Language Learning Through Online Collaborative Learning in SMA Negeri 6 Surakarta and SMA Negeri 1 Surakarta: A Qualitative Case Study

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Informasi Artikel	Abstract
	Language learning through online collaborative learning is a complex process because it requires thoughtful and pedagogical considerations in its design, implementation, and evaluation. To understand language in online collaborative learning, it is very important to include stakeholders' perspectives on their lived experiences. A qualitative case study was chosen to conduct this research. SMA Negeri 6 Surakarta and SMA Negeri 1 Surakarta were intentionally included in the study. The data were collected from semi-structured interviews of students and teachers and online and offline observations. The collected data were analyzed using the method of constant comparative analysis. The results clarified that several proactive supports (social, pedagogical and technical support) play a crucial role in promoting meaningful collaboration. The presence of the teacher is an important factor that create the collaboration to proceed as desired setting the stage, modeling the desired expectations and guiding the students to achieve the expected results. The assignments and assessments also affect the level of student engagement; therefore, it is recommended to include both formative and summative assessments for both the product and the collaborative process. The findings of this study have implications for the scaffolding and specificity of language learning through online collaboration to support online educators.

Abstrak
Pembelajaran bahasa melalui pembelajaran kolaboratif online merupakan proses yang kompleks karena memerlukan pertimbangan yang bijaksana dan pedagogis dalam desain, implementasi, dan evaluasinya. Untuk memahami bahasa dalam pembelajaran kolaboratif online, sangat penting untuk memasukkan perspektif pemangku kepentingan mengenai pengalaman hidup mereka. Studi kasus kualitatif dipilih untuk melakukan penelitian ini. SMA Negeri 6 Surakarta dan SMA Negeri 1 Surakarta sengaja diikutsertakan dalam penelitian. Data dikumpulkan melalui wawancara semi terstruktur terhadap siswa dan guru serta observasi online dan offline. Data yang terkumpul dianalisis dengan menggunakan metode analisis komparatif konstan. Hasilnya memperjelas bahwa beberapa dukungan proaktif (dukungan sosial, pedagogis dan teknis) memainkan peran penting dalam mendorong kolaborasi yang bermakna. Kehadiran guru merupakan faktor penting yang menciptakan kerjasama agar berjalan sesuai keinginan, menetapkan tahapan, mencontohkan harapan yang diinginkan dan membimbing siswa mencapai hasil yang diharapkan. Penugasan dan penilaian juga mempengaruhi tingkat keterlibatan siswa; oleh karena itu, disarankan untuk memasukkan penilaian formatif dan sumatif baik untuk produk maupun proses kolaboratif. Temuan penelitian ini mempunyai implikasi terhadap perancang dan kekhususan pembelajaran bahasa melalui kolaborasi online untuk mendukung pendidik online.

Kata Kunci: pembelajaran kolaboratif online, kehadiran guru, desain pembelajaran

INTRODUCTION

Today's online learning has become more very interactive and collaborative. With the revolution of technological tools, teachers can incorporate and design language collaborative learning in a meaningful way. Language collaborative learning in the online environment does not occur by chance. It requires positive interdependence and a collective commitment to build knowledge and practice. Through discourse and knowledge building, students work together —to identify and advance ideas of understanding, and to apply their new understanding and analytical terms and tools to solving problems, constructing plans or developing explanations for phenomena‖ (Harasim, 2012, p. 88).

Therefore, online collaboration requires pedagogical decisions regarding the design of assignements, the types of frameworks that support the process, and the preparation of students for active participation (Lock and Johnson, 2017). Understanding these elements will empower educators to create meaningful experiences for online students.

Language online collaboration should be understood through stakeholder experiences. Limited research has been conducted to analyze the online collaboration process (Du et al., 2017) based on stakeholder experiences. Therefore, the purpose of this study is to find out the experiences of teachers and students about language online collaboration. A key question which will guide this current research is: What structures and frameworks should be in place to support student collaboration in language online learning environments?

