

Conceptualization of Online Collaborative English Learning for Undergraduate Students in the New Normal Post Covid-19 Era

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ABSTRACT

Changing the way of learning process during the pandemic have made a point to find an appropriate approach in online leaning. This study aims to analyze language learning process in the first year of the pandemic, where the language need a practice in the process of learning. In other words, language learning really requires direct interaction, this condition is added that not all colleges are ready for online learning either through LMS or other online forms which are already familiar by offline interactions. This study uses qualitative descriptive with deeply observations during the classes , and used the diffusion of innovation by Rogers which consists on stages of innovation. The research found the conceptualization of learning through online-collaborative, and using the online collaborative exam between groups has proven the willingness in interactive e-learning language and to be able to improve the competence of language skills, both listening, writing, reading, and speaking which are needed in the language process of university students whose vocabulary and English are still unfamiliar used in the introduction in each course in Indonesia.

Keywords: .Conceptualization, Online-collaborative, English learning

INTRODUCTION

During the pandemic from February until the present, virtual interaction has become a must in education learning, which is accustomed by offline classes, and instantly switch to virtual classes. Various kinds of e-learning, synchronous and asynchronous, are expected to replace the classroom atmosphere, such as google meet, zoom, e-learning on each campus (LMS), and other applications. Teaching in the actual term is not only delivering material from educators to students but also how to grow independence, foster creativity, and be adaptive in any situation. To answer the challenges in learning during the pandemic is changing collaborative

learning to online-collaborative learning as a concept in this study to overcome students' lack of affective, cognitive, and psychomotor dimensions. The excuse of students of independence and relying on each other's tasks have a negative effect on collaborative methods so far.

The concept of learning is generally focused on fulfilling the obligations of educators in completing a material, even though teaching is not only about the process of delivering material. Since several years ago, research has been carried out on the advantages of collaborative learning models as an alternative approach in learning. Using a collaborative learning model with problem-solving techniques was a group investigation to encourage students to think analytically and skillfully in solving problems and issues in real life (Avisca, Mawardi, & Astuti, 2018). Meanwhile, other research uses mathematical English textbooks based on collaborative learning for mathematics education students to be considered theoretically feasible to use (Deswita & Niati, 2018).

Although increasingly advanced and better technology has been proven by researchers and theoretically has improved in the learning process. However, the limitations of conventional structures have taken negatively affected the dynamic of innovation learning. Collaborative learning is an approach method that is often applied in the teaching and learning process to get high competence in achieving results. In addition, collaborative learning is a method where social interaction is the basis for development.

The basis of development can be supported by the flow of information and communication networks in the world that rises so fast with various changes in attitudes, behavior, and lifestyles and the process of modernization. It involves various forms of change, both alternatively and culturally, in learning strategies that must keep up with the times based on technological developments (Sun, Liu, Luo, Wu, & Shi, 2017).

Meanwhile, in language learning, it must consist of four components that are needed in its implementation, there are speaking, listening, reading, and writing (Deswita & Niati, 2018). Theoretically, research on collaborative learning is still at its minimal. A new approach to online collaborative learning is highly recommended in the new normal era to increase students' awareness of English learning. It requires interaction and practice in the learning process.

Conceptualization of online- collaborative learning

Online weaknesses have been stated in previous research of online discussions. For example, the lack of interaction between students, which is limited by time and the lack of supporting tools (Susanti, Prasetyo, & Nasution, 2017). However, collaborative assessments carried out in online courses have been shown to increase the effectiveness of online learning (Ranius, 2013). In other cases, CL can

accommodate various approaches in mobile learning platforms compared to non-collaborative learning (Fakomogbon & Bolaji, 2020). This proves that collaborative learning can be used in multiple approaches. The CL approach can be used to assess the quality, collaborative thought processes, and products for pedagogical and evaluative purposes (Sher, Kent, & Rafaeli, 2020). Furthermore, pedagogic competence has a positive relationship in increasing the effectiveness of learning and teamwork (Fathurrahman, Sumardi, Yusuf, & Harijanto, 2019).

