



HOW STUDENTS' PERCEPTIONS IN NARRATIVE CLASS (THE LORD OF FLIES) THROUGH ONLINE COLLABORATION LEARNING

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Abstract: Mariwan Hasan (2020), suggests that Golding's novel can be used in a second language classroom to teach democratic values such as the right to free speech using reader-response theory. Curriculum requires that democratic values be taught through each subject, suggests that students can be taught about democratic values through classroom discussions and writing assignments based on the novel (Ghazal Kazim Syed, 2020). In addition to academic learning, researchers believe that students also gain confidence through the collaboration work. When students conform each other's opinions in activities involving group work, it makes them confident and comfortable with each other. When the teacher is not around to ask a question, they will be less at pressure. against them (Cynthia S, 2020). The practice of collaborative learning in online education is increasing steadily as many curriculum creators and online course teachers are starting to understand its positive effects on the learning of students. This study aimed to analyze students' perceptions in narrative class (The Lord of Flies) through online collaboration learning. The research design used a qualitative research design was followed by this study. As it is a study of perceptions, a qualitative methodology using a phenomenological approach, the participants of this study were twelve the eleventh grade students, data for this article was gathered through semi-structured interviews. The researcher checked part of the coding against each other to ensure trustworthiness of data. Keeping in light the usefulness of online collaboration learning shown in this study, it is recommended that teachers should take effort to include students in literature online discussion group. Furthermore, it is recommended that similar studies should be conducted in schools and colleges. As this study is recommended for future researchers to check the adaptability of the findings in other contexts.

Introduction

Today's classrooms have some characteristics. Students have varying academic abilities, ethnic and cultural differences and special needs. These differences are compounded by the expectations of all students to participate in general activities and perform well on state assessments. As teachers feel pressured to help students improve their performance on standardized tests, the need to implement alternative teaching methods has become more urgent. Teachers are currently faced with implementing effective strategies that can address the needs of their students. According to McLaren (2015), concluded that an effective teacher spends their career learning better techniques

that will help students succeed in school and in life. Linda (2019) said that we detail in this section, smaller learning environments and structures that allow for stronger, adult-child relationships can improve attendance, attachment, achievement, and attainment. One research-based method is cooperative learning.

Collaborative learning (CL) has a mean as a set of teaching and learning strategies promoting learning process in small groups (two to five students) in order to optimize their own and each other's learning (David, 2018). In order to achieve this purpose, teachers have tried to organize different types of collaborative activities in their classroom teaching. Based on this study, we report on teacher and student perceived features of collaborative activities that teachers have implemented to foster student collaboration. Recently, research has demonstrated that CL can promote academic and social educational outcomes (Yi LUO, 2015). In this view, research also shows that the implementation of CL is not always adequate in daily classroom practice. We can see, even though teachers organize different types of student groupings, they do not always structure these group interactions to foster effective collaboration (Peter, 2018). In the examining the effectiveness of CL, researchers have noted challenges that students experience such as unequal individual participation in group tasks (Ha Le, 2017), and students' lack of communicative and collaborative skills (Ha Le, 2017). In other hand, teachers also encounter challenges while organizing collaborative activities, such as designing appropriate group tasks, composing groups, managing class time (Ha Le, 2017), and enhancing and monitoring productive collaboration (Ha Le, 2017).

Rashid, 2020 says: Teachers always look for different and cutting-edge approaches in the pedagogy of English as a second language (ESL). They first choose a literary text to teach English in ESL or English as a foreign language (EFL) classes; In schools, colleges and universities, and the use of literature circles, student-led, discussion groups- (Jane Elizabeth Casey, 2020). In this study we aim to explore students' perceptions to new teaching methodologies being used in a literature classroom. The interactive teaching methodologies, literature circles and online groups discussion helped the students to interact with peers from their own class in a teacher free environment. The objective of the study was to understand students' perceptions regarding participating in English class. The aim was to present students' insights regarding these interactions with peers from their class.

Studies related to the topic were reviewed from different perspectives. Studies related to the novel were reviewed and presented to justify the choice of the literary text taken in the project. Furthermore, literature learning was studied at the Centre of this study. As the study was cross-cultural in its nature and used online groups to interact. To begin the literature review we present a background of the selected text, justifying its suitability for such a study.

