<div align="center">**Chapter One**</div>

<div align="center">**Introduction**</div>

This chapter presents the introduction of the research. This research is designed to explore the challenges of collaborative learning in online learning activities. This chapter discusses several points namely the background of the research, identification of the problem, delimitation of the problem. Also, the formulation of the problem, the objectives of the research, and the significance of the research are presented in this chapter.

Background of the study

In 2020, earth was massively being attacked by virus including Indonesia which is known as Covid-19. Research by Ghebreyesus (2020) as a World Health Organization (WHO) director general stated that WHO decided Covid-19 as a global pandemic. Furthermore, the data from WHO Covid-19 dashboard can be seen that there are 71.919.725 confirmed cases per December 2020. Besides, Indonesia was reaching 629.000 total cases in December 2020. From the data before, WHO set "social-rules" namely social distancing, work from home, and homeschooling. Hence, teaching and learning activity is implemented using online learning for struggling in education for students in all of countries including Indonesia. Thus, the teaching and learning activity is implemented using online learning to maintain the education for students in all of countries including Indonesia.

Online learning can be a problem solving when the current circumstances do not allow holding offline meeting. Online learning is used not only for searching the content but also for connecting between users and other users. Thus, online learning can connect students with other students or teacher to hold teaching and learning activity in distance. By using online learning, teachers can use some applications to run online learning activities such as Moodle, blogs, online discussions, videos, articles, colleges' study platform, and other

platforms (Rasmatadila, Aliyyah, Rachmadtullah, Samsudin, Syaodih, Nurtanto, &Tambunan, 2020).

By using online learning, students tend to work individually. One of the problems of online learning is that it restricts students' interaction between either other students or teachers. To support students' interactions and thinking, online collaborative learning becomes the strategy used to keep the students communicating and sharing information with other students easily. Online collaborative learning can be held by a small group (approximately from two or more students in it) and heterogeneous group. They will share their ideas to solve the problems given by teachers (Du, Ge, & Xu, 2015). Du et al. (2015) added that the purpose of online collaborative learning is to develop students' interactions and students' problem-solving skill. Hence, online collaborative learning is one of ways for students to hold discussion even learning in virtual learning during the pandemic.

The use of online collaborative learning is not a new phenomenon in teaching and learning of this century. Several studies have investigated the use of online collaborative learning. The use of online learning for teaching and learning activity is commonly found as finding many sources through internet also increasing interaction with other learning and teacher through web (Ally, 2004, as cited in Moore, Dickson-Deane, & Galyen, 2011). Research by Muuro, Wagacha, Oboko, and Kihoro (2014) supports that students do the online collaborative learning because they have more or less at the same level, same goals, and they will do same actions to share their result. Moreover, Hulme-Kukulska and Viberg (2018) added that the benefits of online collaborative learning are easy to use, flexibility of time, flexibility of place, and unlimited sources. In addition, according to preliminary observation, online collaborative learning also has its challenges, especially in pandemic situation. There is different time among students, distance, and technical problems (Robinson, H. A., Kilgore, W., & Warren, S. J., 2017). So, most of students want to avoid the

challenges of online collaborative learning especially in this common pandemic. This research uses qualitative design to know more students' perceptions toward online collaborative learning. Specially, this research serves about online collaborative learning during Corona virus pandemic

English Language Education Department of a private university in Yogyakarta is one university that applies collaborative online learning as an e-learning method for teaching and learning. Based on the preliminary observation conducted by the researcher, many courses have been using online collaborative learning during pandemic because of distance learning. By working in peer in distant, there will have challenges and benefits made by students to implement the collaborative activity through online. Many students are not aware with the benefits of online collaborative learning, so, they are not enough to feel enthusiastic. Besides, they mostly feel that this situation restricts them to interact through online. Hence, the aim of this study is to investigate about students' experiences in doing online learning according to students' point of views. Moreover, before the new normal in this pandemic was first initiated by the government, students are required to use technology to reach the goal of learning activity by including the collaborative activity due to some offline classes were not allowed. Thus, these studies investigated the benefits and challenges of online collaborative learning that are faced by students – combine this with the last part of the next paragraph.

Identification of the Problem

During pandemic, online learning is mostly used as the facility for all of students in Indonesia to prevent gathering to hold teaching and learning activities. Furthermore, college students mostly return to their hometown to gather with their family. Besides, teaching and learning activities still have collaborative learning to keep enhancing students' social

interaction in this pandemic era. Hence, by doing online learning, the teacher put collaborative through online during pandemic. Thus, students can use several webs for holding online collaborative learning such as Micrsoft Teams, Zoom, Google Doc, Whatssapp group, Canva and other applications which provide platforms to support online collaborative learning. They can invite their friends to join group working. However, there must be challenges during online collaborative learning during pandemic. Besides of challenges of online collaborative learning, there will also get benefits of online collaborative learning.

