

**ANALYSIS OF THE COLLABORATIVE LEARNING SYSTEM
APPLIED BY ENGLISH TEACHERS IN TRANSITION FROM
ONLINE CLASS TO OFFLINE CLASS AT SMP NEGERI 9
PALEMBANG**

A THESIS

By

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English Education Study Program

Language and Art Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
2023**

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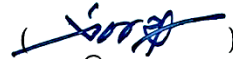
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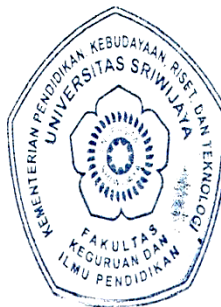



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The Undersigned,



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DEDICATION

I dedicated this thesis to My beloved family: Papa, Ibu, adek Agung, and adek Dheya who always taking care of me, also my support system binda Ros and om Ahmad who always facilitated me on everything. Thank you for your endless love and all prayers for me.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, Alhamdulillah the writer would like to express the deepest gratitude to Allah SWT the almighty, for blessing her to finish this thesis. This thesis was written to fulfill the requirement for a bachelor's degree at the English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.

The writer would like to express her gratitude and appreciation to her advisor, Soni Mirizon, MA., ED.D., for his helpful contribution, suggestions, and guidance throughout the process from the beginning to the end of the thesis writing. The writer also thanks to the Head of the English Education Study Program, Eryansyah, S.Pd., M.A., Ph. D., the Head of the Department of Language and Arts Education, Dr. Didi Suhendi, M. Hum., and the Dean of the Faculty of Teacher Training and Education, Sriwijaya University, Dr. Hartono, MA. for their assistance in administrative matters. Also, the highest gratitude and appreciation to all the lecturers who have taught her during college.

The writer also would like to express her special thanks and appreciation to her beloved parents for the endless love and all prayers for her. Besides, the writer wants to express the big thanks to her dearest aunt and uncle, Romsaidawati and Ahmad Hamzah for all the support and motivation to complete her study. And the writer would like to express her gratitude to all of her friends in college-life journey, especially SEESPA 2018 and some close friends who always support and encouraged her to finish this thesis: Etha Cinta, Jasmine, Aulia Euis, Astrid, Adinda, Elsa, Adit, Unila, Indah Amalia, Annisa, and Azzahrah.

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**Analysis of The Collaborative Learning System Applied by
English Teacher in Transition from Online Class to Offline Class
at SMP Negeri 9 Palembang**

ABSTRACT

Collaborative learning is learning that involves students to work in groups in sharing ideas and solving problems. This study aimed to discover the collaborative learning system applied in English classes, the challenges that English teachers face, and the impact of implementing Collaborative learning systems in the transition from an online class to an offline class. The study participants were an English teacher and six representative students from class 8.1 of SMP Negeri 9 Palembang. The data were collected using interviews, observation, and focus group discussions. The results showed that the English teacher at school still implemented collaborative learning in the transition from online to offline classes and still used the learning method together. The challenges faced when implementing collaborative learning in this transition from online to offline classes were the short learning time, the determination of study groups, and the selfishness of some students. The impact that students received was that they enjoyed learning more and their grades increased.

Keywords: *Collaborative learning, Transition learning from online to offline class*

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Collaboration in this era will be indispensable in business and various fields, and one other example is education. Schools will not stand or have a name if there is no collaboration from several institutions or people. As written in the Regulation of the Minister of Education and Culture Number 36 year 2014 (Peraturan Menteri Pendidikan & Kebudayaan RI Nomor 36 Th. 2014) there were several requirements or correspondence needed or attached from the 'who wants to build a school' to the government. The establishment of a school is intended to ensure activities that require cooperation between school members. The school community comprises teachers, staff, students, and other aspects of the school. The collaboration is done because that organization has the same vision and mission from every member.

Suppose collaboration can be carried out in a large scope, such as developing the school's image. In that case, collaboration may also be successful if applied in a small scope, for example, in the classroom. Collaboration means cooperation between two or more people or organizational collaboration to carry out the same tasks and goals. Everyone knows two important parts of the classroom: the teacher and the students. The teacher has an important role in the classroom, especially in learning to achieve the country's goals, as stated in the Preamble to the 1945 Constitution of the Republic of Indonesia in the 4th paragraph, namely "To educate the life of the nation."

When life is still normal, it may not be difficult for teachers to implement their learning strategies in the classroom, but at a time like this (COVID-19), it will be very new for all teachers and will be very difficult for some teachers to accept. The current COVID-19 pandemic has drastically amplified feelings of isolation among educators. There are several difficulties that teachers will face during the current pandemic, as written by Yu and Jee (2020) in the results of their research. They

found several difficulties in conducting online learning, such as the university should provide sufficient time and technical support and teachers needing training in using learning based on the web. Moreover, has similarities with the results of research conducted by Hasbi and Sari (2020) said that there are also several difficulties found in online learning, such as a lack of students' knowledge in operating, technical problems such as poor signal, and limited internet access.

