

Need Analysis for English Learning Models to Improve Academic Writing Skills and Digital Collaboration



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ABSTRACT: The study of developing English language learning models to improve academic writing and digital collaboration skills is a phenomenon or challenge for lecturers in the Smart Society 5.0 era, both in international and national contexts. Unfortunately, efforts to improve these two skills have so far been partial. In fact, when studied together, the results can be more effective and efficient because the characteristics of millennial/gen z students are very technologically literate, critical, and authentic in working and learning in teams. In this paper, we specifically discuss the needs analysis for developing an English learning model using the convenience sampling technique, with a mixed-method approach. In consequence, the analysis is vital to improve academic writing and digital collaboration skills. The results of the analysis show that curriculum improvements are very significant and feasible, especially in implementing the English learning model to improve academic writing skills and digital collaboration.

KEYWORDS: Needs Analysis, English learning model, academic writing skills, digital collaboration.

1. INTRODUCTION

The learning model is a concept used to assist the learning process in the classroom in order to create active, creative and fun learning so that learning objectives are achieved. The choice of learning model must be appropriate to the student's condition, materials and available facilities so that learning is effective and efficient.

English learning models have been widely investigated in higher education. Their advantages over the conventional teaching have been highly cited throughout literature. However, their widespread findings deprived because of the distinctive background of the study and its consequent methodology. Most common research of English learning model figures out about language skills, including academic writing, and some other discussion focusses on collaboration. Therefore, this paper examines both issues in fair way.

Need analysis of English learning model is crucial because changes is crucial to comprehensively recognize the characteristics of millennial and Gen Z students. As global citizens, they are very technologically literate (Prensky, 2001; Fadel, 2015; Junaidi dkk, 2020; Arsanti, Zulaeha, Subiyantoro, & S, 2021; Trilling & Fadel, 2009). Higher education institutions that are parts of Society 5.0 is expected to be able to solve various social problems by utilizing various innovations born in the Industrial Revolution 4.0 era to improve the quality of human life (Dwi Nurani, 2021)

Therefore, lecturers are challenged to adapt new and different views of the digital natives because there is an indirect shift in values and meaning in the way of looking at a problem (Suwandi, 2017). Likewise, they are psychologically in the development of their cognitive maps, the development of various needs, changes in habits, customs, culture and value system. They are more confident, progressive, liberal and authentic, working and learning in teams, like to share, trust their friends, are open, smart in looking for new opportunities, like to receive recognition about their achievements and believe in what they get from social media. After recognizing the characteristics of their students, lecturers know their interests and limitations so they can easily understand interpersonal differences, hence, lecturers can use, design, or modify learning models.

Amongst the language skills, academic writing and digital collaboration are part of meaningful learning (Digital Tools and Resources, 2018) that recently considered as keys for the students to contribute in global world (Partnership for 21st Century Skills (P21), 2010). Writing skill is necessary for university students. It helps them to think logically and critically (Samanhudi & Linse, 2019; Lukman, 2022). However, previous scientific publications revealed that the tradition of writing scientific papers, especially for them, is still relatively low (Zain, 2012; Bachtiar, 2012; Supriyanto, Burhanuddin, & Sumarsono, 2015; Persadha, 2016; Purwana & Wibowo, 2017; Supriyanto, Burhanuddin, & Sumarsono, 2017; Sakaria & Nojeng, 2018). Therefore, it is important for higher

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education to support students and lecturers overcome such a deficiency phenomenon (Ristekdikti, 2017; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2018; PDDikti, 2020; Bhatt & Samanhuri, 2022). Next, digital collaboration is also an important skill that appropriate to the characteristics of university students to engage and develop academic networking (Bloem, 2014; Fadel, 2015; Widiasworo E. , 2016; Widiasworo E. , 2019; Wijaya, Sudjimat, & Nyoto, 2016; Zubaidah, 2016; Dinigrat, 2019). Nevertheless, there is a need to figure out in what way lecturers can help their students to collaborate digitally (Jennifer Rita Nichols, 2013). Therefore, lecturers are challenged to overview the conventional learning model, and hence, designing the most suitable learning environment (Machmud & Malik, 2021).

The need analysis discovered that it is necessary for teachers to adjust several aspects, namely: The Semester Lesson Plan (RPS), students' voices following the results of their academic writing and collaboration. The RPS as the guideline of teaching should encompass brief explanation of important issues such as: model, strategy, method, mode, and topics of learning so that students become more innovative, creative and independent and must maintain their character and noble cultural values, accompanied by strengthening soft skills (Junaidi dkk, 2020; Indrawati, 2022). The most essential thing is how the teacher deliver them all to energize learning scenarios by promoting collaboration to investigate, make decisions, and respond to project challenges (Torre-Neches, Rubia-Avi, Aparicio-Herguedas, & Rodríguez-Medina, 2020; Refo Indonesia, 2022). Therefore, educators minimize their role as learning material providers, and become facilitators, tutors, inspirers and true learners who motivate students to be "Free to Learn."