Lord of the Flies is a novel about a group of boys stranded on an island trying to build a society from scratch, but end up turning into savages. The writer shows how an

island full of vegetation, peaceful surroundings, sandy beaches and cool atmosphere was turned into ashes by the boys who could have lived happily and waited to be rescued. Two sides of society, evil and virtue are represented in the characters of Jack and Ralph (Wilson, 2010). Written in the background of World War II, the novel represents the author's state of mind and is a representation of that time period.

The novel is based on a universal theme and is very well-received among all types of audiences. A method of teaching Lord of the Flies using a reader-response approach. Literature identified naturally arouses a response. The challenge is helping the students communicate their reactions in a meaningful way" (Ghazal Kazim Syed, 2020). While teaching the novel to eighth graders, Ghazal Kazim Syed devised a unique method letting the students go into a wood situated within the school premises to experience occurrences similar to the first chapter of the novel. After three sessions in the woods, the students were given the novel in the class where they read and interpreted it using a reader-response approach. Having gone through the same experience as the characters, it was easy for the readers to interpret the novel and to relate it to their own experiences. Ghazal Kazim Syed contends that the novel, if taught with an appropriate technique can help the students form various interpretations letting them understand their own and others' experiences. She further argues that interpretations need to be formed independent of the teacher, be examined, challenged and justified and not dictated. In case of this study, it was truly observed that the students came up with new ideas and interpretation, as they were taking responsibility to interpret and think over the novel.

A similar study on Lord of the Flies was conducted by Martens-Baker (2009), where students understand the novel and help enrich their experience and understanding of the novel. The students were also then taken on a school field trip where students designed a camp. They put into practice the life skills learnt from the novel. This is also a unique way of teaching through the novel.

Lord of the Flies has been widely researched for its potential as a literary medium to teach about social issues. Mariwan Hasan (2020), suggests that Golding's novel can be used in a second language classroom to teach democratic values such as the right to free speech using reader-response theory. Curriculum requires that democratic values be taught through each subject, suggests that students can be taught about democratic values through classroom discussions and writing assignments based on the novel (Ghazal Kazim Syed, 2020). The perceptions of the participants in this study will depict how far this has been possible in the context of the students. Furthermore, the novel can be used to teach young adults about feminism (Susilo,2020). The absence of any female characters in the novel can be used as a discussion point about various aspects of feminism. Syed (2019) explained that students' responses to various novels including Lord of the Flies. Her research indicated that students connected and related more to contextually close novels and as Lord of the Flies was not related to their social and cultural context in any direct manner, a majority of the participating students did not connect to it.

Ghazal Kazim Syed (2019) stated that reading fiction enhances young readers' empathy and their ability to understand different perspectives. As the novel is rich in themes, symbols, and can be studied in allegorical meanings. It is assumed, from different theoretical experiences, to provide ground for the discussion of different topics. Undergraduate students part. Discussion learning enables students to engage in an interaction with each other in a group setting. This provides students a space to share their ideas and experiences in a non-threatening setting. Owing to the changing teaching and learning scenario, it is important to introduce discussion teaching methodologies in the classrooms (Mart Çağrı. (2021). Collaborative groups encourage individual participation, taking responsibility, sharing and encouraging to highlight individual abilities and contribution. Harkaitz Zubiri-Esnaola, (2020) stated that collaboration encourages learning by analyzing, reading, thinking, speaking and writing. Budiman (2018) stated that collaborative learning motivates students to achieve a common goal of learning by combined efforts. Students tend to respect each other and the teachers work as a facilitator only. Budiman (2018) further stated that when learning in collaboration, students have to take some authority in order to be active in the group.

In addition to academic learning, researchers believe that students also gain confidence through the collaboration work. When students conform each other's opinions in activities involving group work, it makes them confident and comfortable with each other. When the teacher is not around to ask a question, they will be less at pressure. against them (Cynthia S, 2020). Collaborative study helps students to know the backgrounds of each other, discuss personal experiences, collect and analyze negotiate the current situations around them by relating to topic (Sukanya Kaowiwattanukul, 2020). Collaborative learning, thus, is like an open area where students are free to talk., analyze and relate to the information by performing their own role in a group. Collaboration helps students' feel more confident as they learn through helping each other Cynthia S (2020). Collaborative learning is also a potential source of confidence, to confirm this point., discover each other's world and create a trustful world around the participants.