Research on cooperative learning has been guided by the theory of social constructionism (Johnson and Johnson,1996) developed by Vygotsky (1978), which theorizes that knowledge is socially constructed.The Zone of Proximal Development of Vygotsky's learning theory emphasizes the role of social interactions in cognitive development. This indicates that learning occurs when students interact with others who are capable of not exceeding their individual actual level of development, rather than when they are at their potential level of development. Through social interaction and collaboration, "people challenge the known, strengthen connections to existing knowledge and create new paths to additional ideas" (Bryan and Bates, 2015, p. 17). In consequence of the collaborative process, members invent a product that "is a synthesis of shared knowledge and ideas," different from what each individual could produce alone (Ingram and Hathorn, 2004, p. 221).

Online learning involves using the internet for educational goals, such as accessing class content, communicating with others, and receiving instruction from instructors. Ally (2008) defined online-learning as "the use of the Internet to access learning materials"; communicate with content, teachers and other students; and receive support during the learning process to get knowledge, invent personal meaning and grow from the learning experience (p. 2). Online learning is more than using the Internet and learning content; it concerns multiple types of interactions (student-content, student-student, and student-teacher) to actively participate in the learning process and thereby get knowledge. Online learning is evolving in technological and pedagogical ways which can invent rich learning experiences for students (Wilcox and Lock, 2014, p. 2062).

The development of technical devices allows teachers and students to communicate synchronously and asynchronously. Synchronous communication occurs when participants communicate simultaneously using computer-based communications (CMC) devices such as web conferences, webcasts, and telephone conferences or chat rooms. Asynchronous communication occurs at different times depending on the availability of each participant typically through text- based communication devices such as email, online forums, collaborative documents, or other forms of conversation. Combining both types of communication can invent an interesting learning environment. The purpose of such a learning environment is to "motivate learners, facilitate deep processing, invent whole people, accommodate individual differences, promote meaningful learning, encourage interaction, provide meaningful feedback, facilitate contextual learning, and support during learning" (Ally, 2008, p. 18).

Online teachers play very important role because there is no physical presence of an online teacher and therefore their social presence must be carefully planned. Shea, Li, and Pickett (2006) noted that "the strong and active presence of the teacher—one in which he or she actively leadsand directs the class—relates to both the sense of belonging to the community and learning of students. Creating a director's presence doesn't just happen naturally... it is the result of awareness, understanding, participation experience, and the director's deliberate planning and design" (Lehman and Conceiçào, 2010, p. 4). Various strategies can be used to create and maintain teacher's presence, including, but not limited to, regularly participating in discussions, providing ongoing feedback, responding promptly to student emails, and addressing students by name (Oyarzun, Conklin, & Barreto, 2017). The use of such

strategies can affect "students' motivation, satisfaction and learning experience" (Oyarzun et al., 2017, p. 120). Online teachers must be strategic in their presence to help students achieve their desired outcomes without appearing to dominate during the learning process.

Online learning will be best achieved through interaction and collaboration (Bonk, 2009; Palloff and Pratt, 2007). Online collaborative learning is more than an activity; rather, it "must be seen as a comprehensive learning style that fosters the continuous construction of knowledge" (Lock and Johnson, 2017, p. 47). To do this, pedagogical considerations must be applied when designing assignments, facilitating learning and preparing students (Lock and Johnson, 2017). Online collaborative assignments vary in length and intensity; they range from short weekly assignments to large final projects (Lock and Johnson, 2017). For example, the weekly discussion is one of the most commonly used collaborative assignments in online learning, where ideas are exchanged, perspectives are negotiated, and feedback is provided "through synchronous dialogue rather than messages" (Johnson, 2016, p. 1484). Collaborative online learning can minimize learner isolation, help students reach deeper levels of construction, and achieve desired outcomes (Palloff and Pratt, 2007).

Cooperation demands—sharing of responsibility; giving and receiving support (emotional and cognitive); discuss your thoughts; conclusion of contracts; listen to opinions; exchange of information and opinions; and comparing ideas, interpretations and alternative representations. Understanding these components is critical to creating and facilitating collaborative learning experiences. Ingram and Hathron (2004) identified three key aspects:

1. Participation: each group member must actively participate in the learning process.
2. Communication: Members must communicate with each other to share information and test ideas.
3. Synthesis: The product is created by the members and represents a synthesis of ideas.