Currently, e-learning affects conventional learning concepts by changing concepts where all learning is based on technology. In the use of e-learning as a medium learning, it is stated to be in reasonably good condition if it is based on some characteristics, such as non-linearity, self-managing, feedback-interactivity, multimedia-learners style, just in time, dynamic updating, easy accessibility, and collaborative learning (Sawitri, Astiti, & Fitriani, 2019).

E-learning has become one of the popular tools in virtual classrooms during a pandemic. However, implementation in formal education is not as simple as it looks and still requires deep thought. The online learning process still gives students the same rights in receiving education regularly to accommodate learning needs. Especially in English learning which cannot be separated from the basic competencies are; speaking, listening, reading, and writing.

One evidence in learning speaking is that it uses technology elements. It can have a "significant effect or real effect" on the achievement of communication skills (Nguyen, 2020). Various approaches in teaching English are carried out to increase English learning achievement. It is not a secret that EFL students still find it difficult to communicate because they are not in a "real" environment (Chang, Chen, & Liao, 2020).

Using an online learning system based on the integrated technology acceptance model (TAM) and the theory of planned behavior (TPB) resulted in the ease of technology use. It was found that there was an influence of the benefits of technology. It automatically affected students' habits, while the convenience of technology indirectly affected the habits of students. In terms of innovation, students have played a moderate role in the relationship between subjective norms and the habitual intentions of students (Kim, Kim, & Han, 2021).

Educators always try and present the fundamental concept as an element to fulfill language competence in the learning process. The concept of online-collaborative learning in speaking and listening is given in several steps, namely, (a) freedom in determining the topic of discussion that they like according to their respective fields (English Purposes), (b) division of tasks for each group member, (c) presentation, and (d) assessment. Meanwhile, in learning writing, more standards are used for academic writing.

In the concept of online-collaborative learning, the convergence of knowledge between students becomes equal after the learning process occurs when they consider the members in the group as learning partners.

METHOD

This study uses the theory of diffusion innovation by Everett Rogers. From his view, the online collaborative learning concept process has been communicated and used in the research period through the social system of students in universities and acceptance and use of the concept of online collaborative learning in the teaching and learning process.

In this study, the techniques that have been carried out include 1) analysis and exploration of online-collaborative problems. 2) articulation of the way out. 3) reflection of output and experience to produce concepts that can provide maximum feedback to students. This research was conducted by purposive sampling of 120 students as academic and social individuals. They correctly understand the process of social change through the dissemination of new ideas in the term of online-collaborative exams through online-collaborative learning. It was followed from time to time through the structure of the social learning system.

In other words, in its development, the change is in the individual's mind, which is a new experience that could help the respondent's ability to remember English learning during the process (Sampaio, Varajao, Pires, & De Moura Oliveira, 2012). Changing the behavior process in this study became the basic concept in online collaborative learning by using span time while teaching online and the learning process.

The method used diffusion of Innovation by Rogers with some communication stages, there are:

Stage 1, Knowledge; Socialization to students, especially during the teaching and learning process in online learning.

Stage 2 Persuasion; Explaining collaborative learning online learning to students in the teaching and learning process. These are learning procedures as shown below.

1.Step of learning writing and reading

Implementation begins with creating a rubric that will be used by students. The rubric used the indicators based on the four criteria in the IELTS rubric (public version). After that, the designs of a speaking rubric were used by students in speaking assessments according to their needs. The rubric and feedback format were adapted from SSY and ELL 2016 template that includes indicators of speaking skill, responsiveness of the speaker and learning content.

