

SELF-REGULATED AND ONLINE COLLABORATIVE GRAMMAR LEARNING VIA GOOGLE MULTI-PLATFORMS: INDONESIAN CASE STUDY

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Abstract:

Grammar acquisition is essential in learning English as the fundamental component in leveraging language skills. However, attaining the grammar competency optimally for Indonesian EFL learners encounters the challenges with various factors. Hence, a proper applicable approach is necessary to be adopted such as incorporating self-regulation strategy, online collaboration learning, and technology enhancement in grammar instruction. This study attempts to investigate the students' perspectives in self-regulated and online collaborative grammar learning via Google multi-platforms. Employing a qualitative case study with questionnaires that distributed to 104 and 10 for the interviews of undergraduate sophomore students. The findings revealed that the participants positively perceived on self-regulated strategy and online collaborative grammar learning via Google multi-platforms. The implication of the current study can be as the consideration for educators, researcher, and technology developers relating utilizing online setting, collaboration activity, and technology aid in a grammar instruction.

Keywords:

Self-Regulation;
Online Collaboration;
Grammar Learning;
Multi-Platforms;
Case Study



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INTRODUCTION

Acquiring grammar is crucial as the groundwork for studying English. Grammar is an essential component in elevating English skills, including listening, speaking, reading, and writing (Fithriani, 2018; Frodesen, 2018). However, mastering grammar in the EFL context encounters challenges involving tense issues since the native language of the learners unrecognised the time indicators on the verb application (Listia & Febriyanti, 2020). The complexities of the various tenses emerge in perplexities when applying the correct grammar in a particular skill (Komara & Tiarsiwi, 2021). In addition, the other grammar elements that emerge as obstacles for EFL learners are word order and determiner (Dehghani et al., 2016); gerund and infinitive (Febriyanti, 2019a); subject-verb agreement (Febriyanti, 2019b); and conditional sentence (Suraprajit, 2022). Furthermore, in implementing various types of sentences consisting of simple, compound, and complex emerge barriers (Effendi et al., 2017). The constraints of comprehending assorted clauses appear to be the problems in its excelling (Kılıçkaya, 2015). Mastering grammar is a pivotal skill in English language learning; nonetheless,

EFL learners often face significant challenges, thus requiring effective approaches, strategies, techniques, and learning aids to achieve optimal proficiency.

Self-regulation involves the ability of an individual to manage thoughts, emotions, and behaviours in a deliberate and ongoing manner to achieve personal goals (Zimmerman, 2000). Self-management, self-controlling, self-focus, and personal awareness are included in forming a self-regulation personality (Kamgar & Jadidi, 2016). Proper self-regulation enhances leadership, cognition, and metacognition in the studying process (Alzahrani & Alnufaie, 2024). Keeping aligned in self-regulation increases the self-efficacy in studying (Truong, 2022). In an online setting, self-regulation leads to the student's responsibility to accomplish the tasks, yet it addresses the challenges (Saadati et al., 2021). Hence, to pursue successful self-regulation, one needs to arrange a good goal setting, environment structuring, task strategies, time management, help-seeking, and self-evaluation (Kulusakli, 2022; Su et al., 2018b). In dealing with sharpening English skills covering grammar instruction, self-regulation means self-monitoring, self-evaluating, and self-verbalising the cognitive and affective in undertaking the tasks (Jabbarpoor, 2023; Rahimi & Fathi, 2021). Underpinnings, the concept of self-regulation seems a promising strategy for achieving grammar competence optimally.

In grammar learning, building engagement is an important aspect of pursuing the goal of studying. As a part of constructivism in the learning process, Zone Proxima Development (ZPD) develops in the sociocultural and scaffolding (Rieber, 1997; Vygotsky, 1978, 1986). Collaborative activity in learning is one of the techniques for establishing engagement, ZPD, and scaffolder. Gaining knowledge by discussing, evaluating, and sharing various ideas transforms collaboration to solve a problem collectively (Saadati et al., 2021). In collaborative learning, the students are trained to sharpen critical thinking, understand other members, organise time, respect diverse perspectives, and work in a team (Ariani & Valiantien, 2022; Xie et al., 2019). Providing a collaboration activity in an online setting facilitates the students to have more flexible time in undertaking the task, controlling cognitive, managing emotion, elevating motivation, and sustaining behaviour among members (Febriyanti et al., 2024; Rahimi & Fathi, 2021). However, online collaboration meets challenges including diverse points of view, visions, missions, and decisions in accomplishing tasks (Hadwin et al., 2018).