A sense of community is essential for collaboration to occur (Demosthenous, Panaoura and Eteokleous, 2020; Garrison, 2011). The sense of community affects "the flow of information between all learners, the availability of support, commitment to group goals, cooperation among participants and satisfaction with group work" (Rovai, 2002, p. 3). As a result, a positive correlation has been observed between collaboration and a sense of community (Chatterjee and Correia, 2020). Students' sense of community is influenced by three main factors: 1) designing learning activities that allow students to interact and thus create social relationships (Trespalacios et al., 2021; Johnson and Altowairiki, 2017; Garrison, 2011); 2) deliberate use of inappropriatetechnological devices such as multimodal discussion forums, video conference meetings and social media (Trespalacios et al., 2021); and 3) online communication and netiquette, such as openness, courtesy and respect (Trespalacios et al., 2021; Garrison, 2011). To assess the existence of an online learning community, Palloff and Pratt (2007) recommended the following observable indicators:

1. Active interactions between and among online learners.
2. Exchange of resources among learners.
3. Expression of support and encouragement between learners
4. Socially constructed knowledge through agreement or questioning of ideas.
5. Willingness to critically evaluate the work of others.

Online collaborative learning has attracted much attention (Cheng et al., 2016). Most studies focus on the outcomes of online collaborative learning, such as student satisfaction and learning experience (Capdeferro and Romero, 2012; Keengwe, Adjei-Boateng, and Diteeyont, 2012); however, its process has received little attention. Understanding the process allows teachers to design and facilitate meaningful learning experiences. The challenge is to invent conditions favorable to online collaboration.

Two online senior high schools classes that used cooperative learning as the primary teaching method were intentionally selected for the study. Both classes studied (Class A and Class B) were part

of classes in Public Senior High School of Surakarta, Central Java, Indonesia. The two classes were conducted online over 10 days and included various positive chances for students to interact with the Learning Management System (LMS) using both asynchronous and synchronous communication platform. Each class had its own curriculum, instructional objective and number of enrolled students.There were 36 students in the course (A). During the semester, asynchronous discourse platform and synchronous (four webinars) communication forms were used. The co-curricular demands for this class included three learning assignments. The first assignment was to moderate a weekly discussion with a small group of students, posting discussion questions, commenting, providing resources and summarizing the discussion at the end of the week, addressing key learning outcomes. The value of this learning was 25% of the class grade. The second assignment was to provide peer feedback on each other's individual learning assignments. No marks have been awarded for this assignment. Third, the writing product was worth 50% of the class grade and students may work independently or collaboratively. In addition to the class teacher, 36 students participated in the study.

METHOD

The aim of the study was to find out the experiences of students and teachers regarding online collaboration and learning. The purpose of the research was to develop a deeper understanding of the dynamics of cooperative learning. The cooperative learning was analyzed from start to finish from several perspectives, including those of the researcher, teachers and students, including planning, implementation, facilitation and monitoring. By understanding the dynamics of the experiences experienced by students and teachers, instructional designers and online teachers can invent a positive learning experience.

A case study was intentionally chosen due to the exploratory nature of the research. The case study approach encourages "deep description and analysis" of the phenomenon under study (Me rriam, 2009, p. 43). The following were explored: What structures and frameworks should be in place to support student collaboration in online learning environments? Two online senior high schools classes were intentionally selected for the study, each serving as a separate case study. The following sections detail the cases and participants, data collection methods and analysis.

35 students participated in the course (B). During the semester, asynchronous and synchronous (two webinars) communication forms were used. The co-curricular demands for this class included four learning assignments. The first was to design a webinar with a small group of students, promote the presentation discussion, and publish a summary that summarized the discussion and reflected the main learning outcomes of the presentation. This group presentation was worth 25% of the class grade. Students were asked to actively participate in a weekly presentation on collective knowledge worth 20% of the class grade. In the final project, worth 30% of the class grade, students had the opportunity to collaborate. In addition to the class teacher, 35 students participated in the study.

Data were collected from two main sources: semi-structured interviews and offline and online observations. Interviews were conducted with participating students and online teachers based on their accessibility. The purpose of the interview questions were to: 1) explore each participant's experiences in language online collaborative learning and 2) understand their perspectives on the collaborative process. Each interview lasted about 30-40 minutes. All interviews were recorded and transcribed verbatim. Member checking was used with interview transcripts (Denzin and Lincoln, 1998).

