

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This study provided an in-depth overview of the implementation of collaborative learning in English language instruction at Rantau Kiwa 2 Public Elementary School. Through the collection and analysis of data obtained from observations, interviews, and documentation, this study identified various findings related to teachers' pedagogical approaches, the roles and strategies they employed, and the challenges that arose during the implementation of collaborative learning. Therefore, the findings of this study were organized into several main themes that described collaborative learning practices in the classroom and the factors influencing them.

1. Pedagogical Approaches in Collaborative English Language Learning

In this section, the researcher conducted an in-depth discussion of teachers' pedagogical understanding and the approaches they used to support collaborative learning in third-grade elementary school classrooms.

Based on the observation results, changes in student participation and self-confidence were evident during the collaborative learning activities. From these observations, it was found that in the early stages of learning, teachers provided pronunciation practice for the vocabulary to be used in collaborative project activities. This activity was conducted before

students began group work as a form of preparation to ensure that students had a basic understanding of the vocabulary and its pronunciation. During the collaborative activities, it was evident that students used the vocabulary they had previously practiced in group discussions and sentence construction. This indicated that pronunciation practice served not only as an initial activity but also as a form of scaffolding that supported student engagement in collaborative activities. Furthermore, the teacher conducted comprehensive lesson planning by implementing Project-Based Learning within the collaborative activities. The assigned project involved the use of illustrated paper, where students were asked to cut out image components provided, reassemble them, and construct English sentences based on the images they received. For example, when students were given an image depicting someone eating, they were asked to form simple English sentences such as “Ali is having dinner,” in accordance with the context of the image. During this activity, the teacher did not allow students to open their textbooks. Instead, students were encouraged to rely on peer discussion and interaction to complete the task. This strategy encouraged students to recall prior knowledge, negotiate meaning with peers, and collaboratively construct correct sentences.

Observation results indicated that limiting the use of textbooks encouraged students to interact more actively and work collaboratively within their groups. Students were observed engaging in discussions, helping one another construct sentences, and sharing their understanding of

appropriate vocabulary and sentence structures. Through this process, students collectively solved learning problems by negotiating ideas and supporting one another. Overall, this project-based collaborative activity implicitly required students to engage in cooperation, communication, and shared responsibility. As a result, collaborative learning practices were reinforced in the classroom, in line with the teachers' pedagogical belief that language learning was most effective when students actively used English in meaningful and interactive contexts.

This was also supported by the findings data obtained through interviews, teachers had a fairly clear understanding that collaborative learning was not merely group work, but a learning strategy that placed students at the center of the learning process. Based on this understanding, the researcher found that teachers viewed collaborative learning as a structured process in which students did not merely receive information and knowledge from the teacher through frontal lectures, but actively constructed their own knowledge naturally through discussion, exchanging ideas, and practicing English directly with their peers during group interactions. As one teacher stated, "Because English is not a subject to be memorized, but a skill. If it is not practiced, it cannot be learned." The researcher found that for teachers, English was a skill that had to be continuously practiced in real-life situations because language was the primary foundation for designing learning activities, particularly to encourage students to use English as a tool for communication rather than

merely as material to be memorized. This pedagogical understanding had a significant impact on the design of classroom learning activities. Teachers intentionally designed contextual learning activities through student-to-student interactions. Learning activities were designed to encourage students to communicate, exchange opinions, and solve problems collaboratively with their peers. Consequently, learning focused not only on students' ability to understand the material but also emphasized their ability to use English in real-life situations. The teacher also explained that assessment and English proficiency were evaluated not only based on test scores but also on the process and level of students' skills. As the teacher stated, "What is assessed is not only the outcome but also the process during learning." This process-based assessment covered students' level of participation, willingness to try, confidence in using English, and engagement in group work. This approach also allowed teachers to observe students' progress more comprehensively, especially those who exhibited passive behavior or lack of confidence.

This focus on the learning process allowed teachers to identify gradual changes in student engagement and participation. Students who were initially reluctant to speak or hesitant to contribute were given the opportunity to participate at their own pace. Teachers were able to monitor these changes during collaborative activities, making it possible to recognize progress that might not have been visible through traditional outcome-based assessment. In practice, teachers implemented Project-

Based Learning as one form of collaborative learning. A teacher stated, “One method commonly used in collaborative learning is Project-Based Learning. This method requires students to be more active.” Through project-based learning, students were asked to collaborate over a specific period, divide tasks among group members, and take responsibility for completing their group’s work. These findings indicated that teachers’ pedagogical approaches aimed not only to improve students’ English language proficiency but also to foster collaboration, responsibility, and teamwork skills. Overall, these findings indicated that teachers’ pedagogical approaches in collaborative learning focused not only on mastering linguistic aspects but also on fostering students’ active engagement and social skills within the learning process. Through the implementation of strategies such as initial scaffolding and project-based learning, teachers were able to create an interactive, supportive, and student-centered learning environment.

