



**COLLABORATIVE LEARNING FOR
ENGLISH AS A FOREIGN LANGUAGE
(EFL) STUDENTS AT ISLAMIC
SENIOR HIGH SCHOOL: TEACHERS'
BENEFITS AND CHALLENGES**



M. NAZALUL FAWWADZ
SN. 2519113

2026



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A THESIS

Submitted to fulfil one of the Requirements for *Sarjana Pendidikan*
Degree in English Education



By :

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**ENGLISH EDUCATION DEPARTMENT
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 02 Maret 2026
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APPROVAL SHEET

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has been examined and approved by the panel of examiners on Thursday, 12th March 2026 as a partial fulfillment of the requirements for the Degree of *Sarjana Pendidikan* (S.Pd.) in English Education.

The Examiners

Examiner I

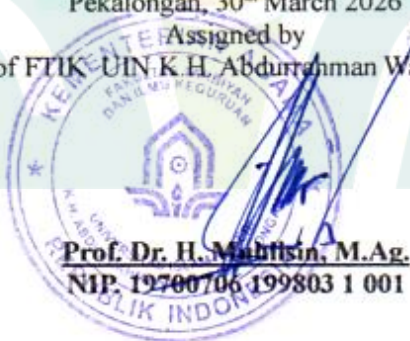
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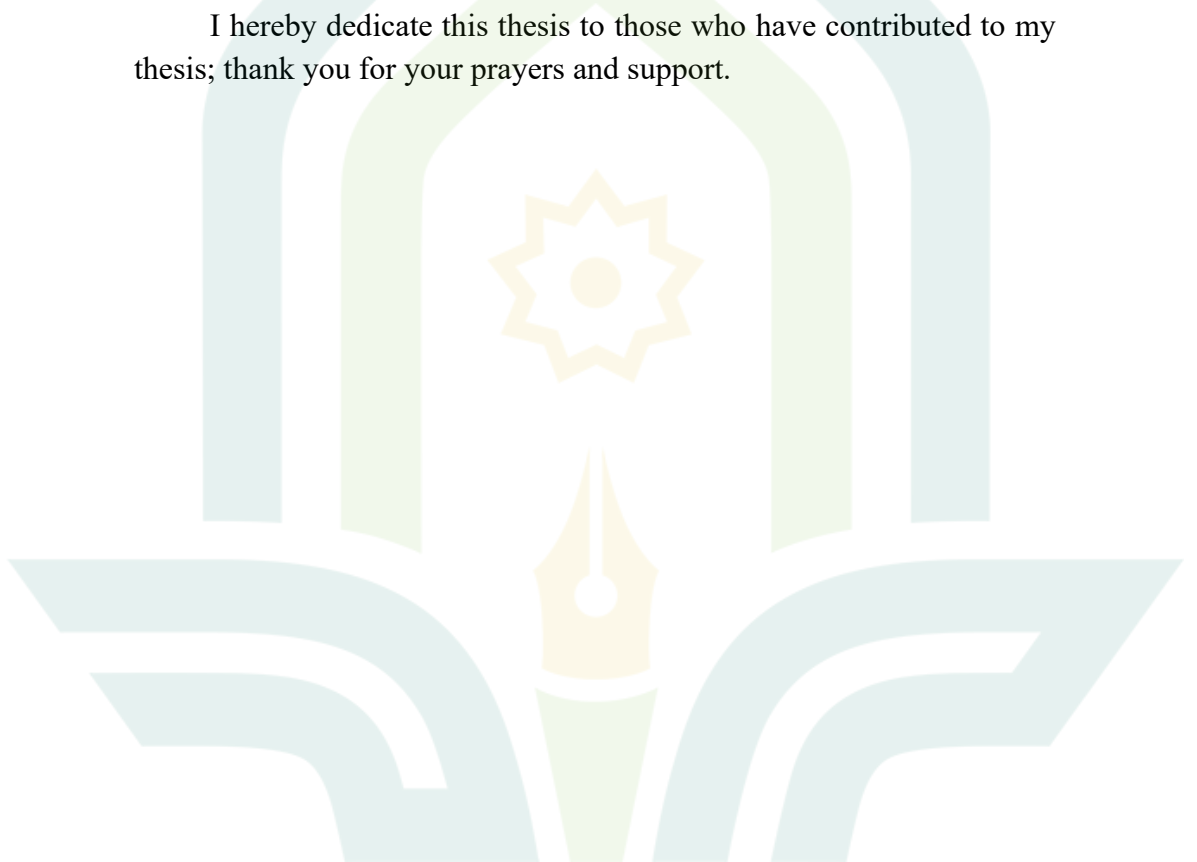
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I hereby dedicate this thesis to those who have contributed to my thesis; thank you for your prayers and support.