The online teachers were interviewed on two separate moments. The first interview occurred at the beginning of the class to describe the design, scaffolds, methods, and strategies to be used in the classes. The interview questions included, but were not limited to: What are the characteristics of meaningful collaboration? How do online teachers facilitate the collaboration process and encourage student engagement? What are the key factors that need to be considered in the design of a

collaboration assignment? How can online teachers prepare and encourage students to actively engage in the collaborative process? Describe the structures and structures used in this class to support student collaboration.

At the end of the class, another teacher interview was conducted to reflect on students' collaborative experiences and make recommendations. Some of the questions from the second interview were: How did you facilitate the language on-line collaborative process? How did the planning of learning assignments promote student collaboration? Were there significant differences in process and or product quality between student groups? Was there any challengewith the collaboration process or product during the class? How did you facilitate each group collaboration? What are some key factors that foster collaboration and participation? Based on your current experience, what would you change or alter in the design and facilitation of the class to enhance the collaboration process?

Students were interviewed in two different contexts. The first interview took place halfway through the class, describing the collaborative learning process (eg, planning, decision making, level of input, teacher leadership). Some of the interview questions were: Describe the structures and scaffolding used to support collaboration. What do online students need for active collaboration? In your experience, how do online students encourage each other to actively engage in the collaborative process? What technical devices were used to support language online collaboration? What challenges could students encounter in the collaborative process?

Another student interview was organized at the end of the class, where online learning experiences (eg satisfaction, challenges, recommendations) were discussed. Some of the questions were: Describe your experience with this online class. What structures or guidelines were you given that supported the collaborative process of your group? How did the teacher guide and facilitate collaborative learning during the semester? Was there any challenge with the collaboration process or product during the class? If you were given the chance to change or alter the design and facilitation of this class, what change would you make to enhance the collaboration process and or product?

The second source of data, online observations, was conducted throughout the semester to understand and to analyze the language online collaborative learning process. The observational protocol, which included a descriptive section to record activities as they occurred and a reflective section to record the researcher's notes about the process and activities, was used to document offline and online observations. The researcher had the chance to observe the instructors' and students' interactions and participation in the collaborative learning process in both synchronous and asynchronous communication platforms.

Constant comparative analysis (Merriam, 2009) was used to analyze the collected data. Constant comparative analysis is inductive and comparative and "has been widely used in in-depth qualitative studies with grounded theory" (Merriam, 2009, p. 175). Data were coded and similar/related codes grouped to create initial themes. Initial themes from each data set were compared to each other to verify the coding master list and the themes representing the most relevant data for the study. Themes were continuously checked and revised to assure that they were relevant to the research questions and met the criteria of Merriam (2009): 1) themes should match the purpose of the study; 2) topics must be thorough and represent research data; 3) topics must be mutually exclusive; and 4) Topics should be sensitive.

RESULTS AND DISCUSSION

The main findings discussed in this section relate to the question: What structures and frameworks should be in place to support student collaboration in language online learning environments? As such, key themes included: 1) Enrollment collaboration; 2) build a safe community;

3) Modeldesired expectations; 4) manage the collaboration process; and 5) evaluate the collaborative process and results. All these topics are explained in the following sections.

Set the Stage for Collaboration

The first topic showed that it is important to create stages for effective cooperation. This was intended to be achieved by preparing students for pedagogical, technological and social on-line collaboration, as stated in interviews with both teachers and students. Setting clear expectations and specific demands for each learning assignment helped students achieve the desired outcomes. The class teacher (A) said: "We often ask students to collaborate, but students don't really know what collaboration means. First of all, students need a clear overview of the course expectations, which include, for example, a precise description of what active collaboration means for the teacher so that students understand what is expected of them (as noted by one student). Furthermore, students needed to know what is expected of them in this process and a clearly defined assessment strategy (as noted by one student). As a result, the clarity of collaboration requirements and assessments can affect the level of student collaboration, for example, one of the students emphasized :

1. I find that I am much more motivated and active in class where the teacher has set clear expectations for active engagement and where grading is based on how active and deep our collaboration is... although I find it really hard to motivate myself to attend. (another class) when there are no clear instructions about what the teacher expected in terms of cooperation or participation.