Furthermore, the implementation of this approach demonstrated specific impacts on several key aspects of collaborative learning, namely enhancing student self-confidence, the teacher’s role in managing the learning process, and the strategies teachers used to support student engagement. These three aspects were discussed in more detail in the following subthemes.

a. Enhancing Students' Self-Confidence and Participation in Collaborative Learning.

This theme describes changes in student behavior related to increased self-confidence, participation, and engagement in the learning process following the implementation of collaborative learning in the classroom. Based on the observation results, there were significant differences in student behavior during the learning activities. Before actively participating in group activities, some students appeared passive, lacked self-confidence, and tended to avoid involvement in class discussions. This was evident in their behavior: they remained mostly silent, did not respond to the teacher's questions, and showed hesitation when asked to express their opinions directly. However, during the collaborative learning activities, a clear shift in behavior occurred. Students began to show the courage to participate in group discussions, whether by sharing ideas, asking questions, or responding to their peers' opinions. In small groups, students appeared more active in speaking and engaging in interactions, although they still used simple language structures. Additionally, students also appeared more comfortable expressing themselves, as evidenced by the increased frequency of communication among group members during the learning process. These changes were also observed in how students began to take initiative in participating in group tasks without always being directed by the teacher. Some students who had previously been passive started to contribute, such as by giving

suggestions, helping peers who experienced difficulties, and participating in group decision-making. This indicated that collaborative learning provided space for students to develop gradually according to their level of self-confidence and comfort in learning. This situation demonstrated that collaborative learning created a more safe and supportive learning environment for students. These findings were supported by interview results with the teacher, who stated that “students who were initially quiet became more active and confident when working with their peers”. In addition, the increase in student participation was influenced by peer support.

Based on the observation results, students were observed helping one another, asking questions, and exchanging ideas during group discussions. This interaction allowed students to understand the material better through explanations from peers who had relatively similar levels of understanding. This was also supported by interview data, in which the teacher stated that “sometimes students understood their peers’ explanations better than the teacher’s explanations.” Therefore, these findings indicated that collaborative learning not only increased student participation but also contributed to building self-confidence and creating more active and meaningful learning interactions.

b. Teacher Role in Managing Collaborative Learning with the Support of School Facilities

This theme referred to various factors originating from teachers and the school institution that influenced the implementation of collaborative learning in the classroom. Based on the observation results, it was observed that the implementation of collaborative learning was supported by the availability of school facilities as well as the teacher's ability to manage the learning process in the classroom. In other words, the implementation of collaborative learning was the result of the interaction between institutional support and the teacher's pedagogical skills in managing classroom dynamics.

Based on observations conducted during the learning activities, the teacher utilized available classroom facilities, such as a smart TV, to display instructional materials and learning instructions. The media used included learning videos and visual presentations that helped students understand the project tasks to be completed. In addition, students used writing tools provided by the school to support their group activities. The availability of these facilities appeared to support the smooth implementation of collaborative activities, particularly during the stages of instruction delivery and task execution. In terms of time, the observation results indicated that the learning duration of approximately two hours provided sufficient opportunity for the teacher to implement several stages of collaborative activities, such as giving instructions, forming groups, conducting

discussions, and completing tasks. However, in practice, the researcher found that the effectiveness of time use depended heavily on the teacher's ability to manage the classroom. In several situations, the process of group formation and task explanation required a considerable amount of time, which reduced the time available for group discussions.

Furthermore, based on observations, it was evident that the characteristics of elementary school students, who typically had limited attention spans, required teachers to manage activities in a more structured and flexible manner. Teachers needed to organize groups quickly and provide clear instructions so that activities could proceed effectively without spending excessive time in the initial stages of learning. The observation results also showed that not all types of collaborative activities could be implemented optimally within the available time. More complex activities, such as simulations or role-playing, required additional time, particularly in the stages of role distribution and instruction comprehension. This indicated that time sufficiency was relative and depended on the complexity of the activity and the classroom conditions.