However, situations like this cannot be avoided even if we want to do that. As a result, we inevitably must accept both the current situation's advantages and disadvantages. The development of the times in this era also greatly helped ease the burden on educators to continue carrying out their duties. Chen (2016) said that with the growth of online learning or instruction, a pedagogically effective instructional design model for online education is strongly required to facilitate the development and delivery of engaging online learning environments because a poorly designed online lecture makes learners get lost, lose their interest and feel distressed.

As already known in the introduction section, collaboration is a collaborative process to achieve the same goal. Technology is constantly evolving and has positive and negative impacts on human life. Therefore, we will discuss the collaboration teachers carry out by utilizing current technology to carry out learning in the current situation (online learning), called a collaborative learning system.

Regulations and policies in the teaching and learning process have changed during the pandemic (COVID-19). The face-to-face learning process is changed by online learning. This evolution faces various obstacles throughout the world, including in Indonesia. Information and Communication Technology (ICT) has an important role in supporting materials and media for tutors or teachers in learning English because teachers can provide videos, music, and other materials in e-learning that can be accessed anywhere and anytime by students. Collaborative learning can increase students' motivation to learn more interestingly, easier, and more interactive (Dewi and Muhid, 2021). This collaborative model can significantly increase training speed, model performance, and generalization. In

addition, it can protect the privacy of training data because participants do not need to release their sensitive data during the training phase.

Collaborative learning is an educational teaching and learning approach involving students working together (group learning) to solve a problem, complete a task, or create a product. According to Gerlach (1994), "Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs." collaborative learning activities including a cooperative mindset, team leadership, and negotiation affect cognitive skills and collaboration skills (Häkkinen et al., 2020). Meanwhile, a collaborative learning system uses technology to support students' learning. Teachers can apply this method to the design of their class lessons. In addition, this method is also very suitable for the current situation, where teaching and learning activities must be carried out online.

Collaborative learning is directly related to students' contribution to arguments because collaborative learning is different from cooperative learning. Collaborative learning is more directed to the overall contribution of students carried out together, in contrast to cooperative learning, where each student has a different task, and everything is done individually based on the task. Jaya et al. (2022) state that students speak slowly and can even be said to be not fluent because they are afraid of making mistakes, so students are more embarrassed to speak in class and like to stop when speaking. From this, it is known that collaborative learning allows students to play an active role in class only with their friends. They can express themselves freely.

After the relaxation of the lockdown by the government, the education system has planned its teaching by transferring from the conventional system to digital learning online learning. However, online learning has created many drawbacks in educating students (Nandal et al., 2021). The regulations that require online learning inevitably make teachers and students follow them. Therefore, technological advances and the ability of teachers to use this technology will be very useful for a collaborative learning system. There are available and used for

student learning, such as Zoom, Google Classroom, Google Meet, and other platforms.

Currently, many applications are developing and supporting to be used in various situations, one of which is teaching and learning activities. Teaching and learning activities are a process in which teachers and students interact reciprocally with one another that is influencing and being influenced. The success of a teaching and learning process is determined by many factors, especially from within the teacher and the students themselves. This interaction or collaboration between teachers and students will still utilize many advantages. In addition to interacting, teachers can do learning, give assignments, and conduct assessments with these applications. The following results from applying several platforms often used to support online learning.

According to research conducted by Li et al. (2021) regarding facilitating online learning via Zoom breakout room technology, it is stated that the use of Zoom can support several aspects of learning, such as; (1) Planning the course, (2) Teaching resource management, (3) Faculty responsiveness, (4) Effective and reliable technology, (5) Online educator's training, (6) Accommodating learning disabilities. From some of these fundamentals, positive or supportive results were obtained.

Educators need to plan appropriately, and Zoom can help the teacher. To ensure student interaction and engagement in a Zoom breakout room, one must design pair programming activities with clear instructions. One needs to manage teaching resources in online education. Recording the entire live lecture and offering it to students online ensures students have the resources to succeed in the course. Even though online courses occur online, instructors must promptly respond to student requests. Students usually ask questions when they are completing course assignments.

Timely answers better facilitate student learning. In order to articulate the skills and competencies that online teaching requires to succeed, one needs to use effective and reliable technologies. According to this research, the use of Zoom breakout rooms, Zoom for team meetings, the MOVE platform (i.e., a cloud-based

lab software environment that the university provides), and others to develop and implement a successful online course.

Researcher are also required by both instructors and graduate teaching assistants in this project to be familiar with online teaching tools and practice with telecommunication tools. Educators should offer detailed tutorial material on using online tools, especially for students with learning disabilities (LD). They also need to accommodate students with disabilities in a pair programming session in a Zoom room accordingly during the class.

Google Classroom is the technology used for teaching and learning. In the present situation, students and teachers are using many Learning Management System Software (LMS) tools to manage teaching-learning activity on the virtual platform. Google Classroom is one such LMS that is free to use and easy to handle. It is very effective in tracking students' progress and communication and interaction between the teachers and the students. It has doubled the number of active users to more than 100 million in this pandemic period since the beginning of March 2019.

