

**GUIDING YOUNG MINDS: THE ROLE OF ENGLISH  
TEACHER IN SHAPING YOUNG LEARNERS' ENGLISH  
LEARNING COLLABORATION**

**THESIS**

**By  
ELWANA SETITA KINANTI**



**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
2026 M / 1447 H**

**GUIDING YOUNG MINDS: THE ROLE OF ENGLISH  
TEACHER IN SHAPING YOUNG LEARNERS' ENGLISH  
LEARNING COLLABORATION**

**Undergraduate Thesis**

Presented to Faculty of Tarbiyah and Teacher Training  
in partial fulfillment of the requirements for the degree of  
*Sarjana Pendidikan*

By  
**ELWANA SETITA KINANTI**  
**220101030093**

**ANTASARI STATE ISLAMIC UNIVERSITY  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
BANJARMASIN  
2026 M / 1447 H**

## STATEMENT OF AUTHENTICITY

I, the undersigned, Elwana Setita Kinanti, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, April 9, 2026

The writer,



Elwana Setita  
Kinanti



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI TADRIS BAHASA INGGRIS

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492  
Web: [www.fik.iain-antasari.ac.id](http://www.fik.iain-antasari.ac.id)

**SURAT BUKTI BEBAS PLAGIASI**

Nomor: B-37/Un.14/III.1/PP.00.9/04/2026

Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Elwana Setita Kinanti  
NIM : 220101030093  
Program : S-1  
Program Studi : Tadris Bahasa Inggris

Judul Skripsi:

Guiding Young Minds: The Role of English Teacher in Shaping Young Learners' English Learning Collaboration

Hasil Uji Plagiasi : 11 %

Berdasarkan hasil uji plagiasi dengan menggunakan [www.turnitin.com](http://www.turnitin.com) bahwa naskah skripsi ini dinyatakan memenuhi syarat batas maksimal plagiasi 25%.

"Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas Kinerja dan Pelayanan dengan melayani lebih baik, lebih baik melayani"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 08 April 2026  
Ketua Program Studi  
Tadris Bahasa Inggris



Afifah Linda Sari

*Melayani Lebih Baik, Lebih Baik Melayani*


## APPROVAL

Title : Guiding Young minds: The role of English Teacher in Shaping Young Learners' English Learning Collaboration  
Name : Elwana Setita Kinanti  
SRN : 220101030093  
Faculty : Tarbiyah and Teacher Training  
Program : Undergraduate Study (S-1)  
Department : English Language Education  
Academic Year : 2025/2026  
Place/Date of Birth : 2 Desember 2003  
Address : Jl. Jenderal Sudirman Kompleks Haur Kuning Permai, Rangka Malingkung, Kec. Tapin Utara, Kabupaten Tapin, Kalimantan Selatan

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, 9th. April 2026

Advisor



Dr. Rahmila Murtiana, M.A  
NIP. .197107302005012004

Acknowledged by  
Head of English Language Education Study Program  
Faculty of Tarbiyah and Teacher Training  
UIN Antasari Banjarmasin,



Elwana Setita Kinanti, M.Pd  
NIP. 220101030093

## VALIDATION

Title Guiding Young Minds: The Role of English Teacher in Shaping Young Learners' English Learning Collaboration Name Elwana Setita Kinanti SRN 220101030093 has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training, UIN Antasari Banjarmasin.

Day : Wednesday  
Date : April 22, 2026  
Score : 83 (A)

Dean Faculty of Tarbiyah and Teacher



Dr. H. Hamdan, M.Pd  
NIP. 196604051993031005

### THE BOARD OF EXAMINERS:

No.	Name	Signature
1.	Dr. Rahmila Murtiana, S.S., M.A. (Chairperson)	1.
2.	Fajrianor, S.Pd., M.Pd. (Member)	2.
3.	Yokke Andini, S.S., M.Pd. (Member)	3.

## ABSTRACT

**Elwana Setita Kinanti.** 2026. *Guiding Young Minds: The Role of English Teacher in Shaping Young Learners' English Learning Collaboration.* Thesis. English Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University: Dr. Rahmila Murtiana, S.S., M.A.

**Keywords:** Collaborative Learning; Teacher Role; Early Childhood Learners; English Language Learning; Qualitative Case Study Analysis.