The technology enhancement is a scaffolder tool to assist the student in accomplishing the given task by the instructor. Ample and assorted tools can be utilised in solving grammar problems by the students. Recently, multiple *Google* platforms have been used to support EFL students in mastering grammar. *Google Meet* promotes mediating the instruction on a video conference to support a virtual interaction between instructor and student (Al-Marroof et al., 2020). *Google Meet* is applicable as a learning aid due to easiness, multiple features and affordability (Fansury et al., 2020; Purwanto & Tannady, 2020). In an online collaboration setting, storage is crucial to managing the shared file, and *Google Drive* provides it as a cost-effective tool for sharing document technology (Marandi & Seyyedrezaie, 2017; Slavkov, 2015). *Google Drive* enables the students to save energy, time, and cost for having discussions by placing ideas in a folder without having a face-to-face meeting (Awada & Abdullah, 2014; Moreno-Guerrero et al., 2020; Yudhana et al., 2019). *Google Docs* enhances the students in undertaking grammar tasks, whether synchronously and asynchronously, whether individually or jointly (Febriyanti

et al., 2024). Due to the benefits of online writing, editing, storing, and downloading, *Google Docs* is preferred to be employed in grammar instruction (Khalil, 2018). In the evaluation activity, *Google Forms* aids multi-features such as multiple choice, short answer, or long answer question form (Nguyễn et al., 2023; Zaidan et al., 2024). Since the evaluation is in a paperless format, *Google Forms* is more practical, efficient, and flexible in the assessment process (Handayani & Ambalegin, 2023; Jazil et al., 2020).

Numerous studies have been conducted on the focus of self-regulation and collaboration learning, in the qualitative paradigm, Su et al. (2018b) reported that implementing wiki-based literature circles and self-regulated strategy as an instructional approach effectively engaged EFL learners in collaborative learning and had a positive impact on their English language development. In sequential explanatory mixed methods, Rahimi and Fathi (2021) demonstrated that a wiki-mediated collaborative writing landscape augments self-regulation, self-efficacy, and writing performance. Xie et al. (2019) deployed that online collaboration venues improve leadership, group cohesion, self-regulation, and online behavioural engagement. Saadati et al. (2021) depicted that the block chain-based Learning Management System (LMS) self-regulated learning intervention provided meaningful opportunities to form a realistic goal setting, self-monitoring, self-reflection, and self-awareness, facilitated through coaching, the Zone of Proximal Development (ZPD), and collaborative engagement. Even though previous research has illustrated self-regulation and collaborative learning in the area of English improvement, little investigation delves into the EFL learners' perception of self-regulation and online grammar collaboration learning in the multi-Google platforms. Hence, the current study attempts to explore the extent of the Indonesian EFL undergraduate learners' perspectives on self-regulated strategy and online grammar collaborative learning via multi-Google platforms.

METHOD

In a qualitative case study approach, this study examined a depth investigation by capturing data from the perspectives of the participants toward the phenomenon in grammar instruction (Creswell, 2012; Yin, 2014). To attain the research purpose, this study employed a questionnaire that was distributed via *Google Forms*; interviews were conducted via *WhatsApp*; and the substance of the instrument was cited from Su et al. (2018b). The involved course in the research was "Understanding Structure", with 16 meetings (length duration was 2.5 hours/meeting) in the Academic Year 2023/2024 located in a private university in Jakarta, Indonesia. The learned materials covered *the Gerund, Infinitive, Parallel Structure, Adverb Clause, Modifying Adverb Clause to Adverb Phrase, and Conditional Sentence and Wish* with the main module "*Understanding and Using English Grammar Fourth Edition*" (Azar & Hagen, 2009). The instructor was a female lecturer who had been teaching English for more than 15 years. The learning media used for the grammar instruction involved *Google Meet* for a video conference or virtual meeting; *Google Docs* for undertaking the exercises collaboratively; *Google Drive* for storing the exercises, which consisted of 12 exercises in a semester; and *Google Form* for the quiz. The intact four classes participated in this study. The total amount of participants was 151 undergraduate sophomore students of the English Education Study Program, yet 104 students willingly filled out the questionnaire form and 10 voluntarily interviewed whose names were anonymized, with the detailed demographic data as follows:

Table 1 The Participants Demographic

Item	Option	Number	Percent (%)
Age	17-20 years old	39	37,5
	21-25 years old	58	55,8
	26-30 years old	2	1,9
	>31 years old	5	4,8
Gender	Female	83	79,8
	Male	21	20,2

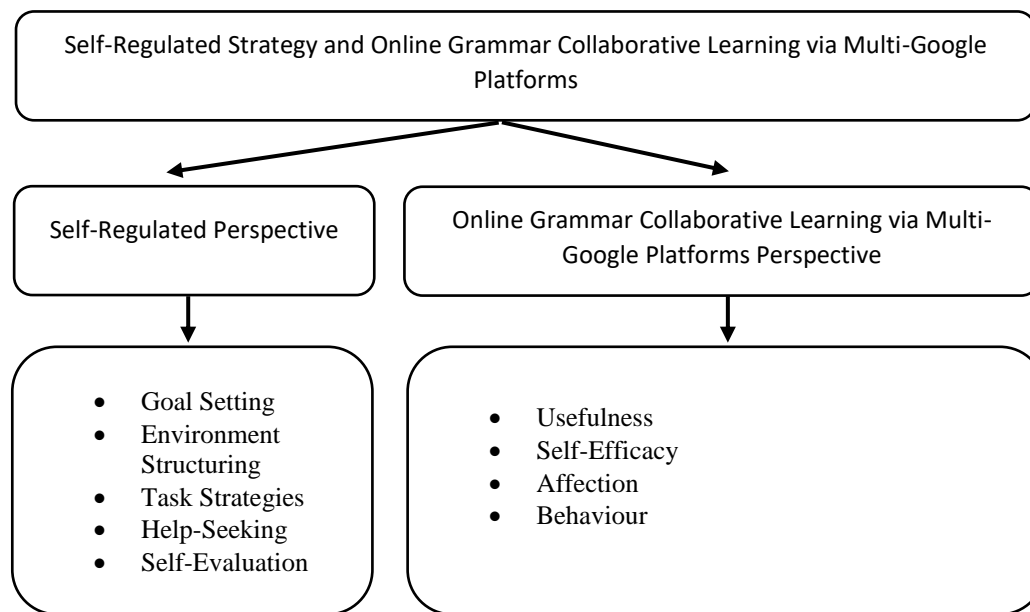
**Figure 1** Data analytical framework (Su et al., 2018a)

Figure 1 illustrates the data analytical framework that was collected in the current study was cited from Su et al. (2018a). Part of the self-regulated perspective covers goal setting that discusses keeping certain standards for achieving the grammar learning target; environment structuring explores learning environment management; task strategies addresses on employing the strategies when learning in grammar instruction; help-seeking analyzing the asking assistance whether from the instructor or peers; and self-evaluation captures diagnosing and assessing the extent of learner's achievement on the completed tasks. Meanwhile, online grammar collaborative learning via multi-Google platforms perspective part includes the usefulness that elaborates on the extent of conducted grammar instruction; self-efficacy investigates learners' belief and conviction on the applied instruction; affection examines the learners' feeling toward the implemented instruction; and behaviour considers on the participation and engagement in joining the course.

RESULTS AND DISCUSSION

Results

Self-Regulated in Online English Grammar Learning

The initial result of gaining insight regarding the Indonesian EFL undergraduate learners' perspectives on self-regulated strategy in grammar instruction is displayed in the following table:

Table 2 Student Perspective on Self-Regulated in Online English Grammar Learning

Aspect	Statement Item	SD		D		N		A		SA	
		N	%	N	%	N	%	N	%	N	%
Goal Setting	I set short-term (daily or weekly) goals as well as long-term (monthly or for the semester) goals when learning English grammar course online.	4	3,8	7	6,7	34	32,7	40	38,5	19	18,3
	I set standards for my assignments when learning English grammar course online.	3	2,9	2	1,9	22	21,2	50	48,1	27	26,0
	I keep a high standard for my learning in my online English grammar course.	2	1,9	5	4,8	23	22,1	51	49,0	23	22,1
	I set goals to help me manage study time for my online English grammar learning.	3	2,9	9	8,7	19	18,3	38	36,5	35	33,7
	I don't compromise the quality of my work in an English grammar course just because it is online.	2	1,9	14	13,5	50	48,1	17	16,3	21	20,2
Environment Structuring	I choose a good location for learning English grammar online to avoid too much distraction.	2	1,9	5	4,8	13	12,5	28	26,9	56	53,8
	I find an appropriate place for me to concentrate on my online learning of English grammar.	1	1,0	4	3,8	11	10,6	41	39,4	47	45,2
	I know where I can learn English grammar online most efficiently.	3	2,9	6	5,8	26	25,0	43	41,3	26	25,0
	I choose a time with few distractions when studying English grammar online.	4	3,8	9	8,7	28	26,9	35	33,7	28	26,9
	I find a comfortable place for learning English grammar online.	3	2,9	2	1,9	11	10,6	43	41,3	45	43,3
Task Strategies	I try to take more thorough notes for my online courses because notes are even more important for learning English grammar online than in a regular classroom.	1	1,0	6	5,8	39	37,5	34	32,7	24	23,1
	I read aloud the English grammar instructional materials posted online to fight against distractions.	3	2,9	13	12,5	31	29,8	42	40,4	15	14,4

	I prepare my questions before learning instructional materials online.	2	1,9	16	15,4	38	36,5	31	29,8	17	16,3
	I do extra online exercises in addition to the assigned ones to master the course content.	3	2,9	13	12,5	36	34,6	36	34,6	16	15,4
	I refer to dictionaries or online resources when I have difficulties in my online English grammar learning.	1	1,0	6	5,8	13	12,5	32	30,8	52	50
Help Seeking	I find someone who is knowledgeable in online English grammar learning so that I can consult with him or her when I need help.	3	2,9	6	5,8	18	17,3	35	33,7	42	40,4
	I share my problems with my classmates online so we know what we are struggling with and how to solve our problems.	1	1,0	10	9,6	20	19,2	32	30,8	41	39,4
	If needed, I try to meet my classmates face-to-face and discuss problems when learning English grammar online.	0	0	11	10,6	28	26,9	33	31,7	32	30,8
	If needed, I try to meet my instructor face-to-face and discuss problems when learning English grammar online.	2	1,9	15	14,4	38	36,5	30	28,8	19	18,3
	I am persistent in getting help from the instructor through an e-mail, a message application, or a video conference.	3	2,9	16	15,4	37	35,6	28	26,9	20	19,2
Self-Evaluation	I summarize my online English grammar learning to examine my understanding of what I have learned.	3	2,9	3	2,9	24	23,1	39	37,5	35	33,7
	I ask myself a lot of questions about the course material when studying for an online course.	1	1,0	9	8,7	29	27,9	41	39,4	24	23,1
	I communicate with my lecturer to find out how I am doing with my online English grammar learning.	3	2,9	16	15,4	47	45,2	24	23,1	14	13,5
	I communicate with my classmates to find out how I am doing with my online English grammar learning.	3	2,9	3	2,9	24	23,1	42	40,4	32	30,8

I communicate with my classmates to find out what I am learning is different from what they are learning.	1	1,0	5	4,8	22	21,2	43	41,3	33	31,7
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Table 2. informs the five aspects in describing the self-regulation strategy. In the goal-setting part, the majority of the students agreed in online grammar instruction that they set the goals for short and long term, the standard in accomplishing assignments, the standard in learning, and time management. However, 48,1 % of the students stated neutral in compromising the quality of their work in an English grammar course just because it is online. The excerpt from the interview relating to the goal-setting is as follows:

“Yes, I set goals when studying English grammar collaboratively online because goals help me focus and keep track of my progress. By setting clear goals, I can be more purposeful in my learning, such as mastering certain topics or correcting mistakes that I often make. It also improved my grammar skills in a planned way.” (AAL)

“No, I don’t set specific goals when I learn it. I prefer to approach it more spontaneously and learn impromptu. This way, I can adapt to new concepts and ideas as they come up, rather than sticking to a rigid plan. It allows me to explore and understand the material more organically and flexibly.” (MA)

Even though almost all the students set a goal before joining the course, a small number of the students revealed unsetting the goal because of learning input naturally.