Tabel 1. rubric writing

The rubric

1. Task response	√	X	Score
<i>Answer all the question of the task</i>			
<i>Present a clear position</i>			
1. Coherence and cohesion			
<i>Divide an essay into clear paragraph</i>			
<i>The main ideas of the paragraph are clear</i>			
<i>The supports are clear</i>			
<i>Use different conjunction</i>			
2. Lexical resource			
<i>Use variety of vocabulary</i>			
<i>Attempt to use some uncommon words</i>			
3. Grammatical range and accuracy			
<i>Use mix simple and complex sentences correctly</i>			
<i>Use variety of conjunction</i>			
<i>Make minimal punctuation error</i>			
<i>Make some errors in tenses to describe the graph/diagram/map</i>			

Source; IELTS task2 writing band descriptors

Table 2. Indicators of Speaking

<i>Indicator of speaking</i>	<i>Poor</i>	<i>Fair</i>	<i>Satisfactory</i>	<i>Very good</i>	<i>Excellent</i>
<i>Pronunciation</i>					
<i>Gesture/eye contact</i>					
<i>The overall fluency</i>					
<i>Grammar</i>					
<i>Vocabulary</i>					

Source; adapted SSY, ELL 2016

Table 3. Skill and Responsiveness of Speaker

<i>Skill and responsiveness of the speaker</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly agree</i>
<i>Presentations were cleared and organized</i>					
<i>Speaker stimulated audience interest</i>					
<i>Speaker effectively used time during class periods</i>					
<i>Speaker was available and helpful</i>					

Source; adapted SSY, ELL 2016

Table 3 Learning content

<i>Learning content</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly agree</i>
<i>Learning content was organized and well planned</i>					
<i>Learning workload was appropriate</i>					
<i>Learning process organized to allow all students to participate fully</i>					

Source; adapted SSY, ELL 2016

- a) After the rubric was designed, the students were given the task of creating an essay. Questions were one of the forms commonly found in writing proficiency tests. In speaking, students were given the task of creating videos after the rubric was designed. They could be viewed anytime and anywhere through web devices.
- b) The essays they collected were then exchanged with other groups in the same class. These groups were then put into 'zoom breakout rooms' according to their group. And for speaking, after the video was uploaded, lecturers and students discussed it according to the rubric given.

Stage 3, Decision; In this stage, researchers and students together take a joint decision regarding the treatment that has been implemented in the teaching and learning process.

Stage 4, Implementation; Utilization of online – collaborative and using online-collaborative exams to social students during the teaching and learning process.

Stage 5, Confirmation; The decision on which online-collaborative and using online-collaborative exams can be continued or postponed until an approach appropriate needed in learning English is found.

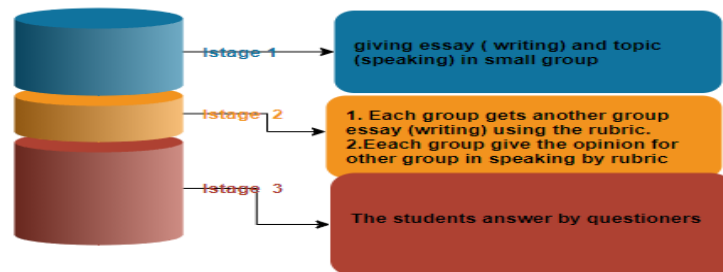


figure 1. Step of online collaborative learning

The sampling technique used observation, and documentation to students, both before and after learning. Data were obtained through a survey using purposive sampling of as many as 120 students in English learning.

Assessment of online collaborative learning in learning English, as illustrated be-low.