Collaborative learning is one of the approaches widely used in English language teaching, especially for elementary school students, because it can encourage interaction, communication, and students' social development. However, the success of collaborative learning depends greatly on the teacher's role and the classroom learning context. This study aimed to examine the teacher's role in supporting collaborative learning in English language teaching at the elementary school level and to identify the various challenges faced in its implementation.

This study employed a qualitative approach with a single case study design. The participant of this study was an English teacher who taught elementary school students. The data were collected through semi-structured interviews and classroom observations. The data were analyzed using thematic analysis, which involved data familiarization, coding, theme development, and data interpretation. The findings showed that the teacher supported collaborative learning through designing student-centered learning activities, emphasizing the learning process, providing clear instructions, and offering emotional support to students. Collaborative learning had a positive impact on students' confidence, participation, and social interaction, especially for students who were previously passive or were anxious in using English.

However, the teacher also faced several challenges, such as differences in students' levels of activeness, limitations in monitoring group work, students' limited attention span, and time constraints in learning activities. Based on these findings, this study concluded that collaborative learning can be effectively implemented in elementary school English language teaching when the teacher plays an active role as a facilitator, classroom manager, and emotional supporter. Teachers' pedagogical competence and institutional support are important factors in the successful implementation of collaborative learning.

## ABSTRAK

**Elwana Setita Kinanti.** 2026. *Guiding Young Minds: The Role of English Teacher in Shaping Young Learners' English Learning Collaboration*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari: Dr. Rahmila Murtiana, S.S., M.A.

**Kata kunci:** Pembelajaran Kolaboratif; Peran Guru; Peserta Didik Usia Dini; Pembelajaran Bahasa Inggris; Studi Kasus Kualitatif

Pembelajaran kolaboratif merupakan salah satu pendekatan yang banyak digunakan dalam pengajaran bahasa Inggris, khususnya pada tingkat sekolah dasar, karena dapat mendorong interaksi, komunikasi, serta perkembangan sosial siswa. Namun, keberhasilan pembelajaran kolaboratif sangat bergantung pada peran guru dan konteks pembelajaran di kelas. Penelitian ini bertujuan untuk mengkaji peran guru dalam mendukung pembelajaran kolaboratif dalam pengajaran bahasa Inggris di tingkat sekolah dasar serta mengidentifikasi berbagai tantangan yang dihadapi dalam implementasinya.

Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Partisipan dalam penelitian ini adalah seorang guru bahasa Inggris yang mengajar siswa sekolah dasar. Data dikumpulkan melalui wawancara semi-terstruktur dan observasi kelas. Data dianalisis menggunakan analisis tematik yang meliputi tahap familiarisasi data, pengodean, pengembangan tema, dan interpretasi data. Hasil penelitian menunjukkan bahwa guru mendukung pembelajaran kolaboratif melalui perancangan aktivitas pembelajaran yang berpusat pada siswa, penekanan pada proses pembelajaran, pemberian instruksi yang jelas, serta pemberian dukungan emosional kepada siswa. Pembelajaran kolaboratif memberikan dampak positif terhadap kepercayaan diri, partisipasi, dan interaksi sosial siswa, terutama bagi siswa yang sebelumnya pasif atau merasa cemas dalam menggunakan bahasa Inggris.

Namun demikian, guru juga menghadapi beberapa tantangan, seperti perbedaan tingkat keaktifan siswa, keterbatasan dalam memantau kerja kelompok, rentang perhatian siswa yang terbatas, serta keterbatasan waktu dalam kegiatan pembelajaran. Berdasarkan temuan tersebut, penelitian ini menyimpulkan bahwa pembelajaran kolaboratif dapat diimplementasikan secara efektif dalam pengajaran bahasa Inggris di sekolah dasar apabila guru berperan aktif sebagai fasilitator, pengelola kelas, dan pemberi dukungan emosional. Kompetensi pedagogis guru serta dukungan institusional merupakan faktor penting dalam keberhasilan implementasi pembelajaran kolaboratif.

## ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم. الحمد لله رب العالمين. الصلاة والسلام على اشرف الأنبياء والمرسلين سيدنا  
ومولانا محمد وعلى آله وصحبه أجمعين. اما بعد.