According to the research conducted by Sharda and Bajpai (2021) on online learning and teaching using Google Classroom during the COVID-19 pandemic said that most educators are using Google Classroom for teaching purposes which is good in terms communication, ease of access, the interaction between the teachers and the students, perceived usefulness, and tracking the progress of students. Results also show the libraries' effective use of Google Classroom to provide e-library services to their users when physical library access is unavailable. The study recommends that Google Classroom may be used to enhance quality in imparting teaching and learning activities at all levels of education, especially during the pandemic.

Consequently, this situation significantly affected students' motivation to learn English during the pandemic. The decrease in students' EFL learning motivation might decrease their achievement due to monotonous learning and the inability to understand the subject well. In several cases, the researcher found that in the school, only 6 to 7 of 13 students joined the online classroom using WhatsApp. This condition can trigger students' fear when dealing with English in the long run. This

condition must be taken seriously if English teachers put high expectations for better English mastery for Indonesian learners (Hidayati, 2016). In collaborative learning, communication is also needed because this method is in the form of a study group, so the communication needs to be implemented properly. Jaya et al. (2022) state that the easiest way to measure students' abilities by building students' enthusiasm for communicating in class can be done using the language studied. By starting with the language used daily, it can be seen how the level of student communication in class is.

Considering the students' low motivation in learning English when the teaching approach is monotonous, keep asking the students to submit the assignment online. Some studies showed that virtual classes using video conferences such as Google Meet (GM) could raise the students to learn English. Miftah (2018) found that PowerPoint presentations effectively improve students' motivation to learn English when used in an online class. The result showed that PowerPoint used by the teacher could motivate the students to learn, keep the student's attention, and engage the students' participation and concentration. Putra (2021) also found that using GM in online teaching-learning processes can improve students' motivation to learn English.

The available learning platforms provide material, interact and collaborate conduct assessments, and increase student motivation in learning. Online learning is the only way to be implemented in the current situation (COVID-19). Although many challenges are faced, especially for teachers, the world still has ways to overcome them. The existence or implementation of this online learning system helps the world of education stop.

Nevertheless, over time after more than two years of facing the COVID-19 pandemic, all activities that were originally carried out online are gradually returning to normal, even though they have yet to be fully carried out. Teaching and learning activities have also changed, although they have yet to be fully carried out offline. Based on the decision of the Minister of Education, Culture, Research, and Technology issued Circular Letter number 2 of 2022 (*Surat Edaran, SE No. 2 Tahun 2022*) concerning the Discretion for the Implementation of the Joint Decree

of the 4 Ministers concerning Guidelines for the Implementation of Learning in the 2019 Coronavirus Disease (COVID-19) Pandemic Period. In the SE, Limited Face-to-face Learning (PTM) can be carried out with the number of students at 50 percent of the capacity of classrooms in educational units located in areas with the Enforcement of Restrictions on Community Activities (PPKM) Level 2. in areas with PPKM Level 1, Level 3, and Level 4 still follow the provisions in the Joint Decree of 4 Ministers.

This learning activity, dubbed "New Normal," really changed teaching and learning activities. Where teaching and learning activities take place online and offline, because not all students are allowed to join offline, it is the teacher who ultimately teaches students online and offline so that learning continues to the teaching guidelines recommended by the government. So in this article, the researcher will discuss three things: the application of collaborative learning systems in transition from online classes to offline classes from teachers' perspective, challenges when teachers implement collaborative learning systems in transition from online classes to offline classes, and the impact of implementing collaborative learning systems in transition from online classes to offline classes for students based on the teacher's views and the student's view.

1.2 The Problems of the Study

This study attempts to solve the problems formulated in to answering these three questions:

1. How do teachers apply collaborative learning systems in transition from online class to offline class?
2. What challenges do teachers face in implementing a collaborative learning system in the transition from online class to offline class?
3. What is the impact of implementing Collaborative learning systems for students in transition from online class to offline class?

1.3 The Objectives of the Study

The objectives of this study are:

1. To find out the collaborative learning system in English class used at SMP Negeri 9 Palembang in transition from online class to offline class.
2. To find out the challenges that English teachers face at SMP Negeri 9 Palembang while using a collaborative learning system in the transition from online class to offline class.
3. To find out the impact of implementing Collaborative learning systems in transition from online class to offline class at SMP Negeri 9 Palembang.

1.4 The Significance of the Study

It is expected that the results of this study are beneficial for teachers, students, researcher, other researcher and English education majors. Researcher believe that with this research, teachers can reflect on the collaborative learning system used so that later it can be maximized. Then with this research, students can add insight into the collaborative learning system that is applied during the transitional learning from online class to offline class. This research provides knowledge about the use of collaborative learning systems applied at SMP Negeri 9 Palembang and is able to explore things in making a study so that this research can be used as a reference for similar research in the future and make this research can be used as a reference for better research in the future.

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