Regarding technical preparation, the class teacher (A) noted that online students' comfort learning to use technology varied. That's why personalized support was offered, as he explained:

1. Some students are comfortable and want to do immediate text on Whatssapp with me, whereas other students want to hear my voice, and it may not be from Video Call-Whatsapp because they may not be that technically confident, so they want to phone me, and I think that's important because if I'm going to set up this environment of collaboration, they have to know first that they can collaborate in trust with me first.

The teacher of the class (B) created instructional videos that explained the use of various technical devices, such as how to navigate the class through the LMS-Google Classroom or use other necessary devices and respond to students' text in Whatsapp to solve their technical problems.

To prepare students for social cooperation, students were encouraged to support and learn from each other by presenting their ideas and discussing their opinions in a constructive way. For example, one student said, "It was very clearly written to respect each other and maintain openness." Other students appreciated that the teacher talked about cooperative learning and said,

``He explained that everyone is working together; we are not individuals. It's good to work together and learn from others - to get and share resources.' 'Furthermore, class (A) the teacher facilitated social-cognitive interaction by pairing students with similar backgrounds and or learning interests. Students appreciated this approach. As one student said, the teacher always told us which of ourclassmates were working on similar topics or came from similar backgrounds." As a result, students were able to support each other by sharing their resources and negotiating their ideas.

In short, it can be stated that the creation of language online collaboration requires pedagogical, technological and social preparation of students. The main schemes identified were a clear and detailed description of collaborative requirements, supporting students in navigating and using the necessary technical tools, and facilitating social-cognitive interactions.

Building a Safe Community

Four students and two teachers emphasized in the interviews that creating a safe community is a key factor affecting online collaboration. Students should feel safe and comfortable actively engaging in the collaborative process. As one student said, "[Students] need to be able to feel comfortable in the environment and feel that they are valued members of the group, and ... [they] are respected when [they] engage.] ideas are valuable . . . Another student said, "There needs to be an environment that supports collaboration and makes student feel comfortable and positive about the process. "A third student said: "I think when you feel comfortable. when you talk to someone, you have more meaningful conversations; you're not afraid to criticize people." The class teacher

(A) explained that creating and maintaining an online community doesn't occur overnight. It doesn't occur automatically. He really likes when the teacher listens enough‖ and allows him to create social and cognitive relationships. Similarly, the teacher of class (B) emphasized that

building a relationship is very important, whether it's an offline class or a face-to-face class, so how do you create a safe and caring learning environment where students feel free risk and cooperate? Three strategies were identified to design a safe community. First, social activities were used to promote positive social relationships among students and in the online environment. The presentation activity gave the students an opportunity to get to know each other, such as their backgrounds, work experiences and interests. Furthermore, the gazebo class was used as an informal space where students can communicate with each other, share their experiences, ask for help and exchange resources.

Second, providing and modeling proper etiquette was used to facilitate community formation. The teacher of class (B) emphasized that in online collaboration "a sense of professionalism and kindness towards each other and respect for differences" is very important. Students also emphasized the importance of respectful manners in an online learning environment and how they can influence collaboration. For example, one student said, "I think you need to be able to feel comfortable in the environment and feel that you are a valuable member of the group and... you are valued for your engagement and your ideas are valuable.‖ Students appreciated how their teachers were eager to provide and model an appropriate instruction that fostered meaningful online collaboration. As one student explained, "It was written very clearly to respect each other and keep an open mind."

Third, one student noted that synchronous sessions may affect students' sense of belonging and sense of community. According to the student, synchronous sessions do not affect the quality of learning but rather develop a sense of belonging: —Our human need to be a part of a group, a partof that community and a sense of who our peers are and where they're coming from… so you have that sense of empathy for each other.

In short, the participants talked about the importance of creating a safe community to promote the language online collaboration. Three strategies were defined to build a supportive community: 1) use social activities to create social relationships; 2) providing appropriate instruction and modeling that values each member's participation while providing constructive feedback; and 3) incorporating synchronous sessions to publicize a sense of belonging.