MOTTO

"Gratitude is the best attitude."

(Anonymous)

"If you look at what you have in life, you'll always have more. If you look at what you don't have in life, you'll never have enough."

(Oprah Winfrey)



ABSTRACT

Collaborative learning in high school English education is an approach aimed at enhancing student engagement, communication skills, and independent learning through cooperation. This study aims to describe the implementation, benefits, and challenges of collaborative learning in English classrooms. This study employs a qualitative approach using interviews, with a high school English teacher as the participant. The results indicate that collaborative learning offers social, psychological, and academic benefits, such as improved cooperation, self-confidence, and speaking and listening skills through the Think-Pair-Share and Jigsaw techniques, while also encouraging the teacher's role as a facilitator. Additionally, this approach helps students develop critical thinking and problem-solving skills through active interaction with peers. However, its implementation faces challenges such as time management, uneven participation, and managing group dynamics. These challenges can be addressed through structured role assignments, the formation of heterogeneous groups, and active monitoring by the teacher, so that collaborative learning can be effectively implemented in high schools and contribute to creating a more interactive and meaningful learning environment.

Keywords: Collaborative Learning, Senior High School, Benefits, Challenges.

ABSTRAK

Pembelajaran kolaboratif dalam pembelajaran bahasa Inggris di tingkat SMA merupakan pendekatan yang bertujuan meningkatkan keterlibatan, kemampuan komunikasi, dan kemandirian belajar siswa melalui kerja sama. Penelitian ini bertujuan untuk mendeskripsikan implementasi, manfaat, serta tantangan pembelajaran kolaboratif di kelas bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif dengan metode wawancara, dengan partisipan seorang guru bahasa Inggris di SMA. Hasil penelitian menunjukkan bahwa pembelajaran kolaboratif memberikan manfaat sosial, psikologis, dan akademik, seperti peningkatan kerja sama, kepercayaan diri, serta keterampilan berbicara dan menyimak melalui teknik Think-Pair-Share dan Jigsaw, serta mendorong peran guru sebagai fasilitator. Selain itu, pembelajaran ini juga membantu siswa dalam mengembangkan kemampuan berpikir kritis dan pemecahan masalah melalui interaksi aktif dengan teman sebaya. Namun, penerapannya menghadapi kendala berupa pengelolaan waktu, ketidakseimbangan partisipasi, dan pengelolaan dinamika kelompok. Kendala tersebut dapat diatasi melalui pembagian peran yang terstruktur, pembentukan kelompok heterogen, dan pemantauan aktif oleh guru, sehingga pembelajaran kolaboratif dapat diterapkan secara efektif di SMA serta berkontribusi dalam menciptakan lingkungan belajar yang lebih interaktif dan bermakna.

Kata kunci: Pembelajaran Kolaboratif, Sekolah Menengah Atas, Manfaat, Tantangan.