Although all the referred studies reported the significance findings of English learning model, in the present study, there are changes. One of the main example is the RPS which has more advantages compared to the conventional one such as the strategy and the mode of learning. Next, the study has found out that both lecturers and students have the same view about the inefficiency of the conventional RPS so that it is recommended to modify or review it incrementally.

To our best knowledge, no such analysis about the two skills have been reported so far. In this study, the lecturers reflections of the English learning model as well as the students responses was studied, including the result of preliminary test of academic writing and the result of collaboration observation to 39 participants of the English Language Education study program, Faculty of Letters and Culture, Gorontalo State University.

2. RESEARCH METHODS

This research utilizes the a mixed-method approach This includes identifying needs of students in the English Education Study Program, Faculty of Language and Culture, Gorontalo State University to obtain the significance and the feasibility of the English learning model. Data collection through document analysis of conventional RPS (Semester Leson Plan) of Writing for Academic Purposes (Groth, et al., 2022). Next, the result of academic writing test performed by the 39 students followed by the students' response on a set of questionnaires related to the quality of learning, their attitudes towards the writing tests they took, the problems they faced, their expectations for improving writing and collaboration skills as well as their expectations regarding learning models based on. Likewise, the questionnaire are given to three lecturers (experts) reflect their experiences and reviews on the learning model. Data analysis carries out in following phases, namely: The content analysis of the RPS, students' academic writing and collaboration based on Hay, Bochner, & Dungey dan *Toolkit M7.3-A1-02*, the result of questionnaire through thematic analysis.

3. RESULTS AND DISCUSSION

3.1. Semester Learning Plan Analysis

From the results of document analysis in the preliminary stage of the research, researchers obtained information on learning models through the Writing for Academic Purposes (WAP) Semester Learning Plan (RPS). This course consists of three credits with a weekly course time allocation of 170 minutes face to face including independent study and structured assignments. Therefore, the total meeting time each week is 510 minutes or 8.5 hours. As far as the researchers know, the RPS has undergone three revisions to include the achievements of university programs, institutions (faculties) and each study program (courses). Learning modes are face-to-face (70%), online (30%).

This course describes that academic written work such as essays and theses are the main assessment components that cannot be separated from the lecture process. Apart from that, teaching material planned learning activities and teaching methods and references described. Project and Case based learning model with Synchron/Asynchronous strategy. Although project-based learning uses a lecture approach, with activity components including lecture discussions, group discussions, independent learning, and response (writing feedback/scaffolding); while the forms of assessment include independent assignments (individual essay writing practice), UTS (short essay writing in class), and UAS (long essay writing to take home).

The learning characteristics describe an interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centered with instructions delivered in English. At the end of the existing RPS attached: an assessment method or evaluation matrix, description of IELTS assessment standards, essay assessment rubric, dataset utilization assessment rubric, and individual/group assessment rubric.

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The Semester Learning Plan for the Writing for Academic Purposes course used in the odd semester 2023-2024 describes the learning material studied by students during 16 meetings with two learning modes (offline & online). The details of the learning material are as explained in Table 4.1 below.

Table 4.1 Materials, Learning Modes, Techniques in Existing RPS

Week	Material	Offline Mode	Online Mode	Technique/ Method
1	1. Introduction to the course 2. Types & nature of academic writing 3. Sentences and paragraphs	110 minutes	60 minutes	Dialogic lecture; <i>pair work</i>
2-3	Outlining	220 minutes	120 minutes	Dialogic lecture; <i>individual work</i>
4-5	Essay writing	220 minutes	120 minutes	Dialogic lecture; <i>guided group work</i>
6-7	Report writing: Getting started writing IELTS - Task 1 & Task 2	280 minutes	60 minutes	Ceramah dialogis; <i>guided group work</i>
8	Students write a short essay (200 - 250 words) on a specific topic for 100 minutes. Topics will be given at UTS	170 minutes		In-class essay writing
9	Searching for scientific references in databases using reference management tools	110 minutes	60 minutes	Dialogic lecture; <i>individual work</i>
10	Summarizing & paraphrasing	220 minutes	60 minutes	Dialogic lecture; <i>Individual work</i>
11	Writing quotations and references in text	Practice		Practice
12-13	Writing an undergraduate thesis	220	120	Dialogic lecture; <i>Group work</i>
14-15	Writing project consultation	340 minutes		Scaffolding
16	Students submit essay writing results that come from the essay outline and have citations and references from reputable databases, with a word count of 750 – 1000 words (not including bibliography 5 – 7 published in the last 5 years)	170 minutes		Writing project submission due