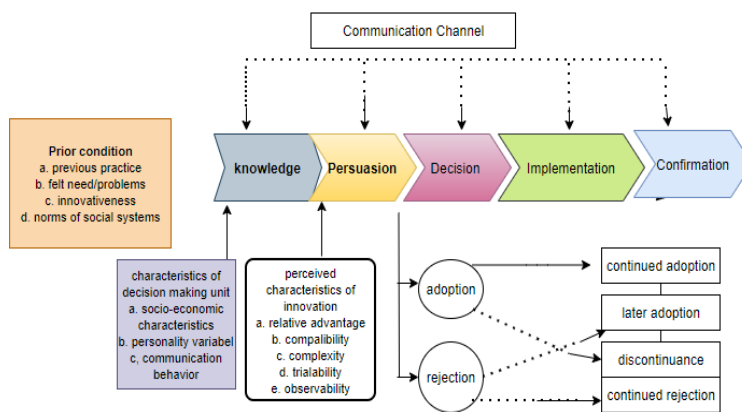


Figure 2. Communication channel by Rogers

Moreover, assessment of online collaborative exam in learning English, as illustrated below.

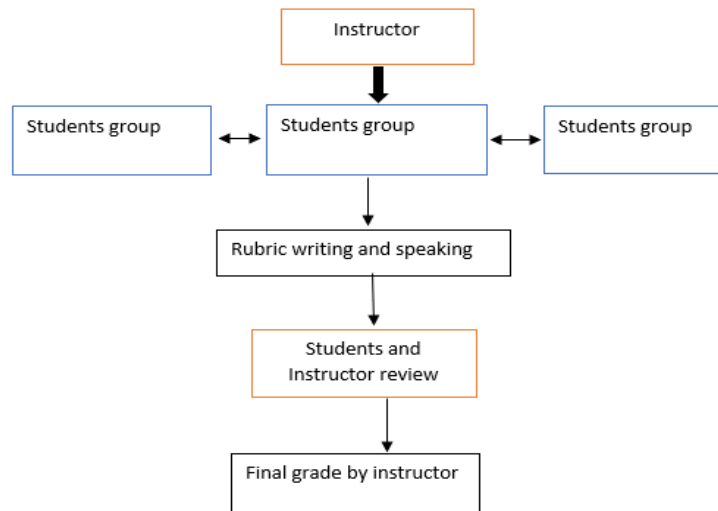


Figure 3. collaborative-online exam

RESULTS AND DISCUSSION

Results

The first stage in this study relates to the need for initial analysis in online learning and resulted in two constrains as follows.

The first stage in this study relates to the need for initial analysis in online learning and resulted in the following two constraints:

1. Fundamental constraints or funda-mental obstacles that online learning often faces include a) Internet network, b) Technical Learning (lack of communication in the learning process). This fundamental obstacle can also

be found in rural and urban areas, where the signal network is an essential obstacle (Hutauruk & Sidabutar, 2020).

Most of students as 55% s stated internet network This is illustrated in the survey results below:

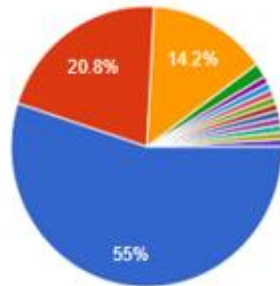


Figure 4. Student responses about online learning constrains

2. Approach or strategy constraints, including a) The lecturers give less feedback in the teaching and learning process as many as 44%, and b) 42,5% Students are less active in the learning process.

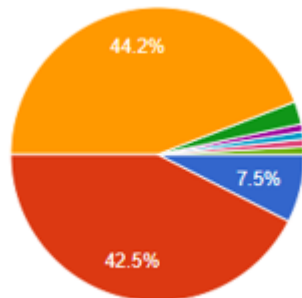


Figure 5. Student responses about feedback in the teaching and learning process

This need analysis is the base for collaborative online learning in English learning that minimizes the shortcomings in the first year of the pandemic. The first year of the pandemic was a “*changing shock*” in the world of education that was already accustomed to conventional learning.

After getting a basic needs analysis, an online collaborative exam carried out the stages of a communication channel in innovation absorption theory.