The practice of collaborative learning in online education is increasing steadily as many curriculum creators and online course teachers are starting to understand its positive effects on the learning of students. As a result, people integrate collaborative learning as one of their teaching strategies. In the online world, options. Any of the benefits of partnership that are commonly cited are (Alex Kumi, 2017)

Culture is a learning phenomenon since it includes a learning context. They further argue that the degree of diversity among people is increasing due to online collaboration tools are also highly informed by the thinking of students in online collaborative communities and behavior of the students from diverse cultures (Graeme Pye, 2018). Individualistic culture is more confrontational and direct, but in collective people's societies are polite and avoid conflict and are more confident and express their opinions without hesitation in online collaborative communication (Carina Kleyhans 2018).

Furthermore, People often feel burdened the status of the opposite person and avoid speaking directly, which could be connected to student-teacher relationship in many contexts McCarthy, J. M. (2020).

The learners who are engaged in computer mediated communication are flexible, interested, valuable and provide pedagogical benefits. Compared to everyone else, students who participate in online collaborative actions express more happiness who do not participate (Carina Kleynhans 2018). Four critical aspects of collaborative learning: situations, interactions, processes and effects (Afnan A. Alkhatlan, 2020). If we relate the above aspects in online collaborative groups, then various members of groups interact for a common goal. They cross the discussion, interaction and sharing process to create an interaction on each other positively for the sake of understanding and enhanced learning outcomes. Hence, collaborative groups are great platforms for the students to learn more knowledge. This study aimed to analyze how students' perceptions in narrative class (The Lord of Flies) through online collaboration learning.

Method

This study presents an analysis of students' perceptions in literary class (The Lord of Flies) through online collaboration learning., which involved students responding to Golding's novel, Lord of the Flies. The responses were first discussed in student-led directed discussion groups called literature circles. The students were assigned literature circles roles in advance and in the next class they discussed without the teacher's interference. In the second stage, the participants interacted each other, who had also followed similar literature circle discussions on the same novel. These interactions were online through google docs which we called Online Work Groups. These interactions proved to be very popular among the students. The students were asked about the influence of the use of these methodologies and the experience of participation in a research study during individual interviews.

A qualitative research design was followed by this study. As it is a study of perceptions, a qualitative methodology using a phenomenological approach was considered suitable for this study.

The participants of this study were twelve the eleventh grade consists of 3 students chosen by teacher were better competence in English than the nine other students. This selection based on the researcher's purpose to make sure that the online collaboration learning will run in English communication. The whole population was selected as the sample as there were only 12 participants from twelve the eleventh grade who participated in the study. They were English students. Following a literature circle discussion in the class, the students were invited to participate in a group discussion online. During these discussions, the students were able to interact with the other participants via computers and mobile phones. The use of technology to teach and learn has become increasingly common (Amanda Naylor, 2018) and it was expected that the participants had much to

gain from the experience. We collected qualitative data from the participants, to see if the study had any impact on them. These responses were taken eight months after the initial data collection.

The data for this article was gathered through semi-structured interviews as they are the best in situations where flexibility is needed on the part of the researchers. The interviews used mix language, Bahasa and English to make sure that all the students can follow the online collaboration learning based on their each ability in English speaking or writing. They allow room for discussion while also giving the researchers a direction to follow. The interviews were designed and conducted according to model of semi-structured interviews. Semi-structured interview data should be collected rigorously following a five-step process: (a) identify the prerequisites of a semi-structured interview; (b) retrieve and use previous knowledge; (c) create an interview schedule; and (d) pilot the schedule and present the complete semi-structured interview guide.

We went through the prerequisites of conducting semi-structured interviews. We also understood that semi-structured interviews are the most appropriate tool in the study of perceptions. Secondly, we reviewed academic literature in the area to understand the general trends in our identified area of study, that is, students' perceptions regarding collaborative activities. Thirdly, we designed an interview schedule reflecting on our research question, literature review and the purpose of the study. Interview guide needs to be participant-oriented. We ensured that the questions were not leading and allowed room for rich data. Fourthly, suggested piloting the interview schedule before conducting the actual interviews with the selected participants, we piloted the interview schedule with three students other than the participants. The post-piloted schedule was then used to collect data from the participants.

