

CHAPTER V

CLOSURE

A. Conclusion

Based on the findings of the study titled *Guiding Young Minds: The Role of English Teacher in Shaping Young Learners' English Learning Collaboration*, the following conclusions can be drawn.

The teacher has many ways to support collaborative learning in English language classes for elementary school students, ranging from designing collaborative activities such as project-based learning so that students become active by exchanging ideas, working together, and using English in real-life situations. The research findings also indicate that the teacher plays a crucial role as a facilitator in classroom management and as an emotional support provider for students in implementing process-based assessment, specifically by evaluating students based on their participation, self-confidence, and engagement throughout the activities. The teacher also employed various supportive strategies, such as icebreakers, individualized approaches, and flexible role assignments, to help passive or less confident students participate at their own pace, thereby fostering active and meaningful collaborative learning for all students.

This study also identified several challenges faced by a teacher in implementing collaborative learning. One of the main challenges is the variation in students' levels of participation, ability, and self-confidence. Some students tend to be active and dominate discussions, while others are passive and rely on their groupmates. Additionally, the teacher also experienced difficulty in monitoring all groups simultaneously during collaborative activities because students worked in multiple groups at once, making it impossible for the teacher to always ensure that all students were equally engaged. Another challenge is time constraints, as collaborative learning requires several stages of activities that are often difficult to complete within the available time.

Overall, these challenges indicate that implementing collaborative learning requires strong classroom management skills, thorough planning, and adaptive teaching strategies. Nevertheless, collaborative learning remains an effective approach for enhancing student engagement and developing both academic and social skills.

B. Suggestions

Based on the results of this study, several recommendations can be made.

First, the teacher is advised to continue developing their skills in managing collaborative learning, particularly in terms of balanced group division, assigning student roles, and monitoring the engagement of each

group member. The Teacher also needs to employ flexible strategies and pay special attention to passive or less confident students so that they can continue to participate according to their abilities and comfort levels. Additionally, engaging activities such as icebreakers and project-based learning should be further developed to enhance student motivation and engagement.

Second, schools are expected to continue supporting the implementation of collaborative learning by providing adequate facilities, such as learning resources, classrooms that facilitate interaction, and sufficient time allocation. Schools can also offer training or workshops for the teacher to enhance their competence in effectively implementing collaborative learning, particularly with elementary school students who have diverse learning styles.

Third, for future researchers, it is recommended to expand on this study by involving more participants or students at different educational levels to obtain more comprehensive results. Additionally, future research could focus more specifically on certain aspects, such as the impact of collaborative learning on specific language skills (speaking, writing), or on students' social-emotional development in greater depth.