"You Do the Task and I Will Present It" As A Parody of Out-Class Collaboration among EFL Indonesian Students

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ABSTRACT

This conceptual article addresses the crucial issue of out-class collaborative learning as understood and practiced among most EFL Indonesian students. With the popularity of collaborative learning among EFL students, collaborative learning in secondary as well as tertiary education has been largely influenced by group competition and product-based assessment. As a result, the dishonesty of collaborative learning occurs because of the absence of process-based approaches during out-class collaboration. This article elaborates the cause and practices of "You do the task and I will present it" as a form of collaborative learning. This article highlights the causes and effects of the deceitful collaborative learning process as well as proposes valuable recommendations for proper collaborative learning activities. Finally, the article proposed a collaborative learning model using a universal collaboration approach to overcome the deceitful practices of out-class collaborative learning.

Keywords: collaborative ethics, collaborative process, collaborative portfolios, out-class collaboration

INTRODUCTION

As I was entering the room where we had agreed to do our Demography group project together, I found Nancy (pseudo name) lying comfortably on a small bed in the corner. She did not seem to be reluctant to the host, Inka (pseudo name), nor to the rest of us who were ready to work on the project. I was a bit disappointed with her attitude, but for the

sake of maintaining the good atmosphere of the group, I tried not to offend her but made her get up. So, I approached the bed and stood close to her. Acting as a medical practitioner, I asked her politely," All right Ma'am, what kind of contraception would you like to use for your family planning?" My effort worked. She burst out laughing while getting up and leaving the bed. Soon, we started our discussion. Although Nancy did not really participate in it, at least she joined it and for sure would get her part to do. That was my true experience during my college life to illustrate that generally, there are one or two members of a study group that do not function as they are supposed to do. They do not work as hard as the others but enjoy the same score. In other words, individual accountability does not work very well. Meanwhile, the ones who work seriously cannot always protest it, or sometimes they just do not care.

Collaboration is generally used to mean a learning approach of facilitating two or more students to work together to complete tasks or solve problems (Linden et al., 2000; O'Donnell & Hmelo-Silver, 2013). In an academic context, however, collaborative learning should not only be seen on the surface or from the reported result of the task's completion (Arifani, 2019). A deeper action needs to be done by going further into the process of collaboration rather than simply checking the result, as many questions can actually be asked behind it. The implementation of collaborative learning, in fact, is not just to complete tasks in groups but also involves social, psychological, and intellectual elements during the collaborative process. Collaborative learning output within academia, therefore, should not be interpreted simply from the whole number of the accomplished tasks but also from the number and quality of task outputs each member has academically contributed to the group and how the role of each member during the collaboration process was. This is not something easy to investigate, but a system is highly needed to evaluate the academic collaboration process so that besides encouraging individual students to be more responsible and work harder, it also maximizes fairness in the assessment.

LEARNING AND COLLABORATIVE LEARNING: WHY?

Learning is often conceptualized as the process of updating learners' cognitive beliefs, attitudes and emotion by integrating new and old information. Stemming from the work of Darwin (1859) and Skinner (1965, 1984) theory of evolution, De Houwer et al. (2013) define learning using three essential components, namely changes in learner's behavior, regularity of the learners' engagement in the environment, and a causal relationship between learners' regularity of engagement in the learning environment and the changes of learner's behavior.

The individual learning concept began to gradually switch on the coming of Vygotsky's social constructivism theory, arguing that learning is the result of interaction with relevant environmental stimuli. For instance, an EFL learner's writing skills will develop if she often interacts with qualified writers from various cultural environments as compared to the situation in which she only learns from books and the teacher in the classroom. The consequence is that the dynamics of the development of learning concepts from individual into collaborative learning took place. By definition, collaborative learning is one of the learning strategies that engage a group of learners in the learning process aiming at understanding a concept, solving a problem, completing a task, and achieving the group goal (Arifani, 2020; Gillies, 2019; Kirschner et al., 2011).

In the effort to be able to solve the problem as a collaborative learning element, the process must be carried out carefully so that the valuable objective of collaborative

learning to be able to help other students' learning process in the team is achieved. The main focus of collaborative learning is not output-based, where the problem given by the teacher can be solved well and correctly without looking at the process. Collaborative learning emphasizes how each member of the team is able to understand the problem instead discuss it, and the high achiever is responsible for helping the other members to be able to contribute well and get the learned lesson from the peer interaction process in the group.The definition of learning seems fine if it is applied to individual learning since the dynamics of the three components can be seen easily.