Assessment

Online collaborative learning in English language learning in writing noticed several approaches that provide direct experience in the learning process. The feedback given becomes a scratch of experience and will be stored in the memory of students. The approach taken is cognitive, affective, psychomotor, and social. The involvement of students in the writing learning process and supported by

technology that is familiar to users will provide meaningful feedback and maintain direct learning, which is very much needed at this time (Francis et al., 2019)

The result from the steps in learning writing skills mentioned above showed that students can understand and accept online collaborative exams through online collaborative learning, as evidenced by task response, coherence and cohesion, lexical resources, and grammatical range and accuracy, which is reasonably satisfactory at 5.5.

Meanwhile, in speaking learning, the assessment can be said to be quite good with the average value given at a satisfactory level for pronunciation, gesture/eye contact, the overall fluency, grammar, and vocabulary. as illustrated in the graphic below;

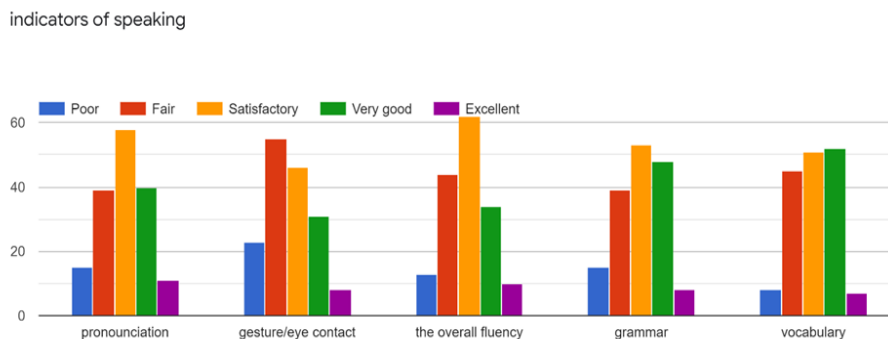


Figure 6. Indicators of speaking

In addition, the skill and response of the speakers were average on neutral for presentation consists in some questions. Some speakers were clear and organized, stimulated audience interest, effectively used time during class, and were available and helpful, as shown below;

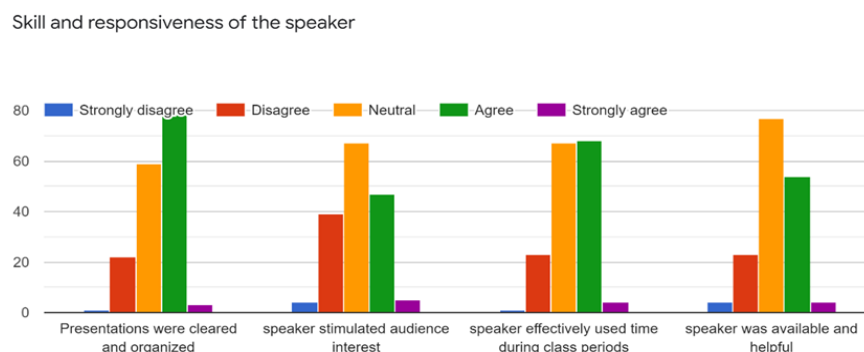


Figure 7. Skill and responsiveness of the speaker

learning content

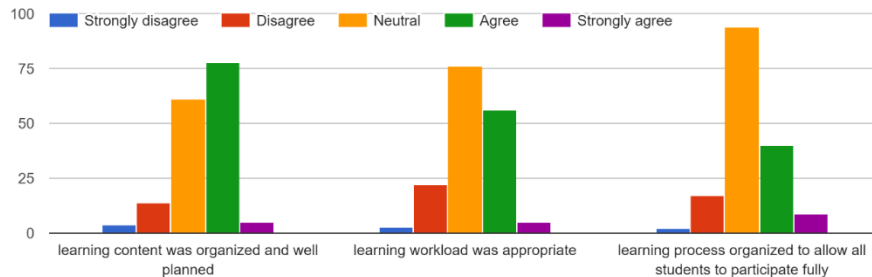


Figure 8. Learning content

From the description above, it can be concluded that the concept of online collaborative learning through collaborative exams in writing and speaking provided a real experience for students and offered a change in attitudes towards online learning because of the lack of feedback.