PREFACE

Praise be to Allah SWT, who has granted me such precious and extraordinary blessings and opportunities, enabling me to complete my thesis, entitled "Collaborative Learning for English as A Foreign Language (EFL) Students at Islamic Senior High School: Teachers' Benefits and Challenges." This research was submitted to the English Language Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, as one of the requirements for obtaining a Bachelor of Education degree. This research was made possible thanks to the support of various parties. Therefore, I would like to take this opportunity to express my deepest gratitude to:

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CHAPTER I

INTRODUCTION

1.1 Background of the study

Students cooperate to accomplish learning goals in collaborative learning. David W. Johnson & Roger T. Johnson (1993) developed a cooperative learning model that emphasizes cooperation and shared responsibility in achieving learning goals. Gillies (2003) stated that an educational expert who studies collaborative strategies in learning, including group discussions, paired tasks, and joint problem solving. Slavin (2014) Summarizes research on cooperative learning and shows its effectiveness in improving students' academic achievement. These expert opinions provide a deeper understanding of the importance of collaboration in learning, both from a philosophical and psychological point of view, which is the foundation for the development of collaborative learning theory and practice.

Collaborative learning is a method where students cooperate to accomplish a shared objective (Laal, 2012). It can facilitate the development of social, communication and problem-solving skills that are essential for students, particularly at the high school level. In collaborative learning, students focus not only on individual achievement, but also on how they can support each other and contribute to the success of the group. This creates a more interactive and enjoyable learning experience and encourages deeper learning (Adolphus, 2013).

Students' social skills are also developed through collaborative learning. Students learn how to listen carefully, interact effectively, and settle disputes amicably through group projects. This is not only beneficial in an academic context, but also for their daily lives (Gillien, 2007). When students learn to work with others who have different views, they hone their

ability to negotiate and compromise, which is crucial in the future professional world (Sari & Hidayat, 2020).

However, implementing collaborative learning requires appropriate strategies from educators. Teacher needs to ensure that every group member is actively involved in the discussion and that the tasks assigned are fair and appropriate to the students' abilities (Husna, 2023). In addition, teacher should also organize the roles in the group so that every student has opportunity to contribute. In this way, collaborative learning can be effective and beneficial for all group members. The use of technology in collaborative learning, such as online discussion platforms, can also help students collaborate outside of school hours (Al-Ansi, 2022).

For students learning English as a foreign language (EFL), collaborative learning is a strategy that places an emphasis on students working together to accomplish English learning objectives. It encourages students to interact and share knowledge, experiences and strategies in understanding and using English (Judy, 2021). With collaboration, students not only learn from the teacher, but also from peers who have different backgrounds and understandings. This collaborative learning can improve communication skills and students' active involvement in the learning process (Lestari, 2023).

The development of students' critical thinking abilities is one of the primary benefits of collaborative learning (Warsah, 2021). When students work in groups, they are exposed to a variety of different viewpoints and thoughts, which encourages them to consider new ideas and sharpen their arguments (Husna, 2023). The process of discussion in groups allows students to assess and criticize the thinking of their peers, which in turn helps them develop the ability to think more logically and analytically. In addition, collaboration also provides opportunities for students to ask more in-depth questions, which enriches their understanding of the topics studied.

One of the main benefits of collaborative learning is the improvement of social and cognitive skills (Kuo, 2015). Students involved in group discussions can develop critical and creative thinking skills, as they are given the opportunity to express their opinions, listen to others' points of view and negotiate to reach an agreement. In an EFL context, collaboration also provides a space for students to practice speaking and listening skills in the target language in a more natural and contextualized way. Through this interaction, students learn to solve problems together, help each other understand the material, and improve their language skills in a practical way (Suherdi & Nuryani, 2021).

Overall, collaborative learning is an effective method to improve the academic and social skills of high school students (Jalop, 2025). By working together in groups, students not only gain a deeper understanding of the subject matter, but also develop the skills necessary to communicate, think critically and work together in a variety of contexts. Therefore, it is important for teacher to design collaborative learning experiences that can encourage active engagement and well-rounded learning (Rahmawati, 2022).

