CHAPTER V

CONCLUSION

This chapter aims to provide the main points of this research, including conclusions, limitations of this study, and recommendations for further research.

5.1 Conclusion

The following conclusions are drawn based on the results of the data analysis. This study details the involvement of EFL students in online collaborative projects. These findings highlight two themes: the benefits of working together online and the challenges. This study shows how students view the benefits of online group work in a different but profitable way. When the observed beneficial factors are placed in the relevant components of the activity system, the most frequently encountered beneficial factors are located between the subject and object components. This is characterized by a tremendous increase in results, such as increasing students' academic knowledge. The next most significant benefit obtained by students in the research lies in the subject and the components of tools. Web-based technologies such as Wikis and Google Docs can be potential tools for collaborative online learning. Furthermore, it is found in the subject and community components, such as training students' collaborative skills. The last finding of the benefits of online collaborative projects for students in research lies in the application of appropriate rules and an equal division of labor.

Regarding the challenge factors in online collaboration projects, this study reveals that the most common conflicts are between subject and rule components.

Conflict factors in this category include the lack of application of rules, for example, in terms of time management which is still inflexible. Then, disabilities in certain skills, such as students not understanding ideas conveyed by group members due to difficulty understanding English, resulting in inaccurate language, difficulty finding relevant information, sharing unrelated information, and unfamiliarity with the topic or material, are also challenges advanced in online collaboration projects. This section is contained in the subject and object components. This study further explained several other small challenges in online collaborative projects, such as project finishing and completion delays, technical issues in the devices, and delayed or slow responses from team members.

Activity theory can be used to design a compelling and exciting collaborative learning environment. By understanding the various components of activity theory, instructors can create an environment that supports the learning process and helps students achieve their goals. The following are some specific examples of how activity theory can be used to design collaborative learning environments: The object of the activity can be made clear to students. This can be done by providing clear learning objectives, preparing assignments relevant to student interests, and providing feedback on student progress. Community can support each other and work together. This can be done by creating a safe and friendly learning environment, encouraging students to share ideas, and providing opportunities to work together on projects. The tools students use can follow the task at hand. This means giving students access to the necessary resources, such as textbooks, computers, and other learning materials. Activity rules should be transparent and fair. This means setting ground rules for behavior, such as

respecting each other's opinions and working together. The division of labor should be flexible and allow for student input. This means allowing students to choose their assignments and responsibilities and work with their peers to complete them.

5.2 Limitation

There are two limitations of this review study. First, the review articles used in this study are limited to the database of published journals. Future research can broaden study sources and include book chapters or journal articles indexed by other databases to provide a more comprehensive overview of the field of online collaborative projects. Second, comparing the appropriate technological tools to be used in collaboration as well as the experience of educators in implementing online collaborative projects is beyond the scope of this research. Second, this study only focuses on the benefits and challenges of online collaborative project EFL students using a narrative review approach, so this study does not discuss other aspects of the review articles, such as the age of the participants, the level of language proficiency of the participants, and the procedure group. Future research can review articles on online collaborative projects from various aspects to fill this gap.

5.3 Pedagogical Implication

The selection of a learning model is a part of planning the implementation of learning because it can affect the process of achieving learning objectives. Applying the learning model is the planning implementation stage that the teacher

has carried out, including the application of online collaborative project-based learning models. Applying the online collaborative project-based learning model, students may face several challenges and obstacles related to technical problems, internet connectivity, and personal disabilities. However, this method is also helpful because it can provide educators valuable information about language and student interaction performance. Therefore, educators are advised to anticipate and overcome challenges rather than stop using online collaborative as a language learning method. The findings reveal that student responses positively impact the learning process based on online collaborative projects. Students can improve their communication skills, collaboration with groups, and, most importantly, can improve students English skills.

The results of this study can be a contribution for English teachers and students to be able to use collaborative online learning methods in the learning process. This research can also be used as a reference for teachers in determining what collaborative online learning methods are appropriate to apply to students. For example, the activity object can be made clear to students. This can be done by providing clear learning objectives and preparing assignments relevant to student interests. Technological tools students use can follow the task at hand. This means giving students access to the necessary resources, such as textbooks, computers, and other learning materials.

5.4 Recommendations

In online collaborative projects, students may face several challenges and obstacles related to technical issues, internet connectivity, incompetence in certain

skills, in-group disagreement, and delays in project finishing and completion. However, this method is also beneficial because it can provide educators valuable information about language and student interaction performance. Therefore, educators are advised to anticipate and overcome challenges rather than stop using online collaboration as a language learning method. Thus, this study presents recommendations to educators in implementing computer-mediated collaborative projects or technology in the L2 context. Before students undertake online collaborative projects, grouping strategies and student training deserve full attention. For better online collaborative implementation, students should receive intensive training in face-to-face and online collaboration skills, such as training in getting and providing feedback. Educators must choose the right technology. Despite the overall effectiveness of the technologies found in this review, these technologies vary in features and functionality, as the results show. Thus educators must carefully choose technology for online collaborative projects. Then, because this study only uses data or document analysis, it is appropriate for future research to combine qualitative and quantitative methods to promote the speed and accuracy of data analysis.