In the environment structuring, the students agreed and comprehended by selecting a time, location, and place where they felt comfortable in online grammar learning as in the following interview repertoire:

“Yes. Because when doing exercises there will usually be a deadline, for example during exams. Apart from that, we need to manage our time to do exercises so that our brains are sharpened to think quickly and can understand the task better.” (AD)

“I don’t specifically organize my time for tasks in Collaborative Online English Grammar. Instead, I prefer to focus on the tasks as they come up, which helps me stay flexible and adapt to different learning needs. This allows me to manage my workload in a way that feels natural and less stressful.” (NATP)

Mostly the students recognized managing place and time in online grammar learning due to the ease of internalizing the learned material. Nevertheless, few disagreed with intentionally structuring the fixed place and time with the reason more focus on solving task tasks rather than considering time and location. Meanwhile, in the task strategies, a large number of the students read aloud the material, repeated the exercise, and searched in particular dictionaries to find unknown words. On the other hand, there was a moderate number responding with a neutral statement in taking notes while joining the lecture time and preparing the question before the course began.

In the help-seeking part, the dominantly of the students agreed to find someone who is knowledgeable, share their problems with their classmates, and have face-to-face discussions. Nonetheless, 36,5% and 35,6% of the students deployed in neutral regarding contacting the instructor whether face-to-face, via message, email, or video conference. The following is the interview excerpt in the help-seeking issue:

“Yes, I seek help from others when learning because it enhances my understanding and provides diverse perspectives on the material. Engaging with peers or instructors allows me to clarify doubts, receive feedback, and gain insights that I might not have considered on my own. This collaborative approach not only deepens my grasp of grammar rules but also helps me apply them more effectively in various contexts.” (MA)

“No, I don’t. When the lecturer gives individual assignments, then I will do them myself without help from others so that I can know how well I understand the material given. Another thing is that when given a group assignment, of course, I will ask for help and opinions from my group friends to get maximum work results.” (JPM)

The greater part of the students expressed help-seeking from others if they think necessary when they met unsolved problems individually, but before deciding to ask a help they tried by themselves first optimally.

At the point of self-evaluation, most of the students agreed to conduct self-evaluation including on summary for self-examination, self-confirmation of the learned material, peer evaluation, and self-comparison to other students as the self-reflection. However, 45,2% of the students responded in neutral regarding having communication with the instructor relating to engaging in online grammar instruction. Based on the interview report, all the interviewees answered in agreement on self-evaluation as follows:

“Yes, I do a self-assessment and peer assessment of my understanding when I learn collaborative online English grammar. I find that regularly evaluating my own progress helps me identify areas where I need improvement and ensures that I stay engaged with the material. Additionally, receiving feedback from peers provides different perspectives and insights that can enhance my learning process, making it more comprehensive and effective. This combined approach helps me achieve a deeper and more accurate understanding of the grammar concepts being studied.” (MA)

The step of self-evaluation is a crucial stage in implementing a self-regulation strategy to gauge and monitor the extent of achievement or performance that has been acquired by the students.

Collaboration in Online English Grammar Learning via Google Multi-platforms

The subsequent finding depicts the students’ perspective of collaboration in online English grammar learning via *Google* multi-platforms, and the following is illustrated in Table 3:

Table 3 Student Perspective on Collaboration in Online English Grammar Learning Via *Google* Multi-platforms

Aspect	Statement item	SD		D		N		A		SA	
		N	%	N	%	N	%	N	%	N	%
Usefulness	Learning via <i>Google</i> multi-platforms collaboratively enabled me to better understand the grammar materials in this course.	2	1,9	9	8,7	31	29,8	43	41,3	19	18,3
	Learning through <i>Google</i> multi-platforms collaboratively enhanced my ability to use the new ideas I have learned.	1	1	3	2,9	37	35,6	40	38,5	23	22,1