Discussion

It can be summarized from the results that the conceptualization of online collaborative learning has met five pedagogical guidelines for online learning; namely, design structures and flows to embrace learning experiences, accommodate synchronous and asynchronous learning, design/facilitate interactions promote practice opportunities, and promote learning communities. (Francis et al., 2019)

The design of online learning structures through need analysis is carried out to meet the need of students and provide new experiences in learning with the concept of an online collaborative examination. Furthermore, it accommodates synchronous learning through direct assessment and asynchronous learning through video (in speaking). Design/interaction facilities through prepared rubrics, both writing and speaking. Students interact in groups and discuss based on existing rubrics. Regarding the learning community among students through intergroup assessments, it has been proven effective.

In writing and speaking, the collaborative online assessments approach has minimized the lack of fundamental constraints, namely, technical learning and lack of communication in learning. Meanwhile, in terms of strategic limitations, it has been met with direct feedback in the teaching and learning process and students' activeness during the teaching and learning process by carrying out assessments of other groups.

The assessment process in learning that used the concept of online collaborative learning through the online collaborative assessments approach also included explicit correction, recast, clarification requests, metalinguistic feedback, elicitation, and repetition, which are needed in learning English (BOU-ZAR, 2019). However, the lack of collaborative exams between groups is the lack of objectivity in the assessment between friends.

The online collaborative learning concept for students in learning English after covid-19 or new normal era is based on compliance with standardization of student

needs and technology admission in English learning. It can be seen from two categories of diffusion innovation theory: attribute of innovation and innovation development research.

Students' acceptance of diffusion innovation theory in online collaborative learning is carried out through the following stages: a) attribute of innovation (relative advantage, compatibility, complexity, trialability, and observability), and b) innovation development research. In accepting the attribute of innovation, among others.

In the attribute of innovation, the research found;

- a) Relative advantage, 67% of respondents stated that online collaboration has an advantage in time.
- b) Compatibility, 79% of respondents stated that an online collaborative exam is appropriate for a pandemic with new experiences.
- c) Complexity, 70% of respondents do not agree that online collaborative exam is complicated but very easy to learn.
- d) Trialability, 89% of respondents stated that the online collaborative exam and online collaborative can be adopted in normal times later.
- e) Observability, 76% of respondents stated that online collaborative is not difficult to understand.