Model Desired Expectations

Modeling desired expectations has been identified as a facilitator of network collaboration. This was proven by the interviews with the teacher. For example, the class teacher (A) said, "I think it's really important to ... model the student behavior [that you want], so if you want to invent a collaborative environment, you have to model what it's going to be. "Teachers for both classes modeled the learning process by moderating the first few weekly discussions as the primary collaborative assignment. They stated the discussion questions and then moderated the discussions by providing additional resources (videos, articles, experts), asking more questions for deeper understanding, and responding to student answers. As the teacher explained, moderating the first online discussion gave the students a chance to observe the moderating of the online discussion and so then gave them a plan to follow or even to

use creating their own when they were responsible for facilitating the weekly discussion. Students appreciated their teachers' modeling. As one student noted, "it was really helpful to see what we had to do instead of just being told what to do - we saw it in action" and clear understanding of the process need and so achieve the desired learning outcomes.

Guiding the Collaboration Process

The role of teachers did not end with the modeling stage of the learning process; their presence was also necessary to navigate the collaborative process. This was emphasized by one teacher who stated, "You have to be a leader." This is very important for online classes because things can go wrong very rapidly. So I have to get students back. I have to renavigate students and motivate students.‖ Teachers used different approaches to guide the collaborative process. For example, the class teacher (A) contacted each group by text by using Whatsapp three times during their collaborative process: before they started to moderate the weekly discussion to provide resources and check if they needed additional help; in mid their collaborative process, especially when they published weekly discussion questions, acknowledge their work; and at the final of the discussion week, provide suggestions and navigation for summarizing the discussion.

Students appreciated the teacher's efforts to navigate and support their process by providing examples and resources. For example, one student said that "the teacher just provides support and text on Whatsapp each group and says, 'Is everything OK? Do you have any questions? Here are things that students have done in other years, it is really useful.‖ Others students emphasized the importance of the teacher's presence and guidance in solving problems arising in the collaborative process, such as unfair workload, low productivity students and opposite views. In addition, the teacher publicized at the beginning of each week of the class, acknowledging the groups' contributions. The announcements included credit to the current week's discussion moderators for their contributions, as well as an introduction to the group that will lead the next week's discussion. He also reminded the students of the current week's tasks and the weekly discussion.

The teacher of class (B) asked each group to propose a presentation on their topic before moderating their presentation to give formative feedback. Based on the teacher's constructive feedback, students were able to improve their planning before moderating the presentation. The three students who participated in the study received comments from the teacher. For example, one student said: "She [the teacher] gave us very constructive formative feedback and we were able to take her comments into account to [actually] provide a much higher quality seminar for our classmates." The teacher also sent everyone a text group a week or two before the online class date if they needed help and after the online class to recognize their works.

In short, the online teacher played a pivotal role in the collaborative process of the students. The benefits of guiding students in the collaborative process were to provide informative feedback, resolve potential conflicts, recognize student contributions, and identify the need for additional resources and assistance.

Assess Collaboration Process and Outcomes

The use of both formative and summative assessments was an important factor in supporting and promoting network collaboration. In both classes, teachers provided continuous formative feedback during the collaborative process, as explained in the previous sections. In addition, the evaluation of the collaborative process influenced the level of student engagement. As one student noted, "you have to work together to complete the learning, so it was kind of forced." Another student noted that the evaluation of the collaborative process motivated them to participate in the learning: ―This. [was] part of your brand, so you have to contribute. Otherwise, I think there will be student who don't want to contribute.‖ For example, in the first year, all students gave feedback from their peers if it was part of the grade. In contrast, the final project, which did not include peer review as part of the assessment, and only 20 out of 36 students submitted a peer review. According to the teacher, an

assessment component is also needed for high school students, which encourages students to engage in the collaborative process as desired. Using both formative and summative assessments in the collaborative process and outcomes was an essential pedagogical decision.