3.2. Academic Writing Test and Collaborative Observation

First and foremost, the researcher obtained initial data on participants' essay writing abilities in the experimental class using an essay assessment rubric adopted from Hay, Bochner, & Dungey (2004). After processing, the average student essay scores are obtained as follows:

Table 4.2 Average Pre-Test Score for Experimental Class

QUALITY OF ARGUMENT	QUALITY OF EVIDENCE	USE OF SUPPLEMENTAR	WRITTEN EXPRESSION	SOURCES /REFERENCIN	TOTAL SKOR
74.34	62.11	71.93	57.89	0	64.74

Table 4.2 above describes the average score for assessing five aspects of the essay obtained by experimental class students in the preliminary stage of the research. You can see the number 0 in the source/reference aspect, while the highest score is in the argument quality aspect (74.34). It can be explained that during the writing test, students did not use the internet to look for sources/references. However, they have good enough logic to support the arguments they write.

Meanwhile, the average score for assessing five aspects of essays in the control class can be shown in the table below.

Table 4.3 Average Pre-Test Score for Control Class

QUALITY OF ARGUMENT	QUALITY OF EVIDENCE	USE OF SUPPLEMENTAR	WRITTEN EXPRESSION	SOURCES /REFERENCING	TOTAL SKOR
75.00	80.00	80.00	71.67	25.00	75.90

From Table 4.3, the data clearly shows that the essay writing ability of students in the control class is not much different from students in the experimental class. The weakness is the same, namely in the source or reference aspect (25.00). The ideal average

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score for each aspect is 100. Therefore, based on the total score achieved by each class, the researchers concluded that students' ability to write academic essays was still low.

Furthermore, the two tables below are an initial description of the results of the rubric for observing participant collaboration in group learning. Table 4.4 is experimental class data while Table 4.5 is control class data.

Table 4.4 Average Pre-Test Score for Experimental Class

KELOMPOK	DIMENSI					Total Skor (25)	Prosentase (100%)
	Saling bergantung dalam satu kelompok	Keterampilan interpersonal dan berkelompok	Keterampilan sosial, emosi dan silang budaya	Mengelola dinamika dan tantangan	Pemanfaatan Digital		
Kelompok 1	1	1	1	1	2	6	24.00
Kelompok 2	1	2	1	1	2	7	28.00
Kelompok 3	1	1	1	1	2	6	24.00
Kelompok 4	1	1	1	1	2	6	24.00
Kelompok 5	1	1	1	1	2	6	24.00
Jumlah Total	5	6	5	5	10	31	24.80

Table 4.4 illustrates that the score for the five dimensions of student digital collaboration assessment is below 10. The number 31 out of a total score of 100 means that the student's skills are low. The higher numbers in the digital utilization dimension are due to students using their respective gadgets to do their assignments (according to the researcher's observations). However, on average they have not been able to use them effectively together to search for references, find information from reputable search engines to search for journal articles that are relevant to the needs of writing assignments.

Table 4.5 Average Pre-Test Score for Control Class

KELOMPOK	DIMENSI					Total Skor (25)	Prosentase (100%)
	Saling bergantung dalam satu kelompok	Keterampilan interpersonal dan berkelompok	Keterampilan sosial, emosi dan silang budaya	Mengelola dinamika dan tantangan	Pemanfaatan Digital		
Kelompok 1	1	1	1	1	3	7	28.00
Kelompok 2	1	2	1	1	3	8	32.00
Kelompok 3	1	2	1	1	3	8	32.00
Kelompok 4	1	1	1	1	2	6	24.00
Kelompok 5	1	1	1	1	2	6	24.00
	5	7	5	5	13	35	28.00

Table 4.5 shows that in the initial stage of observation in the control class, students were also divided into five groups, each consisting of four students. From the percentage of observation results, it is known that 28% of the 20 participants in the control class were able to collaborate. So that more students are not skilled at doing it. The highest digital utilization dimension score (13) was compared with other dimensions obtained by groups 1, 2, and 3. Apart from using mobile phones, five students used laptops. However, the laptops were not used effectively when group assignment activities were carried out. If it can be seen that the interpersonal and group skills dimension scores of students in the control class are slightly dominant, this score is a contribution from the two students who are dominant in the group even though they themselves have not been able to interact while managing the dynamics in the group and do much for themselves. Generally, each member of the group is not yet dependent on each other. Likewise with other dimensions, student involvement is still lacking.