	Learning through <i>Google</i> multi-platforms collaboratively improved my English grammar ability.	1	1	0	0	34	32,7	44	42,3	25	24
	Learning through <i>Google</i> multi-platforms collaboratively promoted my ability to communicate in English.	1	1	3	2,9	32	30,8	49	47,1	19	18,3
Self-Efficacy	I believe that I can make a good plan for my work in the <i>Google</i> multi-platforms collaboratively.	2	1,9	5	4,8	40	38,5	43	41,3	14	13,5
	I believe that I can understand the materials that are displayed in the <i>Google</i> multi-platforms collaboratively.	1	1	3	2,9	35	33,7	47	45,2	18	17,3
	I believe that I can find solutions when I have difficulties in doing grammar exercises or tests.	0	0	2	1,9	32	30,8	47	45,2	23	22,1
	I believe that I can give constructive feedback for my classmates' work in collaborative activities via <i>Google</i> multi-platforms.	1	1	4	3,8	40	38,5	41	39,4	18	17,3
	I believe that I can objectively assess other groups' work via <i>Google</i> multi-platforms.	1	1	4	3,8	36	34,6	46	44,2	17	16,3
Affection	I found that <i>Google</i> multi-platforms are interesting English grammar learning activities.	2	1,9	1	1	35	33,7	45	43,3	21	20,2
	It was more effective to learn English via <i>Google</i> multi-platforms than via traditional ways.	1	1	7	6,7	40	38,5	35	33,7	21	20,2
	Working together with my classmates via <i>Google</i> multi-platforms improved my motivation towards English grammar learning.	1	1	5	4,8	26	25	46	44,2	26	25
	My experience of online English grammar learning collaboratively via <i>Google</i> multi-platforms was positive.	2	1,9	3	2,9	29	27,9	41	39,4	29	27,9
Behaviour	I actively collaborated via <i>Google</i> multi-platforms.	4	3,8	10	9,6	37	35,6	30	28,8	23	22,1
	I carefully read my group work via <i>Google</i> multi-platforms.	3	2,9	4	3,8	26	25	43	41,3	28	26,9
	I actively edited or revised my group members' work via <i>Google</i> multi-platforms.	2	1,9	9	8,7	39	37,5	29	27,9	25	24
	I often pointed out my classmates' mistakes via <i>Google</i> multi-platforms.	9	8,7	11	10,6	34	32,7	29	27,9	21	20,2

I actively participated in the group's discussion via <i>Google</i> multi-platforms.	2	1,9	6	5,8	29	27,9	29	27,9	38	36,5
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The initial finding which is depicted in Table 3 is the usefulness, and most of the students agreed on the benefits of collaboration in online English grammar learning via *Google* multi-platforms involving better understanding, generating new ideas, improving grammar knowledge, and promoting English communication. The interview result shows: *"Yes, it is incredibly useful. As a learner, I benefit from the seamless integration of tools like Google Docs, Google Classroom, and Google Meet, which facilitate real-time collaboration and feedback from peers and instructors. The accessibility of these platforms allows me to work on grammar exercises and projects anytime and anywhere, making the learning process more flexible and efficient. Moreover, the collaborative features foster a sense of community and active engagement, which enhances my understanding and retention of grammatical concepts."* (MA)

The current point is described by the participants as implementing collaboration in online English grammar learning via *Google* multi-platforms positively advantaging the students in grammar acquirement.

The subsequent highlight is self-efficacy, portrayed by a large number of the students in agreement with the details on believing in a self-good planner, self-ease understanding, self-solution finder, constructive feedbacker, and objective assessor. Next, numerous students agreed to collaborate in online English grammar learning via *Google* multi-platforms affected them including as interesting activities, boosting motivation, and having positive experiences, yet 38,5% of the students argued in neutral expression when compared to the effectiveness of the traditional instruction. The interview excerpt illustrates as follows:

"When I learn collaborative online English grammar via Google multi-platforms, I feel engaged and motivated because these tools make the learning process interactive and accessible. Using Google Docs, I can easily collaborate with peers and receive real-time feedback from my teacher, helping me understand grammar concepts better. Google Classroom organizes all the learning materials in one place, reducing the time spent searching for information and allowing me to focus on learning. The flexibility to use these tools on different devices, like my laptop or phone, means I can study wherever I am, making the experience convenient and effective. Overall, Google multi-platforms enhance my understanding and retention of grammar rules through convenience, collaboration, and instant feedback." (MA)

In the aspect of behaviour, 36,5% of the students strongly agreed on participating in a group discussion; 41,3% of the students carefully read the given task group work via *Google* multi-platforms. On the other hand, most of the students stated neutral on the topic of active collaboration, editing or revising group members' works, and pointing out the members' mistakes. The interview excerpt about future grammar instruction depicts as follows:

"Yes, I would be willing to learn collaborative online English grammar via Google multi-platforms in the future because it offers a flexible and integrated approach to mastering English grammar through collaborative tools and platforms. By leveraging Google's suite of applications, I could benefit from real-time feedback, interactive exercises, and collaborative learning opportunities that enhance understanding and application of

grammar rules. This method aligns with my interest in using digital tools to improve language education and could provide a comprehensive, engaging learning experience.” (MA)

The students’ attitudes deploy the enjoyment, engagement, and potential for future instruction approaches in learning grammar.

