

CHAPTER V

CLOSURE

A. Conclusion

This study was conducted to explore lecturers' experiences in implementing collaborative teaching in English language teaching and to identify the challenges and benefits encountered during its implementation. Using a qualitative approach, this study examined lecturers' perspectives and experiences of collaborative teaching in the classroom. Based on the findings and discussion, it can be concluded that collaborative teaching enhanced the quality of English language teaching by promoting collaboration among lecturers, supporting their professional development, and creating a more effective and engaging learning environment for students.

1. The Lecturer's Experiences in Implementing Collaborative Teaching

The findings showed that the lecturers experienced collaborative teaching as a continuous process involving joint planning, shared teaching responsibilities, and ongoing communication. Through this process, they engaged in ongoing reflection and mutual support, which facilitated professional learning, strengthened their collaboration, and gradually improved their teaching practice in English language instruction.

2. Challenges and Benefits After Implemented Collaborative Teaching

The findings showed that the lecturers experienced challenges in adapting to dynamic classroom situations and responding to students' diverse learning needs during the implementation of collaborative teaching. However, these

challenges were accompanied by meaningful benefits, as the lecturers reported improved professional competence, stronger collaboration, increased teaching confidence, and the development of a more supportive and interactive learning environment for both lecturers and students.

B. Suggestions

Based on the findings, discussion, and conclusions of this study, the researchers offer the following recommendations:

1. For Lecturers:

For lecturers who implement collaborative teaching, it is recommended to encourage mutual respect, openness to feedback, and a willingness to learn from one another collaborators. During the collaborative teaching process, lecturers must set aside personal egos and leverage differences in skills and experience to learn from one another. Additionally, before participating in collaborative teaching, lecturers must identify opportunities for collaboration by examining the compatibility of course characteristics and appropriate learning strategies. Careful planning, effective communication, and continuous coordination, from the syllabus development stage through the teaching process and evaluation must be implemented to support the success of collaborative teaching.

2. For English Language Education Program

The English Language Teaching Program aims to provide a more comprehensive environment for collaborative teaching by providing opportunities for lecturers to share their experiences, discuss ideas, and develop collaborative learning strategies. This environment can be facilitated through academic forums,

professional development activities, or collaborative programs that allow lecturers to share ideas and experiences while mentoring and learning. Aside from that, study programs can promote collaboration among teachers from various backgrounds and learning abilities, allowing for more systematic and continuous collaborative teaching. In this environment, collaborative teaching can be successful not only as an individual effort, but also as a means of improving the quality of learning in the English Language Program.

3. For Future Researchers

Future researchers are encouraged to explore collaborative teaching in broader educational contexts and examine the factors that support its successful implementation, such as communication, trust, professional relationships, and collaborative planning among lecturers. Future studies may also investigate students' perspectives and the impact of collaborative teaching on student learning outcomes to provide a deeper understanding of its effectiveness in English language teaching.