3.3. Students Open Questions

Furthermore, when explored more deeply through answers to open questions from the questionnaire, the following are students' answers regarding the application of the English language learning model, especially Writing for Academic Purposes, related to the existing RPS. In general, participants gave positive responses, but on the other hand, there were also participants who gave negative answers. For example, we can find out from their written comments as follows:

"The one currently used is good, but there are several obstacles that make it a little difficult for me to understand it." (Hasan)

"In my opinion there is no big problem, it's just that there are some who don't provide or explain the RPS or apply learning that is not in accordance with the RPS." (Ilham)

"One of the most common problems is errors in choosing learning methods, sometimes lecturers often apply group learning methods, which in my opinion is less efficient for some students because as we often see when using group learning methods, only one or two students are active. in that group." (Randy)

"The RPS learning model currently used is very difficult. "So far I have only experienced problems when lecturers do not provide RPS and there is no further discussion about the RPS for the subject in question." (Rohana)

"Yes, because the RPS currently being used has a lot of material and assignments. If the RPS has too many assignments or materials, this will be a heavy burden for students." (Tiara)

Regarding the answer in question, the participants provided input for improving the learning model as follows:

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"In my opinion, the solution is to reduce it is by giving material in piles so that it can be more easily understood one by one." (Hasan)

"In my opinion, the solution must be for lecturers to pay more attention to RPS because sometimes we as students are afraid to ask questions, but we as students should also be braver to ask questions and speak up if the learning being implemented is not appropriate." (Ilham)

"In my opinion, to resolve the problems that occur, we need to communicate well with the relevant lecturers." (Noviana)

"In my opinion, the solution to the current learning model is that lecturers may be able to reduce group learning methods because if the learning method is group, only some of the students from that group will be active in learning." (Randy)

"First, I think I should ask the lecturer if I am confused or experiencing problems regarding the RPS for the subject in question." (Rohana)

"Update the RPS regularly to remain relevant to developments in the field of study." (Tiara)

Furthermore, regarding the participants' attitudes towards the academic writing test they took, participants generally had problems when writing. One of the participants even admitted that he was afraid when he took the essay writing test. The following are some quotes from students' opinions regarding this matter:

"It's not easy. We have to have broad insight so that when we determine a theme we are no longer confused about arranging it. When writing essays, read more journals." (Alitha)

"With the academic essay writing test we have to collect ideas and know the structure so that when writing academic content the writing will be neatly organized." (Almira)

"Sometimes I can do it easily, but often I have difficulty deciding what topic to write about." (Martha)

"This really helped me in thinking critically and developing my own thinking skills and creativity." (Randy)

"My attitude about writing academic essays is that it is very difficult because language has a lot of structure." (Tiara)

More specifically, 85% of participants expressed the problems they faced when writing academic essays. Their problems include: The vocabulary they master, both general and academic vocabulary, is very minimal, it is difficult to think about developing an essay because they don't have an idea/topic, they don't know the structure, stages and strategies for developing coherent and interesting ideas according to the academic essay topic and they don't have references. .

Therefore, in the following question, participants wrote down several expectations for the problems mentioned above. Firstly, for themselves, participants hope to be more diligent in reading (Alitha, Eka, Nabil), more focused on thinking about good ideas (Almira, Oktavia) or topics that are currently hot to write about (Ilham, Ulfa), more active in writing (Hendrik, Winarni), quicker to think (Rohana), and more responsive (Hasan). Meanwhile, for lecturers, students expect the following four things: Guidance from lecturers (Randy, Regen, Noviana, Susan), repeated explanations (Farha), feedback (Rostina), and a personal approach (Wulandari).

Furthermore, participants' answers regarding collaborative tests/activities in learning showed that 2/3 of the total participants responded with positive responses. However, there were participants who were pessimistic about collaborative activities in learning.

The excerpt from Table 4.6 below is a representation of the data collected by the researcher.

Table 4.6 Student Responses to the Collaboration Test

Perceptions	Utterances
Optimistic	"Collaboration tests will make it easier for us to write with ideas from friends." (Almira) "The collaboration test is a very good test to further improve our understanding of learning and cohesiveness in working together." (Eka) "I have to be more active in listening, communicating and being open." (Farha) "Even though it is ultimately difficult to decide on a conclusion when sharing ideas in a group, collaboration is very exciting." (Hasan)
Moderate	"Personally, I am one of those people who is less focused on doing something with lots of people and feel that working on a project alone is more comfortable and calm. I will really concentrate when working on assignments individually but I also like collaboration in learning because I will listen to various opinions and easy to find solutions in solving problems." (Wulandari)
Pessimistic	"I will do the part that has been done for me so that the job can be completed quickly." (Winarni)

When further investigated regarding the problems they faced when collaborating, the following participants' answers were shown by the researcher in Table 4.7 to make it easier to identify the problem.