Discussion

The first investigation in the current study found the result of the students’ perspectives positive in self-regulated strategy in online collaborative grammar mediated by multi-Google platforms. As corroborated by Zimmerman's advocacy (2000) self-regulation strategy has a pivotal role that covers well-mind, emotional, and behavioral management to achieve the learning goal. Aligned with Saadati et al. (2021) the present study finding revealed agreeing on setting a goal is crucial as part of self-regulation. Nevertheless, based on the present participants’ views which is a distinct result from Rahimi and Fathi (2021), the topic of compromising the quality of undertaking the task that is held in an online setting is perceived as mediocre. To achieve the grammar instruction aim the student needs to be concerned about the environmental structuring that they enjoy while engaging in grammar learning as lined with (Truong, 2022). Concurred with Kulusakli (2022), the result of this study on managing task strategies is considered crucial to sharpening self-regulation. Furthermore, consented to Xie et al. (2019), planning task strategy is essential to form self-regulation in elevating grammar performance. Consistent with Alzahrani and Alnufaie (2024), the point of help-seeking is viewed important aspect of attaining the grammar learning target. Nonetheless, disconfirming the finding of Su et al. (2018a), the present study found the participant’s perception neutral in asking for assistance in online mode from the instructor even though this matter is important as the dialogue section is a part of learning reflection. Regarding self-evaluation, aligned with Jabbarpoor (2023), the lens of the current participants displays as the primary matter as the self-monitor and measurement of the extent of grammar competence.

The obtained result on collaboration in online English grammar learning via Google multi-platforms was apprehended as an affirmative response. In the initial point, in harmony with Ariani and Valiantien (2022), regarding usefulness, the participants reacted favourably to enhance their comprehension, creation, collaboration, and communication. Confirming to Rahimi and Fathi (2021), the participants acknowledged self-efficacy improvement including self-convincing in planning, understanding, solving problems, delivering constructive feedback, and peer assessing objectively. The grammar instruction that set in online and collaboratively perceived affection to the feeling of interest, improving motivation, and offering fascinating experience as in line with (Marandi & Seyyedrezaie, 2017; Moreno-Guerrero et al., 2020; Slavkov, 2015; Yudhana et al., 2019). However, since the online collaborative barriers on distinct perspectives among members and avoiding misunderstanding, the participants stand ordinary online compared to the face-to-face mode (Hadwin et al., 2018). This indicates that a traditional setting is still necessary to be conducted in grammar instruction, as the current finding on this issue was responded in mediocre voices. In accordance with Xie et al. (2019), the aspect behaviour point, the result of this study yielded the perception of constructive response active in collaboration, reviewing the peer work, and participation.

CONCLUSION

The study contributes by highlighting the Indonesian EFL undergraduate students' perspective on self-regulated strategy and online grammar collaborative learning via multi-*Google* platforms. The obtained results of the current study offer ample implications. From a pedagogical perspective, the favourable outcomes regarding the strategy, learning setting, and multi-platforms perceived by the participants of this study may motivate educators to adopt comparable free, learning strategies, and efficient technological tools in online grammar instruction. The findings also reveal the perspectives of mediocre results that can be a consideration in the area of compromising the quality of the work that is set online, taking notes while studying, preparing questions before the study begins, extra time in studying, meeting with the lecturer discussion the problems face-to-face, asking help from the instructor by messaging, communicate with the lecturer about the extent problems, face-to-face versus online, active in collaboration, peer revision, and peer correction. Additionally, the current study has limitations such as a small number of participants, one course, and one research paradigm. Future investigation, hence, encourages the researcher in larger number of participants, diverse courses or domains, mixed research paradigms, and multiple instruments to delve into the depth of the research insights.

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