As shown in the graphic below

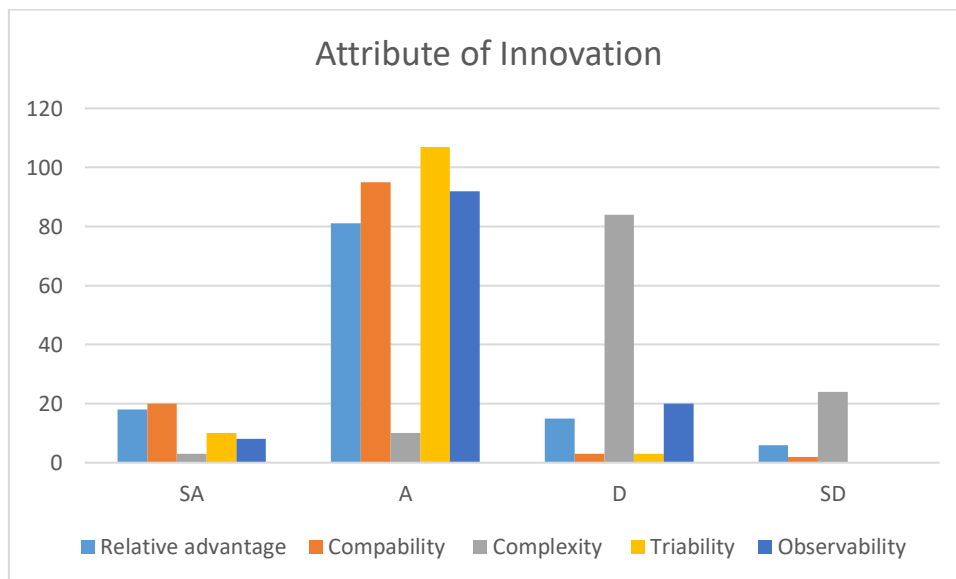


Figure 9. Attribute of Innovation

Meanwhile, in the Innovation of Development Research, they are:

- a. Stimulate research and development activities designed to create an innovation to solve problems/needs. 66% respondents stated that online collaborative and online exams can solve the lack of feedback in online learning.
- b. In technology, the tool has (1) material aspects (equipment, products, etc.) and (2) software aspects, which consist of knowledge, skills, procedures, and/or principles that form the basis of the information. 75% of the

respondents stated that the material aspects of online collaborative exams and collaborative online learning were clear.

- c. Development of innovation by putting new ideas into a collaborative exam that can be adopted after the pandemic is over. 86% of the respondents stated that it could be adopted during the normal period. It shows in the graphic below.

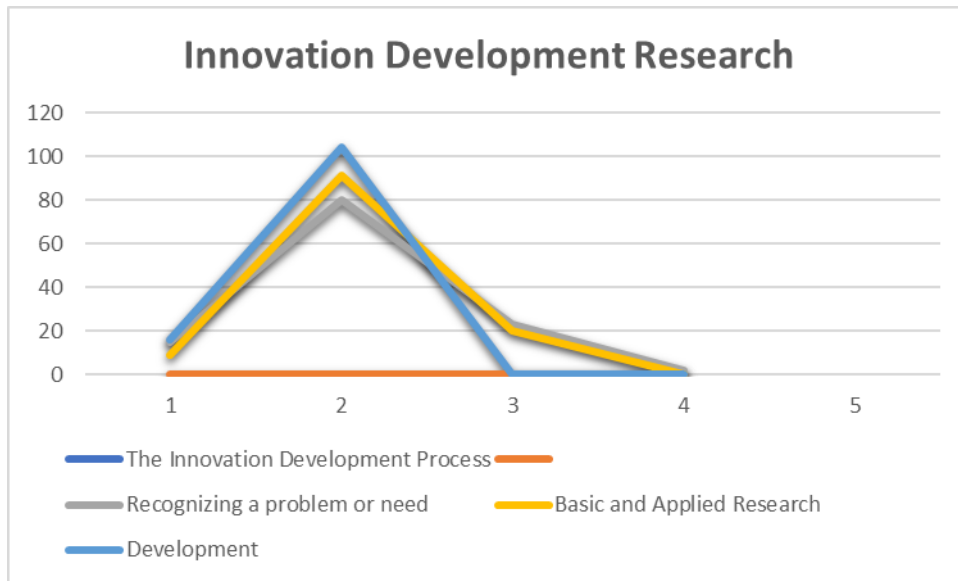


Figure 10. Innovation Development Research

CONCLUSION

The concept of online collaborative learning in English language learning that uses an online collaborative exam is a concept that is based on the students' needs, and it can also accommodate both synchronous and asynchronous learning by providing the real experience needed in online language learning, especially English learning. In addition, the conceptualization of online collaborative learning through online collaborative exams can be used as an interactive approach. The conceptualization of online-collaborative English learning through collaborative exams has several results. There are new experiences in technological literacy, new mindsets, and new behaviors in language learning

CONFLICT OF INTEREST

There is no conflict among the authors and the sponsors (The Directorate of Higher Education (DIKTI), Ministry of Education and Culture, Re-search, Technology, and Higher Education of the Republic of Indonesia, Student and Universitas Islam Jakarta)

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