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Table 4.7 Problems in Collaboration

Collaboration Issues	Participant
a. Contribution of group members	Alitha, Danis, Firanda, Noviana, Randy, Regen, Rostina, Susan, Winarni, Wulandari,
b. Reluctance towards differences	Almira, Hasan, Ilham, Irmawaty, Kartika, Oktavia, Rohana.
c. Difficulty adapting	Hendrik, Nabil, Tiara, Ulfa.
d. Poor communication	Irmawaty, Farha, Nabil, Ulfa,
e. Satisfaction and dissatisfaction	Martha, Susan
f. Lack of ideas	Eka
g. Differences in working (writing) style	Farha
h. Lack of motivation	Rostina
i. Lack of responsibility	Nabil

From Table 4.7, it is revealed that there are nine main problems felt by them. Therefore, through the answers to the questionnaire, the participants above expressed some of their hopes for the future to improve their ability to collaborate in groups. The following are excerpts from participants' answers

"I hope my friends and I will be more active and as a group in finding and developing ideas." (Ilham)

"I hope I can be more accepting of other people's views on what is written." (Rohana)

"Hope to develop the ability to resolve conflicts wisely and build adequate solutions." (Rostina)

"I hope that in the future I can make good friends with my new classmates so that in the future I won't be awkward if there are divisions into groups or teams." (Tiara)

Based on the findings above, the researcher concludes that apart from RPS having limitations in the eyes of students, they have difficulties that require anticipatory efforts from lecturers.

3.4. Lecturer Reflections

Likewise, the results of the reflections from the three informants (lecturers). In general, the first objective response is related to the Semester Learning Plan (RPS) for the Writing for Academic Purposes (WAP) course which the researcher outlined in the table.

Table 4.8 MK Writing Lecturer's Reflections on Learning Models, Materials, and RPS

Informant	Learning Models, Materials, and Semester Learning Plans	Solutions
Lecturer A	a. WAP material is sometimes too complex so that sometimes handouts or teaching materials are not understood by students (lack of clarity)	<ul style="list-style-type: none"> - Explain or discuss teaching material again using simple language, avoiding unnecessary terms. - Break down complex ideas into simpler concepts. - Create a summary of the material in simple PPT form.
	b. Lack of student involvement in learning (lack of engagement or interactivity)	<ul style="list-style-type: none"> - Typically integrate interactive elements such as quizzes, discussions and hands-on activities. - Foster a participatory learning environment through group projects, debates, or collaborative assignments.
	c. Insufficient feedback (inadequate feedback). There is a lot of material that has to be accommodated, every week there are exercises or assignments, sometimes, the feedback is only in the form of general feedback for student mistakes and not in detail for each individual.	<ul style="list-style-type: none"> - Strive to provide timely and constructive individual feedback on assignments. - Occasionally uses a peer review process to encourage student-to-student feedback. Students are very enthusiastic if they use the peer review method, more specifically for writing essay type material. This feedback should be used as a tool for improvement, not just for evaluation.

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	d. Learning does not accommodate diverse types of learners (Neglect students learning styles varieties)	<ul style="list-style-type: none"> - Use a variety of instructional methods, such as: visual aids, hands-on activities, and group discussions. Provide resources in different formats to accommodate diverse learning styles. - Try to provide different assignment models, for example there are individual assignments and group assignments to accommodate introverted and extroverted students.
	e. Assessment for group projects is a bit difficult, because the lecturer only receives the results but does not see directly the project creation process.	<ul style="list-style-type: none"> - Invite the group leader or the person most active in the group, and interview the duties and responsibilities of each person in the group. - Usually in the project results students have written down their mawing responsibilities. - Informant on Learning Models, Materials and Solution Semester Learning Plans - each in a group so that I can assess their performance.
Lecturer B	One of the obstacles is that not all students have laptops. With a laptop, feedback can be more organized	<ul style="list-style-type: none"> - Maximizing group work so that students get wider learning opportunities from fellow students (peers).
Lecturer C	Basically, today's learning is designed very well, there are only a few shortcomings, such as: too much material for students to study, teacher-centered learning, students complaining about the performance of their group friends, and low mastery of English, inadequate facilities, for example laboratory, LCD, and AC.	<ul style="list-style-type: none"> - Summarize the material so that students can understand it. - Students are given individual and group assignments, - Monitor the progress of each group, especially in class, and - Provide opportunities to ask questions and share ideas. - Inviting students to study outside the classroom (library)