These observational findings were supported by interview results with the teacher, who stated that "two hours per class were actually sufficient, and the available facilities were adequate." This statement indicated that from the teacher's perspective, institutional support was available, although in practice it still required adjustments in time and activity management. Furthermore, the observations highlighted that the

success of collaborative learning was strongly influenced by the teacher's ability to manage the classroom and group dynamics. This was supported by the teacher's statement that "it highly depended on the teacher's ability to organize and develop collaborative learning." Although facilities and time had been provided by the school, teacher competence remained the primary factor in determining the effectiveness of collaborative learning implementation. Overall, these findings indicated that the success of collaborative learning did not depend solely on institutional support, but also on the teacher's ability to manage the learning process effectively in the classroom.

c. Teacher Strategies in Supporting Collaborative Learning

This theme described in detail various strategies used by the teacher to support passive, anxious, or quiet students in collaborative learning. Based on the observation results, it was observed that the teacher did not immediately begin the learning activities with academic demands, but instead first created a relaxed and comfortable classroom atmosphere for the students.

At the initial stage of the lesson, the teacher engaged in direct interaction with the students through ice-breaking activities. In this activity, the teacher invited students to watch an educational video in the form of a song from the Cocomelon channel that contained English vocabulary. During the activity, the teacher did not only ask students to watch, but also actively involved them through movements and vocabulary pronunciation.

For example, when the word “jump” appeared in the song, students were encouraged to jump while pronouncing the word, followed by actions such as clapping. This activity indicated that the ice-breaking activity did not only function to create a relaxed atmosphere but also served as a medium for introducing vocabulary in an enjoyable and interactive way. Furthermore, during the learning process, the researcher observed that the teacher gave special attention to several students who appeared passive or lacked confidence. The teacher approached these students directly, provided personal guidance, and helped them understand the assigned tasks. This approach indicated that the teacher attempted to adjust instructional strategies according to the conditions and needs of each student. Students who were not active in speaking within their groups were not forced to participate verbally, but were still involved through other roles, such as writing, preparing materials, or supporting group work. This allowed students to remain engaged without feeling pressured.

The observation results also showed that the teacher consistently adjusted strategies during the learning activities by paying attention to students’ responses. The teacher did not only focus on achieving learning outcomes, but also on students’ emotional conditions throughout the process. This flexible and gradual approach created a more inclusive learning environment, where students were given space to develop according to their level of comfort and self-confidence. These findings were supported by interview results with the teacher, who stated that “I interacted

directly with students or created games that could build their confidence to participate, such as through ice-breaking activities or breathing exercises.” In addition, the teacher also emphasized that “I might not be able to force them to do it, because each student has different conditions.” These statements indicated that the strategies used by the teacher were based on an awareness of differences in students’ characteristics and emotional readiness.

Thus, these findings indicated that the teacher’s strategies in collaborative learning did not only focus on academic aspects, but also incorporated emotional and individual approaches, making the learning process more supportive, inclusive, and capable of accommodating diverse student needs.

2. Challenges Faced by the Teacher in Implementing Collaborative Learning

This theme examined the various challenges faced by the teacher in implementing collaborative learning in EFL classrooms. Based on the results of classroom observations through video recordings and supported by interview data, it was found that although collaborative learning provided various benefits, such as increasing student participation, interaction, and engagement, its implementation did not always run smoothly in practice. Based on the observations, it was found that at the beginning of the lesson, before the learning activities started, the teacher experienced difficulties in

managing a classroom dominated by highly active students. Some students appeared difficult to control and were not fully ready to pay attention to the teacher's instructions related to group work activities. In this situation, the teacher had to make extra efforts to gain students' attention, calm the classroom atmosphere, and direct students to focus on the material that would be used in the collaborative learning activities.

This finding indicated that classroom management was one of the initial challenges in implementing collaborative learning, particularly in ensuring students' readiness before entering group work activities. It also suggested that the teacher needed strong classroom management skills to ensure that the learning process could run effectively. Furthermore, based on the interview results, the challenges in collaborative learning were not only related to classroom management but also included differences in students' participation levels and abilities, difficulties in monitoring all groups simultaneously, and limited time for learning activities. These aspects were further discussed in the following subthemes.

a. Differences in Student Participation Levels and Abilities

One of the main challenges observed in the implementation of collaborative learning was the difference in students' participation levels and abilities. During group discussions, it was observed that some students were highly dominant and actively expressed their opinions and ideas without hesitation, while others tended to be passive, remained silent, and relied heavily on their group members. This variation in participation

influenced the dynamics of group work in each group. More confident students were frequently seen dominating the discussion and sometimes attempted to complete group tasks independently, whereas quieter students tended to hesitate in expressing their opinions and often waited for instructions from their peers. In addition, some students appeared to need time to adjust to collaborative learning activities, as they were not immediately able to engage actively in group interactions.