This is because of the lower complexity of the learner's interaction with the environment (learning sources, teachers, and peers) over a certain period of time. In such a case, a teacher can easily monitor the learner's change of behavior cognitively and emotionally as well from time to time while the learner interacts with her environment. It will be more complex if the learning concept is applied in collaboration or the so-called collaborative learning. It becomes hard to be able to see the learner's change of behavior in collaborative learning because the interaction complexity happens within a study group involving heterogeneous learners with different levels of competence. The interaction complexity becomes even harder to monitor when the collaborative learning process occurs outside the classroom where the teacher cannot control it very well.

Generally, collaborative learning is designed to optimize individual potential in a group through mutual interactions with other individuals, learning sources, and the social environment. High achievers can share ideas, skills, and expertise in an informal process. In a collaborative learning activity, sharing process will function well if each individual in the group has a clear standard of operating procedure according to the collaboration principle itself, namely to help each other among the members of the team so that the learning process will be optimal. Meanwhile, the teacher should not only see the output or the quality of solving the problem of each team and then announces which team is the best in completing the task. Instead, he has to observe how each group's work process among individuals happens through a collaboration portfolio, such as the records of questions, suggestions, or ideas and the discussion result that can be used to see the interaction within each group.

While making a case for collaborative learning in the Indonesian EFL setting, Linden et al. (2000) highlighted that current collaborative learning has become more complex. Therefore, he observed that collaborative learning should be introduced and implemented with the right measurement of prudence and caution. This is probably due to some of the collaborative learning practices that do not reflect the heart of collaboration but merely the accomplishment of output. The popularity of collaborative learning implementation in foreign/second language learning and that in other disciplines made collaborative learning itself a subject that teachers and learners must properly understand. This is probably due to some of the practices in collaborative learning that do not characterize the heart of collaboration but merely the addition of students' names with no contribution during the collaborative work.

"YOU DO THE TASK AND I WILL PRESENT IT": MEANING AND CAUSES

"You do the task and I will present it" are two different notions that represent the practice where students ask their peers in teamwork to do a certain task and put his/her name in the task as a co-writer with no academic contribution. After the task is accomplished, he/she takes his/her role in presenting the task in the classroom. Sometimes, these activities are done in a reciprocal form. That is, a student simply has a

network of friends who do the task and conduct a presentation in turn. The phrase "You do the task and I will present it" is perpetuated by the student who has high confidence to present in front of the classroom, as not all students have low anxiety in a classroom presentation. Conversely, this phrase can happen if a student who has a high academic reputation does the content of the task and conducts the classroom presentation. It is also possible to happen because of the teacher's absence in monitoring students' out-class collaborative processes (Arifani, 2019; Graesser et al., 2017; Linden et al., 2000). Meanwhile, other students become co-writers without any academic contribution. When the task and the presentation are taken at face value, they will be assumed as teamwork evidence. However, this kind of parody hurts the essence of collaborative learning.

A few authors have reported cases of unethical collaboration practices among Indonesian EFL undergraduate students. For example, (Habiburrahim et al., 2021) found that 84.50% of EFL undergraduate students from two different universities in Aceh had ever conducted cheating practices during their studies, such as requesting answers during final exams and duplicating tasks from senior students. They did these unethical practices because of overloaded assignments and their willingness to get good scores. Similarly, Patak et al. (2021) reported EFL lectures' views on students' plagiarism in the Indonesian higher education context. The study reported three main causes of plagiarism, namely students' poor academic writing, low quality of teacher assessment rubric, and improper citations.

These unethical collaboration practices and other academic misconducts have not received sufficient attention due to the fact that many students benefit from them. These inappropriate academic practices of undergraduate students, however, become more rampant in some countries. Nationwide survey research in China by Zhang & Yin (2019) indicates that 2293 college students who have a collectivist culture in their community perform collaborative cheating attitudes and behaviors. The research findings also indicate that collaborative cheating is done to maintain a friendship in their cultural community. Next, a survey study by King & Case (2014) on American college students' e-cheating practices found that the students cheat more on homework projects/assignments than on computer tests.

However, the phrase "You do the task and I will present it" has damning consequences on the students' academic integrity and future careers in instances where EFL and non-EFL college students do unethical academic misconducts or other forms of punishable cheating offenses. In addition, for some students who specialize in getting others to do homework while they do not contribute, the long-term effect is that they do not develop the required academic skills.