The following are the responses of the three informants regarding the essay writing test and collaboration in learning as well as the problems students face when writing academic essays and collaborating in Writing for Academic Purposes learning. The informants conveyed several points in succession as in Table 4.9 and Table 4.10 below:

Table 4.9 Lecturer Reflections on Academic Writing Skills and Digital Collaboration

Informant	Essay Writing	Digital Collaboration
Lecturer A	<ul style="list-style-type: none"> - Provides constructive and clear feedback that is easy for students to understand - Provide reinforcement or praise if there are students who have good work to increase their writing motivation - Encourage them to think critically in writing. - Always write the words "why", "examples please", "who said this?" if the student does not provide a detailed explanation in his paragraph - Still encourage them to do peer review before submitting the final results to the LMS 	Collaboration between students in learning is very good. This is also to accommodate students who will be more motivated if they work in groups (extroverts), as long as it is not an individual assessment or test. Working in groups will also train students' ability to work in teams (social skills development).
Lecturer B	At the next meeting I explained several things that are commonly encountered when	It's quite good but the presence of the lecturer as a propouter and facilitator is needed

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	checking student essays in the hope that this can help them recognize the do's and don'ts.	
Lecturer C	Provides feedback and motivation to students to practice diligently so they become more accustomed to writing down what they think.	Student collaboration when learning to write is important. Opportunity for them to share knowledge

Table 4.10 Lecturer Reflections on Student Problems in Writing Essays and Collaboration

Informant	Student Problems in Writing Academic	Student Problems in Collaboration
Lecturer A	<ul style="list-style-type: none"> - Not yet used to paraphrasing. - Difficult to summarize - Lack of Reference and Citation Understanding Skills: Difficulty in understanding how to cite and refer to sources can lead to problems of plagiarism or unclear use of references. - Students find it difficult to organize ideas - - Students are not able to synthesize information (difficults in scientificizing) 	<ul style="list-style-type: none"> - Differences in student characteristics/attributes can cause conflict within the group. Some students may feel unaccepted in the group because there are students who are more dominant - Load distribution of different tasks. Students who do not participate actively will leave more burdens on other students, - Sometimes group work is hampered because it is difficult to make decisions in the group, especially to determine the theme of each group's project - If the division into groups is random, sometimes the abilities of students in groups are also very different from one group to another.
Lecturer B	<ul style="list-style-type: none"> - Lay out the manuscript - Ability to create outlines - Breadth of vocabulary 	<ul style="list-style-type: none"> - Not enough self-confidence - English proficiency level is not the same
Lecturer C	Finds it difficult to write down ideas because he lacks vocabulary and is not yet familiar with APA Style and paraphrasing	The biggest obstacle for students in collaboration is: their perspective on the task. Some are serious, some are not. Those who are serious will work diligently while those who are not serious will be lazy to work together. Thinking is lazy, let alone writing.

Next, the three participants answered the last point of the open question from the questionnaire regarding their respective hopes for improving their academic essay writing and collaboration skills. See Table 4.11.

Table 4.11 Lecturer Reflections on Efforts to Improve Essay Writing and Collaboration Skills

Informant	Improving Academic Essay Writing Skills	Improving Collaboration Skills
Lecturer A	<ul style="list-style-type: none"> - Students must be more proactive in learning - Students must further improve their reading habits, because academic writing must be based on valid references. - Students must practice writing independently, because the time available in class is very limited - Students must also master the reference system - Students must be familiar with using technology, especially for navigating articles from various database journals 	<ul style="list-style-type: none"> - Give group assignments clear instructions for group assignments - Encourage students to share clear roles in the group - Encourage students to be able to resolve conflicts or even within groups through conflict management - Encourage students to participate actively when collaborating - Carry out evaluations/assessments using the appropriate rubric for group assessment.
Lecturer B	<ul style="list-style-type: none"> - Motivate students to explore various essay examples to expand knowledge about vocabulary, paraphrasing and writing styles - Provide adequate feedback both individually and in large groups 	<ul style="list-style-type: none"> - In each group students with above average abilities are required - Physical quality of lecturers is required
Lecturer C	<ul style="list-style-type: none"> - Students practice writing and thinking a lot - Given the opportunity to choose the project theme - Given the opportunity to share the obstacles they face 	<ul style="list-style-type: none"> - Lecturer feedback is very important - Students are always motivated to work together - Scalable collaboration

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These are the findings of the questionnaire instrument data which was filled in by 39 participants consisting of the experimental class and the control class as well as reflections from three lecturers in the English Language Education study program, Faculty of Letters and Culture, Gorontalo State University. Based on the findings above, the researchers concluded that the need to make changes is important for developing learning models as well as increasing students' essay writing and collaboration capacity.