This condition was also clearly observed in the classroom, where differences in group dynamics were evident across the five student groups. In one group dominated by active students, the students were observed working together to complete the task; however, disagreements occasionally occurred as they exchanged opinions, which led to minor conflicts while trying to reach a solution. In contrast, another group was dominated by passive students, where most students sat quietly and waited for instructions from more active peers, and some students appeared less engaged with the task. Furthermore, there was also a group in which all members were mostly passive or quiet, and they appeared confused about how to complete the project because no one initiated discussion or offered solutions. As a result, the teacher had to intervene and provide guidance to help them complete the task.

These findings were supported with interview data by the teacher's statement, who stated that: "Some are active, some are less active, some are enthusiastic, but there are also those who just rely on their friends." The

teacher also added that “although there were students who were still anxious or had not adjusted, the positive influence was still greater.” These statements further confirmed the variation in students’ participation levels and readiness during collaborative learning activities. Overall, these findings indicated that differences in students’ participation levels and abilities became one of the main challenges in implementing collaborative learning, as they influenced group dynamics and the balance of contribution among students.

b. The Difficulty of the Teacher in Monitoring All Groups

A challenge faced by the teacher in implementing collaborative learning was the difficulty of monitoring all groups simultaneously during learning activities. When students worked in several groups at once, the teacher could not always observe each individual’s participation directly. This was challenging because, in collaborative learning activities, the teacher needed to ensure that every group member was involved in the discussion and contributed to completing the assigned tasks. In practice, students worked in several groups simultaneously to discuss, exchange ideas, and complete tasks collaboratively. However, because there were quite a number of groups in one class, the teacher could not pay close attention to each group at the same time. This condition limited the supervision of student participation.

This finding was also evident from the observation results during the learning activities. When the teacher was giving instructions or assisting one

group, the other groups continued their discussions without direct supervision from the teacher. In some situations, there were students who actively participated in discussions and tried to complete their group tasks, while other students appeared less involved and simply followed the discussion process carried out by their groupmates. In addition, during the observation process, it was also seen that the teacher sometimes had difficulty dividing attention among all groups at the same time. In some situations, the teacher seemed overwhelmed when having to give directions to several groups simultaneously. As a result, some students did not receive direct attention. In fact, there were students who called the teacher to ask questions, but their questions were not immediately responded to because the teacher was helping another group. This situation showed that monitoring all groups simultaneously was one of the challenges in implementing collaborative learning in the classroom.

These findings were also supported by interview data, in which the teacher explained that students could not always be treated in the same way because they had different characteristics. The teacher stated, “I, as a teacher, could not really force students to participate in the same way because their conditions were different. Some of them were very introverted. Usually, I called them after class, asked them about their difficulties, or gave them special attention. During group learning activities, the teacher could not monitor everything directly at the same time.

Therefore, I sometimes gave special tasks based on their interests so that they could still participate in a way that felt comfortable for them.”

This statement further confirmed that limitations in monitoring all groups required the teacher to provide additional attention outside class time and to adjust tasks according to students’ individual needs and comfort levels.

c. The Limited Attention Span of Students.

Another challenge faced by the teacher in implementing collaborative learning was the limited time available for classroom instruction. Collaborative learning required several stages of activities, such as group formation, task explanation, group discussion, and presenting discussion results. Each of these stages required more time compared to individual learning. In practice, the teacher needed to adjust collaborative learning activities to the available class time. The discussion process in each group also required different amounts of time, especially when students were still trying to understand the task or when there were differences of opinion in determining solutions. This condition made the implementation of learning activities more complex.

This finding was also evident from the observation results during the learning activities. Some groups of students appeared to need additional time to complete the assigned project tasks. There were even groups that were unable to finish their tasks within the allocated time. In several

situations, the teacher appeared to be quite overwhelmed in managing the learning process due to time limitations, which indicated that the available time allocation had not fully covered all stages of collaborative learning. This showed that time management was one of the challenges in implementing collaborative learning, especially when students still needed time to discuss and reach agreement on their group work outcomes.

Nevertheless, based on interview data, the teacher stated that in general, the two-hour lesson allocation was considered sufficient to support the implementation of collaborative learning, supported by the available facilities and infrastructure. The teacher explained, “In fact, two class hours were considered quite sufficient to support the learning process, and the available facilities and infrastructure were also adequate. Therefore, it really depended on the teacher’s ability to manage and develop collaborative learning.”

However, observation results showed that in practice, the two-hour duration was sometimes not fully sufficient, as the teacher still experienced difficulties in managing time during classroom activities. This indicated that the effectiveness of time allocation depended heavily on classroom dynamics and the teacher’s ability to manage the collaborative learning process.