This study addresses these gaps by investigating how EFL teachers in Indonesian Islamic senior high schools initiate and sustain collaborative learning practices, what benefits they perceive for themselves and their students, what challenges they encounter in their specific contexts, and how they navigate these challenges through practical adaptations. By employing narrative inquiry to deeply explore one experienced teacher's journey with collaborative learning, this research provided insights that are both theoretically grounded and practically relevant, contributing to both academic knowledge and professional practice in EFL education in Islamic educational settings.

1.2 Formulation of the problem

The study provided two research questions:

- a. How does teacher use Collaborative Learning for EFL students in Islamic high schools?
- b. What are the benefits and challenges of implementing Collaborative Learning for EFL students in Islamic high schools?

1.3 Aims of the study

The aim of this study is to explore how does teacher initiate Collaborative Learning for EFL students in Islamic high schools and find out the benefits and challenges of implementing collaborative learning for EFL students in Islamic high schools.

1.4 Operational definition

To avoid misunderstanding the terms in this study, the researcher provides several definitions relating to the research as follows:

a. Collaborative Learning

Collaboration refers to learning that involves more than two students in a group working together to achieve the expected learning objectives (Leeuwen & Janssen, 2019).

b. Benefit

The benefits mentioned include the development of 21st-century skills such as communication, leadership, and adaptability for teachers. Collaboration is crucial because it helps teachers build professional networks that support lifelong learning and prepares them for work environments that demand teamwork to improve their teaching practices.

c. Challenges

The challenges of time and resources, where collaborative learning requires intensive preparation from teacher. In addition, groups that are too large can lead to chaos and a decline in the quality of interaction (Donnell, 2000).

1.5 Significance of the study

a. Theoretical Significance

This study provided empirical insights into the benefits and challenges for teacher in developing their students' English language skills through collaborative learning.

b. Practical Significance

This study aims to provide practical insights to how collaborative learning able to used in English learning for EFL

c. Empirical Significance

This study provides concrete evidence of how teacher face the challenges and get benefit when apply collaborative learning.



CHAPTER V CONCLUSION

5.1 Summary of the findings

The implementation of collaborative learning has provided comprehensive benefits for students. Socially, students develop the ability to work together and resolve conflicts. Psychologically, this method effectively reduces language anxiety and increases self-confidence through peer support. Academically, active involvement in techniques such as Think-Pair-Share and Jigsaw significantly improves speaking and listening skills. In addition, there has been a shift in the role of teachers to become facilitators who support student learning autonomy.

The observation result showed that the teacher was able to use structured techniques like Think-Pair-Share, strategic grouping, and role assignment to get students to actively participate in collaborative learning in the EFL classroom. The learning process was centered on the students, who were encouraged to think for themselves, talk to each other in pairs or groups, and share their ideas with the whole class. The teacher helped by keeping an eye on the discussions, giving advice, and making the classroom a safe and welcoming place to learn. The use of presentations and reflection at the end of the lesson also helped students understand better. In general, these strategies helped students become more interested in and involved in class activities, and they also helped them feel more confident using English.

The implementation of this method is not without practical obstacles. The main challenges include more complex time management compared to the lecture method, uneven participation (free-riding), and high demands on teachers in managing group dynamics to prevent interpersonal conflicts.

The findings indicate that these challenges can be overcome through strategic teacher intervention, such as structured role sharing within groups, mapping heterogeneous group members, and active monitoring during the discussion process.

5.2 Recommendation

5.2.1 For teacher

Teachers are advised to implement collaborative learning in a more structured manner by paying attention to task designs that have clear individual accountability. This can be done by assigning specific roles to each group member (such as leader, time-keeper, or secretary) in order to minimize passive students. In addition, teachers need to practice time management by setting strict time limits for each phase of collaboration so that the learning material can still be delivered in its entirety in accordance with the curriculum targets.

5.2.2 For future researcher

Future researchers are recommended to expand the scope of this study by using quantitative or mixed-methods approaches to measure the correlation between the frequency of collaborative learning. In addition, future research could explore the use of technology or Computer-Supported Collaborative Learning (CSCL) to see how digital platforms can help overcome the time management and group monitoring constraints found in this study.