3.5. Discussion of Semester Learning Plan Analysis Results

Based on the results of the analysis of the English language learning model through RPS in the previous Writing for Academic Purposes course, researchers have been able to conclude four points of findings:

First, even though it uses project-based learning, the learning technique is dominated by a lecture approach. RPS data shows that in 14 meetings (excluding UTS and UAS days), more than half of the time was used by lecturers for lectures. You can imagine the atmosphere of the class, especially those scheduled in the afternoon (13.00 WIT). This routine may not be effective enough in improving students' writing and collaboration skills.

Second, the material is quite dense because in 14 meetings, students are taught nine topics with assignments that are also quite time-consuming in 170 minutes of meetings. Apart from that, students are busy with assignments or other course projects which also require extra thought and energy. These materials are not difficult to transfer through lectures and assignments, but the question is what the ideal method can be taken by lecturers so that the materials are easily mastered by students. In previous studies it was discussed that knowledge alone is not enough. It is necessary to involve students with their learning environment so that they master the knowledge more comprehensively and can apply it.

Third, in 14 meetings, the face-to-face learning mode was more dominant (70%) than the online mode (30%) and there were even two completely face-to-face meetings (12-13). Even though it is emphasized in the KKNI National Standards-Dikti qualification that learning modes can be carried out online and hybrid.

Fourth, the semester assessment criteria are unclear compared to what is stated in the meeting description. In the semester assessment criteria, Assignment 1 (20%), Assignment 2 (30%), and Project (50%) are written. Meanwhile, the assessment criteria at the weekly meeting are written UTS (30%) and UAS (40%). The remaining percentages are non-test scores. If the remaining percentage is the project score, then the score is not directly proportional to the effort expended by the student to produce an essay product.

Based on the explanation above, the researcher concluded that the RPS in question needs to be evaluated and improved periodically and carried out jointly by lecturers in the UNG English Education study program.

3.6. Discussion of Academic Writing and Collaboration Pre-Test Results

From Table 4.3 and Table 4.4 which have been shown by the researchers regarding the results of the students' pre-test writing, it is known that there is a similarity in the total scores of the experimental class and the control class because they are both low. Of the five aspects of Ian Hay et al.'s essay assessment rubric, Experimental Participants (PE) experienced problems in 3 aspects, namely: quality of evidence, written expression, and source or reference, while the essay scores of Control Participants (PK) were generally low in the source or reference aspect.

The results of this research could have been triggered by the same problem as had been published by colleagues in the English education study program through the International Journal of Education and Social Science Research, that students' difficulties in writing essays were indicated to be due to students' lack of knowledge in developing aspects of essay writing (Ashrafiany, Fatsah, Lihawa, & Basalama, 2021; Iskandar, Personal Communication, 2022; Leeds, 2022)

In connection with the low collaboration capacity of students at the preliminary stage, this is also motivated by the culture of digital collaboration and the students' critical abilities. Therefore, according to researchers, collaboration must be carried out first by the lecturer (system) so that students can develop these skills. Based on the gaps that occur in the field, researchers increasingly believe in the importance of strengthening learning models that can be applied in an effort to improve essay writing skills and digital collaboration.

3.7. Discussion of Answers to Student Open Questions

Discussion of the answers to the eight open questions submitted by students can be outlined in the following outline.

First, 56 percent of participants who answered question number 1 stated that the implementation of the English language learning model, especially Writing for Academic Purposes, is currently quite good or there are no problems. However, another 44% of participants said that there were problems in implementing the learning model currently used. Therefore, researchers read carefully the solutions they enter. According to the researchers, the solution they wrote is quite impressive.

There are participants who want to have the courage to protest to the lecturer if the learning being implemented is not in accordance with the RPS. I want to ask lecturers to reduce group learning methods because they are pessimistic about fellow group members and there are also those who suggest that lecturers update the RPS periodically. Most of them suggested asking the lecturer if they felt confused or communicating well with the lecturers

Regarding the essay writing test, students' perceptions are divided into two, some are pessimistic and some are optimistic. Those who are optimistic believe that writing essays can help them develop critical thinking or creativity. Meanwhile, students who

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are pessimistic argue that writing essays is very difficult to organize the language or sentence structure, collect ideas for quality writing and must have broad insight.