Discussion

Language online collaborative learning needs thoughtful planning of what has been done before designing a stage, facilitating the process and then evaluating the learning process and results. Based on the results of the research, establishing a basis for collaboration is a support system that allows the process to be carried out effectively. Creating a supportive learning environment where students feel safe to present their ideas and negotiate perspectives, and providing adequate preparation so that students can actively engage in the learning process are the most critical approaches which can be applied to set the stage. The most pivotal key to building a community is to build social relationships (Tu, 2004).As in previous literature, this study showed that creating social relationships that facilitate collaboration can happen by organizing introductory activities, creating a social space for informal interaction, such as a Gazebo Class, connecting and mentoring students with similar interests or backgrounds inappropriate etiquette and how to design appropriate messages that develop social and cognitive relationships (Trespalacios et al., 2021; Garrison, 2011; Redmond and Lock, 2006). Also, it cannot be assumed that online students have sufficient knowledge and skills to collaborate (Lock and Johnson, 2017). This is why proper preparation and continuous support is needed to help students, recognizing that students' expectations, experiences and abilities are different. Using these strategies to support diversity can help teachers build a foundation for precise collaboration.

Having an online teacher plays a pivotal role in promoting online learning. Brindely, Walti, and Blaschke (2009) stated that "the teacher must mediate as needed to keep discussions on track, support and stimulate dynamic discussion, help students focus on the assignment, help to build relationships, and provide reassurance." (page 13). In this study, teachers reinforced their presence by posting notices, reminding students about weekly assignments, contacting each collaborative group to see progress, sending text on Whatsapp about student interaction and input, and modeling desire notes and provides continuous formative feedback. These findings are consistent with the study by Demosthenous et al. (2020) on language online collaborative learning, as they found that having an effective online teacher is necessary to facilitate the collaborative process and promote interpersonal and accessible communication skills and students desired results.

Stated by Lock and Johnson (2017), this study demonstrated that purposeful assessment of on-line collaborative learning happens through the use of formative and summative assessments of both the process and end products. Assessment of the collaborative process aims to lessen some of the problems of teamwork (imbalance, individual contribution, unequal individual commitment, negotiation problems) that can affect student satisfaction (Demosthenous et al., 2020). There were two roles in providing helpful feedback on the collaborative processes of the group. First, it helped students to access their strengths and weaknesses and so increase their performance. Second, it allowed teachers to supervise the process and identify the need for additional assistance and resources. The use of summative assessments encourages students to actively engage in the learning process. Although students valued cooperative learning, they did not actively engage as expected when it was not provided.

CONCLUSION

Online collaborative learning is an intricate process that expects meticulous preparation, facilitation, and evaluation. Because online students have different expectations and experiences, it is crucial to prepare and navigate them for language online collaboration. Thus, online teachers must continuously participate in creating a helpful circumstance which encourages collaboration and directs the process to achieve the desired expectations. The results demonstrate that it is necessary to create

a trusting circumstance where students feel comfortable presenting their ideas, discussing their opinions and seeking help if necessary. The most important key to creating a reliable online learning circumstance is to create and maintain social relationships (for example, presentation activities, gazebo class discussion, connecting similar students, etc.). Students also need clear expectations and specific instructions to actively engage in language collaborativelearning. Students should be taught collaborative skills (giving constructive feedback, respectfully challenging other perspectives, etc.). Active and regular presence of a teacher is recommended. Teachers can use a number of approaches to maintain their attendance, including but not limited to: 1) Posting regular announcements (upcoming learning assignments, recognizing student participation, etc.); 2) connect each group to the contact database; 3) participation in weekly discussions; 4) offering virtual working hours; and 5) providing feedback on student performance. It is crucial that the collaborative process must be valued in order to encourage students to actively engage. Conversely, some students may not contribute in the collaborative process as expected.

Understanding the language online collaborative learning circumstance and its pedagogical practices is crucial. Stakeholders must be properly prepared and supported during language online collaborative learning. Purposeful language online collaborative learning needs consideration, planning, implementation and evaluation.

Limitations and Future Study

A limitation of the study associates to the nature and applicability of the research design. The purpose of the study was to gain an in-depth understanding of language online collaborative learning using stakeholder perspectives. It is critical to consider the limited number of study participants, which limits applicability. An intricacy description of the study makes readers more likely to determine whether the findings are transferable to their setting. Further research on this topic is recommended. A larger study with a more diverse sample of classes from different schools and at different levels (vocational and various courses) is needed to investigate the relevant factors. Scaffolding is recommended to promote language online collaboration.

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