COLLABORATIVE LEARNING: RECOMMENDED APPROACH

The benefits of collaborative learning in EFL instructional practices are numerous, ranging from exchanging motivational factors to language acquisition and production. However, to achieve these merits, collaborative learning must be understood by both EFL teachers and students. The first thing is to form a clear collaborative learning objective. Understanding the essence of collaborative learning that aims to facilitate learners' learning and is devoid of competition within and between groups (Lyons, 2022). The author clarifies one of the risks of collaborative learning implementation that allows competition is that cheating may occur during the process as each member of the group will focus on the outcome or the final result that ignores the process of learning. In the collaborative learning process, an equal distribution of group leaders in every team with
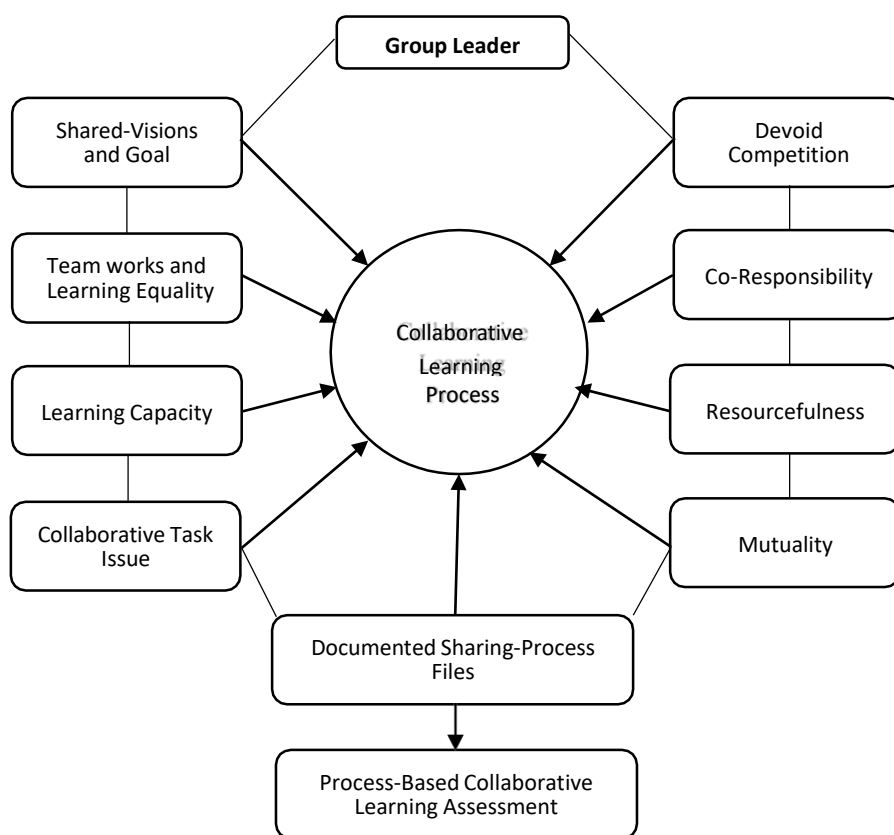
a clear job description will help the discussion process to be more meaningful. The interaction between the group leader and the internal members needs a precise formulation in order for a meaningful learning process to take place where each team member is given a chance to ask questions, share their ideas and participate in formulating the group work result so that as a part of the group, each individual will feel like the "owner of learning." Further, a collaboration between a group leader and another is needed in the effort to succeed together and, at the same time, to avoid an impression of within and inter-group competitions.

The collaboration process approach above will lead to communal responsibility as a part of the learning community so that a student's failure is considered the failure of the whole group. The second thing is for teachers to form collaborative assessments involving not only product but also process-oriented during collaborative learning activities. The assessment model of product-based collaboration will result in the unmonitored learning process of each learner in a group, and it can cause fraudulence in the collaboration process, as elaborated before.

Meanwhile, the problem of assessment in process-based collaborative learning is when the traditional collaborative learning is done out of the classroom, where the teacher has limited possibilities to monitor the collaboration process. By designing a collaboration process rubric or observing the collaboration chat history, the technology-based collaboration record can be used as an alternative to seeing the collaborative learning process. In addition, teachers will also need to monitor the students' interaction process not only with peers but also with any other learning resources from Google, YouTube, or others.