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “Guiding Young Minds: The Role of English Teacher in Shaping Young Learners’ English Learning Collaboration”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

1. Dr. H. Hamdan, M.Pd., as the Dean of the Faculty of Tarbiyah and Teacher Training at Antasari State Islamic University, and all his staff, for their assistance in administrative matters.
2. Afifah Linda Sari, S.S., M.Pd., as the Head of the English Language Education Study Program, for her assistance and motivation.
3. My academic advisor, Dr. Nani Hizriani, S.Pd., M.A., for her guidance and encouragement.
4. My thesis advisor, Dr. Rahmila Murtiana, S.S., M.A., as the advisor of content and research methods, for her advice, support, suggestions, and corrections.
5. All lecturers and assistants in the Faculty of Tarbiyah and Teacher Training, for their invaluable knowledge.
6. My parents and my brothers, for their endless support, encouragement, and prayers throughout this academic journey.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Shawwal, 20th 1447 A.H.  
April 9, 2026 A.D

A handwritten signature in black ink, consisting of several stylized, overlapping loops and lines.

The Writer

## CONTENTS

<b>COVER PAGE</b> .....	<b>i</b>
<b>TITLE PAGE</b> .....	<b>ii</b>
<b>STATEMENT OF AUTHENTICITY</b> .....	<b>iii</b>
<b>PLAGIARISM CERTIFICATE</b> .....	<b>iv</b>
<b>APPROVAL</b> .....	<b>v</b>
<b>VALIDATION</b> .....	<b>vi</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>ABSTRAK</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>CONTENTS</b> .....	<b>xi</b>
<b>LIST OF APPENDICES</b> .....	<b>xiv</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of Study .....	1
B. Definition of Key Terms .....	5
1. Guiding .....	5
2. Young Minds .....	6
3. Shaping .....	6
4. Young Learners .....	7
B. Research Questions .....	7
C. Objectives of Study .....	8
D. Significance of Study .....	8
<b>CHAPTER II THEORETICAL REVIEW</b> .....	<b>10</b>
A. Young Learner .....	10
B. Learning English at a Young Age .....	11
C. Collaborative Learning .....	13
D. Review of Previous Study .....	16
<b>CHAPTER III RESEARCH METHOD</b> .....	<b>19</b>
A. Research Design .....	19

B. Research Setting.....	20
C. Data .....	20
a. Primary Data.....	20
b. Secondary Data.....	21
c. Participants .....	22
D. Technique of Data Collection .....	23
1. Observations .....	23
2. Interviews .....	25
E. Research Instrument.....	26
F. Data Analysis .....	27
<b>CHAPTER IV FINDINGS AND DISCUSSION.....</b>	<b>29</b>
A. Findings.....	29
1. Pedagogical Approaches in Collaborative English Language Learning .....	29
a. Enhancing Students’ Self-Confidence and Participation in Collaborative Learning.....	34
b. Teacher role in Managing Collaborative Learning with the Support of School Facilities .....	36
c. Teacher Strategies in Supporting Collaborative Learning..	38
2. Challenges Faced by the Teacher in Implementing Collaborative Learning.....	40
a. Differences in Student Participation Levels and Abilities..	41
b. The Difficulty of the Teacher in Monitoring All Groups ...	43
c. The Limited Attention Span of Students. ....	45

B. Discussion .....	47
1. How The English Teacher Supports Collaboration among Young Learners .....	48
2. Challenges Faced by the Teacher in Implementing Collaborative Learning.....	50
<b>CHAPTER V CLOSURE.....</b>	<b>52</b>
A. Conclusion .....	52
B. Suggestions .....	53
<b>REFERENCES.....</b>	<b>55</b>
<b>APPENDICES.....</b>	<b>60</b>
<b>CURRICULUM VITAE.....</b>	<b>79</b>

## LIST OF APPENDICES

Appendix I: Translations of Quran.....	60
Appendix II: Interview Instrument for the Teacher .....	61
Appendix III: Classroom Observation Instrument .....	63
Appendix IV: Interview Transcript .....	65
Appendix V: Observation.....	71
APPENDIX VI: Consultation Notes .....	73
APPENDIX VII: Research Permit Letter.....	75
APPENDIX VIII: Letter of Having Conducted research .....	76
APPENDIX IX: Photo documentation.....	77