More specifically, 85% of participants experienced problems when writing essays. Usually caused by a lack of vocabulary that they master, it is difficult to think about developing an essay because they don't have an idea/topic and don't know the structure, stages and strategies for developing coherent and interesting ideas according to academic essay topics, they don't have references. Therefore, participants responded to the problem of writing essays with various solutions, for example diligently reading and thinking about good ideas. Find a good topic, lots of writing practice. Expect guidance from lecturers. Expect repeated explanations and a personal approach from the lecturer.

Regarding collaboration, student perceptions are divided into three, namely moderate pessimism and optimism. The indicator of pessimists is that they don't care about the task, while those who are moderate are usually people who are used to working alone or people who are apathetic about the activity of their group of friends but they can work on a project together. For participants who are optimistic, studying in a group is a good thing so that they can share ideas, easily understand the lesson and become more united

Plus unique findings related to problems faced by students when learning Writing for Academic Purposes. Around 15% of participants conveyed other unexpected points, for example, the issue of fear as conveyed by Ilham, "I sometimes feel afraid when I get an assignment to write an essay." Another problem was expressed by Mesdi that he was very dependent on Google Translate so that if the lecturer used English during lessons, he no longer understood. There was even a participant who really didn't like studying in groups so much so that he asked the lecturer to reduce the use of this learning method. According to Randy, "It really helped me in thinking critically and developing my own thinking abilities and creativity." Firanda also voiced another obstacle experienced by the participants, namely the lack of facilities such as LCDs and air conditioning.

From the findings of the questionnaire questions, nine collaboration problems can be identified, namely: difficulty adapting, lack of ideas, problems contributing to group members, selfishness, dissatisfaction, poor communication, differences in working styles, lack of motivation, and lack of responsibility.

The expectation of students is to improve interpersonal skills, increase the ability to overcome conflict, accept different opinions, and try to be open to other views

3.8. Discussion of Lecturer Reflections

The lecturers have almost the same view about the learning model (according to the RPS) used to teach the Writing for Academic Purposes (WAP) course. It can be concluded that three main things related to the MK WAP obstacles were conveyed by the three informants. First, the material is too dense, learning does not accommodate the type of students, learning is focused on the lecturer. Second, lecturers are limited in providing feedback because not all students have laptops so feedback is less organized. Third, students are passive so they complain about their friends' performance to lecturers, inadequate facilities, lack of mastery of English and the difficulty of assessing group projects. To overcome the obstacles faced by students, lecturers integrate interactive elements, fostering a participatory learning environment or collaborative tasks. Lecturers use a variety of instructional methods to accommodate diverse learning styles, provide different assignment models to accommodate introverted and extroverted students, and provide opportunities to ask questions and share ideas.

Following, it can be concluded that the responses of the three participants in addressing students' academic writing skills in general, through: providing feedback and reinforcement that can motivate students as well as providing feedback, giving students the opportunity to choose a theme and vent about the obstacles they face when writing. Meanwhile, students are expected to be more proactive in learning, read a lot, practice writing and thinking a lot, master reference systems, and master journal search navigation technology.

Regarding improving collaboration skills, the three participants generally wanted something ideal, for example, for lecturers to give group assignments with clear instructions, so that they could encourage students to share clear roles in groups, and be able to participate actively when students collaborate. In fact, lecturers do not only focus on the final results/project of a lesson, but also actively participate during the learning process so that they are able to build trust and maintain good relationships so that they can improve students' abilities in academic writing and collaboration. That is the lesson from implementing the project-based learning model and metacognition strategies.

4. CONCLUSIONS

Innovative model of English language teaching and learning proved very essential to meet students' needs. Likewise, significant improvement in the way of teaching is highly needed to follow up on the findings of this research where it has been proven that students experience problems in academic writing (vocabulary, knowledge of aspects of writing, paraphrasing, and references) and limited ability to collaborate (due to negative perceptions and monotonous learning techniques). This research recommend significant improve/change of the curriculum content, namely: Rearranging the distribution between language skills courses and other courses, for instance, CCU and Drama. Next, improving the content of the RPS (Semester Lesson Plan), such as reducing dense material and developing relevant and feasible methods of teaching. In addition, paying attention to student learning styles

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with differentiated learning (visual, auditory, reading, or kinesthetic), increasing the role of lecturers facilitators in all three learning modes (onsite, online and hybrid) as well as optimizing feedbacks in accordance with the mandate of the independent curriculum.

Abbreviation and symbols

CCU	cross cultural understanding
DBR	design-based research
ELESP	english language education study program
LMS	Students worksheets
RPS	semester lesson plan
UTS	mid-term exam
UAS	final semester exam
WAP	writing for academic purpose

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