To come up with a proper collaborative learning model, the author modifies Aiyebelehin's (2022) universal collaborative model, which ties an interdependent set of collaborative components for collaborative learning. It involves nine interrelated components, namely: Shared responsibilities, resourcefulness, commitment, mutual interest, capacity, teamwork, shared vision and goals, issues, and leadership. From these nine initial models, the author adopts and modifies some of them. The amendments occur in the elements of commitment and teamwork. Those two elements are then replaced by devoid of competition as the main principle of collaborative learning and teamwork, and learning equality. Meanwhile, the other four new essential components are added to the previous model, namely: learning capacity, collaborative task issues, documented sharing-process files, and process-based collaborative learning assessment. The correct interchange among these collaborative learning components will result in the process and production of collaborative learning. For proper collaborative learning to occur, a clear collaborative learning principle has to be initially determined. This model offers the principle of collaborative learning as devoid of competition (see figure 1). The devoid competition aims to enhance to quality of collaborative learning by emphasizing individual learning progress. Since collaborative learning outcome focuses on individual learning enhancement, learning output becomes the secondary emphasis (Lyons, 2022). Consequently, the group leader and team will work together to facilitate the group's learning, and the final product does not emphasize how well the task output is but how well the process is. Lyons (2022) also mentions that competition within collaborative teamwork and among groups might cause negative outcomes because the emphasis is on the learning product instead of individual learning development. Closely related to coresponsibility and duties, EFL teachers and students must understand the principle of

mutuality. co-responsibility and duties, EFL teachers and students must understand the principle of mutuality.

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                          │ Group Leader │
                          └─────────────┘

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  │ Shared-Visions│                             │   Devoid     │
  │  and Goal     │                             │  Competition │
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  │ Team works and│         Collaborative       │Co-Responsibility│
  │Learning Equality│         Learning          └──────────────┘
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  │Learning Capacity│                           └──────────────┘
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  │Collaborative Task│                          └──────────────┘
  │    Issue      │
  └──────────────┘

              ┌──────────────────────┐
              │Documented Sharing-Process│
              │        Files          │
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              │Process-Based Collaborative│
              │  Learning Assessment  │
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Picture 1. An adapted model of the collaborative learning process (Adapted from Aiyebelehin 2022)

Co-responsibility under this principle requires each group member to be responsible for scaffolding the member group learning development. Without this, the student with the highest English ability usually suffice to meet the goal of the group. In these cases, the degree of interaction and mutuality can hardly be expected to relate to individual learning effects processes (Arifani, et al., 2021; Graesser et al., 2017; Kirschner et al., 2011; Linden et al., 2000). Next, the learner's learning capacity must also be clearly defined. For example, the EFL teachers should identify who among the learners has better skills in English speaking, writing, and presentation and set clear responsibilities and duties to facilitate learning in his/her team. Identifying student's learning capacity can also be useful in determining the degree of heterogeneity and facilitating individual learning. Another essential collaborative learning component is the need for learning equity. The group leader should provide similar learning opportunities and engagement although the team has different abilities; otherwise, the other learners will have little or no opportunities and only have their names on the collaborative tasks without making significant contributions. In collaborative learning, it is crucial to determine a central figure within the team who coordinates the process of collaborative learning of the team and reports the collaborative process to the teachers. Documenting sharing-process files

becomes another crucial component in collaborative learning to assess the process of collaboration.

The advancement of mobile technologies can be used to monitor and assess the process of collaborative learning. The use of chat histories, recorded video, or other documents from mobile applications like WhatsApp, Instagram, YouTube, and Facebook can be implemented to monitor and assess the collaborative process during online group discussions or project works. Assessing the collaborative process can give real information about the learners' learning progress and future learning direction. Therefore, the slogan of "you do the task, and I will present it" will not happen among the Indonesian EFL learners, and they will get involved in real collaborative learning. Finally, this study recommends further empirical studies to scrutinize this issue more in-depth and to validate the proposed collaborative learning model of the study.

CONCLUSION

To improve the quality of students' collaborative output in the Indonesian EFL environment, there is a need to encourage the collaboration process. In this regard, Indonesian EFL students must understand the spirit of collaboration, and the ESL teachers have to include students' collaboration process activities into their assessment rubrics. This will help the teachers overcome the present situation where the practice of "you do the task, and I will present it" has been commonly applied in EFL undergraduate programs. Actual learning collaboration happens when all students play measurable and distinctive roles toward the process and production of a learning outcome. To foster actual learning collaboration, therefore, students must understand the ethical implication of having others to do a group task with no academic contribution and understanding of the entire contents of the task/assignment, and the teachers should assess students' academic integrity whilst they are collaborating.

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