individual assignment writing, using automatic formatting.	No significant technical issues	Students completed tasks more quickly using the auto- correct feature.
6	Meeting 6	Google Docs, Grammarly	Students working in groups with Google Docs.	Unstable internet connection	Productive discussions despite technical disruptions.
7	Meeting 7	Microsoft Word, Grammarly, Google Docs	Students editing writing with Grammarly, writing in Google Docs.	Technical issues with Grammarly	Some students struggled with collaborative writing.
8	Meeting 8	Microsoft Word	Writing individual assignments, using auto- correction features.	No significant technical issues	Students tended to rely too heavily on the auto- correction feature.
9	Meeting 9	Google Docs	Group collaboration on writing assignments.	Some students had difficulty accessing Google Docs	Collaboration went smoothly despite some technical challenges.

10	Meeting 10	Microsoft Word, Grammarly	Students editing their writing using Grammarly.	Technical issues with Grammarly	Students felt more confident editing their work after using Grammarly.
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The use of technology such as Microsoft Word, Google Docs, and Grammarly in academic writing instruction demonstrates significant potential to enhance student efficiency and collaboration. However, technical challenges, such as unstable internet connections and limited understanding of advanced features, remain significant obstacles.

This study draws upon Vygotsky's (1978) socio-cultural learning theory, which highlights the role of tools and interaction in supporting learning. Furthermore, the findings align with previous research, such as Alharbi (2020) and Azmi & Singh (2019), indicating that successful integration of technology requires adequate infrastructure and digital literacy training for students.

Overall, tools like Google Docs facilitate productive group collaboration, despite internet connectivity issues. Grammarly enhances the quality of students' writing, yet dependence on this tool reduces their ability to analyze grammatical errors independently. These findings underscore the need for a balance between technology use and the development of students' independent academic writing skills.

This reference supports the observations conducted and provides a theoretical foundation for understanding the role of technology in academic writing classrooms.

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