The interview data was analyzed thematically in line with the six step model of interview data presented. The researcher must familiarize themselves with the data which we did by transcribing and then reading them. We then developed some initial codes before generating themes. These themes were then reviewed and named. The researcher checked part of the coding against each other to ensure trustworthiness of data.

Analytical decisions were required at every stage of coding. For example, when assigning participants' views on literature and online circles to different categories, some of the categories were easy to decide as they had precedence in literature such as interactive and collaborative activities. When the participants talked about this being an activity where they could talk to peers in class and outside, it was easy to mark that as interactive activity. However, at times it was difficult to decide when participants talked about interaction with the other. With increasing number of people talking about these interactions, we coded this as a separate category. There were some overlaps between

interactions activities, thus we coded it under both categories. The codes were then categorized and themes were developed. A total of five themes were developed, refined and named. These five themes are described in the findings and discussion section below.

Result

The codes developed from our data were broadly divided into five broad themes: (a) views on the methods used; (b) new knowledge learnt; (c) views on interaction with peers; (d) a sense of connectivity; and (e) future usage. These were connected to our main research question about how students responded to participating in English class.

Views on the methods used

The participants were very interested pertaining to the methods used by both literature circles and online collaboration learnings. Nine out of 12 participants mentioned 15 times that it was their first experience of such methods in the classroom. As one of them said:

"I felt anxiety in the first discussion, I have no ever did this class before"

One of the participants also said that he also was fear in the first time did online collaboration learning. Literature circles, they said that the activity helped them to be more confidence as well as language skills. As one of the female participants said:

"After did some circles, I did not aware that I could speak English with the other participants in online collaboration learning"

Another participant stated:

"We had such groups in narrative material for the first time. By this we can cover all the topics and learn more deeply about some fiction stories."

Online groups discussion was a new experience for the students. Even after six months of having participated, their memories were fresh. As one of them shared:

"From online collaboration learning, I learnt how the other participants who has good competence share their opinion by speaking in front of online audience"

New knowledge learnt

The students took this as a new learning experience:

"It was a very good activity for our class. We observed a lot of new things. We changed experiences with other students."

Both the methods used were new for the students and the exchange of responses within literature circles as well as online groups discussion provided them a chance to look at things from new perspectives. The students when asked about the experience said:

"It was so much positive and there was nothing negative. It was motivating, meaningful and knowledgeable. We learned a lot of things."

The students assumed that took place during the online collaboration learnings was very different from what they could learn in a classroom situation. As one of them reported:

"online collaboration learning learnt us more about themes and symbols that we didn't learn in the classroom."

Views on interaction with peers

All participants mentioned that an important part of the discussion was their interaction with other students. Their involvement in the discussion was enhanced by the opportunity to interact with the other students. They found difficult to understand the content at times in the narrative text, but most of the times they interacted well and even when they did not understand the text, they discuss to find the solution. Six of the participants seemed had a better understanding of the novel they were responding to because of their better language skills. One of the high achieving students also believed:

"I think it was even easier for them to understand the novel as compared to us. May be due to their language strategy or maybe they are frequent readers of novels."

A sense of connectivity

The participating students mentioned that their participation in the research project had given them a sense of connectivity with their teachers and other students. Nine students talked about this sense of connectivity, six of whom talked about the connection they developed with their friends and two talked about the connection they developed with their teacher. They seemed to enjoy talking to the other students as it gave them a sense of connection with other people. Moreover, they also enjoyed the experience of interacting with their peers. As one of them said about the material discussion:

"After did online collaboration learning, I be closer with my friends, the teacher to"

Future usage

The students were also asked if they had learnt anything from the project that they might use in the future. Eleven out of twelve participants said that they would try and use the methods used in the study in their future. Though all these participants wanted to use the methods used in the study, eight of them were very confident about it. Among the others, two participants seemed to think that they would not have the support of the school in which they were teaching or planning to teach as schools tend to have their own rules and regulations. One of the participants also mentioned the lack of resources in our institute:

"I have to pay much money if want to held online collaboration learning"

Discussion

Choosing a literary text such as Lord of the Flies to encourage readers to interact with each other was a conscious decision. It was expected to provide enough chance of debate and argument as well as help the readers connect the text with their society. A number of studies cited in the literature prove that Lord of the Flies has been used to encourage a critical response from learners. Furthermore, the use of activities with minimum input from teachers was also expected to provide a space to the participants to engage in interactions with each other.