The researcher found several troubles during online collaborative learning. Online collaborative learning did not run well in accordance with the plan that the teacher had planned. Students still got an unclear explanation from the teacher because they have limitation of time for getting explanation from their teachers or limitation of credits. Moreover, students also found long due date of the assignments hence they will procrastinate, technical problem, low signal, and unequal members in a group. The teachers must hold reflection for each chapter. So, the teachers can improve the online collaborative learning activities into effective online collaborative learning especially during pandemic. The purposes of this study are to find out deeply about the benefits and challenges of online collaborative learning during Corona virus pandemic.

Delimitation of Problem

This research discusses the students' perceptions of their experiences towards online collaborative learning that they have been conducting during covid-19 pandemic specifically on benefits and challenges of online collaborative learning during pandemic according to students' point of views. These collaborative activities are limited between student and student which can also be called as a group to complete the assignments from teachers. They

used online media to do group working in this situation (Covid-19 pandemic). Also, this research's setting was limited only at English Education Department.

Research Question

Based on the problems stated, this research aims to answer the following questions:

1. What are the benefits of online collaborative learning during pandemic according to students' perceptions?
2. What are the challenges of online collaborative learning during pandemic according to students' perceptions?

Objectives of the Study

Based on the research questions above, the objectives of the research are:

1. To explore about the benefits of online collaborative learning during pandemic based on students' perceptions.
2. To explore about the challenges of online collaborative learning during pandemic based on students' perceptions.

Significance of the Study

This research will be beneficial for students, teachers, and other researchers who have same purpose. Here is the significance of this research:

Students

The result of the research will be able to inform students about the implementation of online collaborative learning during pandemic while the new normal was not applied yet. So, they will understand about the advantages and challenges of the implementation of online

collaborative learning. Hence, by the participants' experiences, other students are able to learn how to engage their group work during online collaborative learning and solve the group works' problems if it happens later.

Teacher

The result of the study can be a reflection for the teacher before applying online collaborative learning. Teachers need to consider the problems faced by students. Hence, teachers have to arrange well how the online collaborative learning are able to run well especially in this pandemic.

Other Researchers

The discussion can help other researchers who have a similar purpose as this research. This research can be an inspiration for the other researchers who want to raise the topic of the implementation of online collaborative learning.

Organization of the Chapters

This research will present five chapters in it. The first chapter is introduction. It consists of the background of the study that discusses about why the researcher interests with this topic. Also, in the introduction, the researcher discusses identification of the study which discusses about the problems about the topic. Identification is continued by delimitation of the problem which is the researcher discusses where this research have to be focused on. Then, it is continued by research questions. The researcher put two research questions which are: (a) What are the benefits of online collaborative learning according to students' point of views?; (b) What are the challenges of online collaborative learning according to students' point of views?. Then, it is followed by the objective of the research where this part discusses about the purpose of this research. After the objective of the research, the next part of this

chapter will discuss about the significance of the research. In this part, the researcher will discuss about to whom this research addressed to such as for the students, teachers, and other researches. Then, it is followed the last part will discusses the outline of the research.

The second chapter is literature review. It discusses about the definition of what is happening in this current circumstances, online learning, collaborative learning, and online collaborative learning. Also, this part discusses the benefits of online collaborative learning during pandemic and the challenges of online collaborative learning during pandemic. All of these parts are discussed with references to strengthen this research. Then, the last paragraph of this chapter discusses about the related of this study then the researcher finds the differences between this research and previous the study. Also, the researcher serves what the researcher contributes with this research.

The third chapter discusses about the research methodology that is focused on how this research will be conducted. This research explains how to conduct this research by using qualitative descriptive approach. The researcher chose English Language Education Department at a private university in Yogyakarta as the setting of the place and English Language Education Department students as the setting of participants. It also discusses how the data are collected with the data procedure and data analysis to find the result.

The forth chapter discusses findings and discussions. The researcher discusses about the result of the data. After that, the researcher also serves discussions from several references to support the data. Here, the researcher wants to relate between the results of this research with the previous references. Thus, the findings of this research are related with the true condition in this situation.

At the last chapter of this research, the researcher writes the conclusion of this research. The researcher concludes from the first chapter until chapter four. Also, the

researcher suggests to whom this researcher is shown. The researcher suggests to those parties concerned according to this research. The suggestions are linked to the results of this research. Hence, they can prepare better to hold online collaborative learning. Also, they can improve the same topic of this research.