B. Discussion

This theme examined the various challenges faced by the teacher in implementing collaborative learning in EFL classrooms. Based on the results of classroom observations through video recordings and supported by interview data, it was found that although collaborative learning provided various benefits, such as increasing student participation, interaction, and engagement, its implementation did not always run smoothly in practice. Based on the observations, it was found that at the beginning of the lesson, before the learning activities started, the teacher experienced difficulties in managing a classroom dominated by highly active students. Some students appeared difficult to control and were not fully ready to pay attention to the teacher's instructions related to group work activities. In this situation, the teacher had to make extra efforts to gain students' attention, calm the classroom atmosphere, and direct students to focus on the material that would be used in the collaborative learning activities.

This finding indicated that classroom management was one of the initial challenges in implementing collaborative learning, particularly in ensuring students' readiness before entering group work activities. It also suggested that the teacher needed strong classroom management skills to ensure that the learning process could run effectively. Furthermore, based on the interview results, the challenges in collaborative learning were not only related to classroom management but also included differences in

students' participation levels and abilities, difficulties in monitoring all groups simultaneously, and limited time for learning activities. These aspects were further discussed in the following subthemes.

1. How The English Teacher Supports Collaboration among Young Learners

The results of the study showed that the teacher played a central role in supporting collaborative learning in the classroom. The teacher was not only a source of knowledge, but also a facilitator of social interaction, an academic mentor, and a provider of emotional support for students. These findings were in line with Vygotsky's theory (1978), which emphasized that learning occurred through social interaction and guidance from others in the Zone of Proximal Development (ZPD). The teacher, in this context, played a role in providing scaffolding, which was support that enabled students to complete tasks that were previously difficult to do independently.

The teacher designed learning activities that encouraged collaboration, for example, through Project-Based Learning (PjBL). In these activities, students worked in groups to compose pictures, create simple sentences, or complete other English tasks without relying on books. This strategy encouraged students to discuss, help each other, and build solutions together, making the learning experience more meaningful. Observations showed that students who were initially reluctant to speak spontaneously began to actively participate in group discussions, demonstrating an increase in their confidence and communication skills.

This supported the opinion of Oliver & Azkarai (2019), who stated that collaborative interactions between young learners encouraged meaningful communication and increased participation in the use of a second language.

In addition, collaborative learning also helped students feel more emotionally secure when learning English. Compared to speaking individually in front of the class, students tended to feel more comfortable communicating in small groups. These findings showed that a collaborative environment allowed students to reduce their anxiety when speaking, while facilitated them to develop their ideas gradually. Students who lacked confidence were still given roles, such as writing or preparing materials, which was in line with the concept of scaffolding in ZPD (Vygotsky, 1978), where teacher support was tailored to students' abilities and emotional readiness.

Furthermore, collaboration also encouraged the development of students' social skills. Through group work, students learned to share responsibilities, resolve simple conflicts, and coordinate to complete tasks together. These findings supported Kos's (2024) view that collaborative learning not only improved academic outcomes but also developed students' social skills, cooperation, and responsibility. Thus, the application of collaborative strategies by the teacher directly influenced students' mastery of academic material as well as their social competencies, proving that the role of the teacher was very broad and multidimensional.

2. Challenges Faced by the Teacher in Implementing Collaborative Learning.

Although collaborative learning provides various benefits, this study presents several challenges faced by the teacher in implementing collaborative learning. One of the main challenges was the difference in student participation and confidence levels. Some students were active in discussions, while others were passive and dependent on their groupmates. This condition showed that each student had different characteristics and learning abilities. This was in line with Hidalgo (2021), who emphasized that children's involvement in collaborative interactions developed gradually according to their age, experience, and emotional readiness.

The teacher also faced difficulties in monitoring each group simultaneously. When students worked in groups, the teacher could not always observe each student's interactions directly, so some students might be less involved. This limitation required the teacher to develop effective classroom management strategies, including dividing student roles and adjusting the duration of each stage of the learning activity. In addition, time constraints were a significant obstacle. Collaborative activities usually involved several stages: group formation, task explanation, group discussion, and presentation of results. Each stage required sufficient time for learning to be effective. Wilson & Defianty (2024) explained that the teacher often faced structural pressures, such as limited schedules and high

workloads, which could limit the implementation of interactive learning approaches.

However, the teacher demonstrated adaptive abilities through flexible strategies. For example, the teacher adjusted students' roles based on their abilities and readiness, or provided additional guidance to less active students. This showed that the success of collaborative learning was highly dependent on the teacher's ability to manage classroom dynamics, adjust strategies to student needs, and ensure that every student remained optimally engaged. These findings reinforced that social interaction, scaffolding, and an emotionally supportive learning environment were key factors in the effectiveness of collaborative learning.