When asked about their response to participating in an online collaboration learning, the participants showed a great interest in the new teaching methodologies. The literature circles were used with the intent of helping the students collaborate with each other study exhibited. The students' positive feedback in the interviews on the use of new methodologies shows that this element of methodology proved successful. Online collaboration learning was a new technique used in this study, which also proved to be a source of positive feedback from the participants. Online groups discussion made use of mobile phone or computer mediated communication.

Online groups discussion as a teaching methodology is recommended to be used in literature classrooms. It enables students to communicate in groups, to respond to literary texts, to make use of technology and go beyond the classroom. Online collaboration learning proved to be a source of inspiration and learning for the participants and the students gained a chance to assimilate new knowledge from other participant. A variety of perspectives were made available to these students who otherwise would not have had a chance to familiarize themselves with such views.

As pointed out in the findings section, the use of literature circles and online collaboration learning provided the students a chance to connect and collaborate with peers in a teacher-free environment. The literature and online collaboration learning were therefore, a collaborative learning technique which provided a chance to the participants to interact with their peers. As discussed in the literature review on collaborative learning, such experiences enable the learners to gain more critical skills of analysis. Collaborative learning allows learners to think, evaluate, speak and write skills. The students in these circles of literature even seemed to assume that that this was a learning experience that helped them think and analyze each other's' comments. By such engagements, students are also supposed to gain more confidence. The level of enthusiasm and curiosity displayed by the interviewees suggested that they were confident about their learning through these group activities.

In addition to being collaborative, online collaboration learning also provided the participants a cultural experience. Such cultural activities in most academic literature are considered to be a positive view that helps boost students' confidence and criticality. However, for the participants of our online collaboration learning, it was the first online

interaction for them. Our students being from an underdeveloped context. They felt awed by their language skills and assumed that they had a better and sounder understanding of the novel as quoted in the findings, that may be due to their language strategy or maybe they were frequent readers of novels. Moreover, the participants were able to see that there were varied interpretations of literature and felt a sense of connectivity with other participants, despite the distance and hesitation on account of having read the same text Lord of the Flies. As one of them quoted in the findings said that they had learnt more in online collaboration learning than their classrooms. This shows that they were open to new learning methods and gained from their experience.

The participating students were also asked if they found the activities plausible for their future studying. Almost all of the participants wanted to use the activities in their classrooms. Though a majority of the participants said they would like to use it, some were concerned if the administration and resources in hand would allow them to be able to do such work in their classroom. This is an element of the study that needs to be further researched. It is recommended that further research be carried out into how well our institutions are prepared to introduce innovative methodologies including the openness of the administration and the availability of the resources to the teachers.

Conclusion

This study presents interviews with only 12 participants, who participated in the google circles. This leaves out 37 students who initially took part in the literature circles. As the use of google circles was voluntary, less students volunteered. Further research into how this activity will be if such cross-cultural collaborations were made compulsory can be useful for educators and policy makers. The findings of this study can also be useful for teachers of literature, academics and students. Further research needs to be done in other contexts to see how students from different contexts behave in similar situations. To conclude, students learn from collaborative learning techniques as much as, if not more than a teacher-centered activity. Their views, as discussed in findings and discussion sections, suggest that the new methods used enabled the participants to experience innovative methodologies in a positive light. Furthermore, their interaction and exchange with students across the borders, enhanced their understanding of not just the text but also expanded their world view as they familiarized themselves with how people from other contexts thought about the same text. Most of them also emphasized that they would try and use such measures themselves in the future as they thought it to be a highly successful teaching strategy. Keeping in light the usefulness of international interactions for Pakistani students as shown in this study, it is recommended that teachers should take effort to include students in cross-cultural projects. Furthermore, it is recommended that similar studies should be conducted in schools and colleges. As this study is limited to one Pakistani university, it is recommended for future researchers to check the adaptability of the findings in other contexts.

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