

BAB V

CONCLUSION

A. Conclusion

Based on the results of this study, it can be concluded that collaborative learning has a strong and significant effect on the English proficiency of fifth-grade students at SDN 60 Bengkulu Utara. Quantitative data from pre-tests and post-tests revealed a substantial improvement, with the mean score increasing from 39.58 to 72.13, moving students from low/very low categories to high/very high categories. The paired sample t-test confirmed the statistical significance of this improvement, indicating that the implementation of collaborative learning directly contributed to students' enhanced competence in key English skills, including vocabulary, reading, writing, speaking, and grammar. These findings demonstrate that collaborative learning not only improves academic outcomes but also promotes more consistent and equitable learning achievement across the classroom.

Qualitative data from classroom observations, in-depth interviews with the teacher, and Focus Group Discussions (FGDs) with students further supported the quantitative results. Students showed noticeable behavioral and social-emotional changes, including increased confidence, enthusiasm, and activeness during learning activities. Peer support emerged as a critical factor, as students helped each other with vocabulary, pronunciation, writing, and understanding instructions, effectively functioning as scaffolding within Vygotsky's Zone of

Proximal Development. In addition, students reported enjoying the collaborative activities, perceiving them as fun and engaging, which increased their intrinsic motivation and willingness to participate actively in group discussions, role-plays, and kinesthetic practices.

Several supporting factors were identified as key contributors to the success of collaborative learning. The first was peer assistance, which helped students overcome difficulties and participate more confidently. Second, the use of concrete and visual media, such as toy money, number cards, and pictures of body parts, made learning more contextual and meaningful, helping students connect English vocabulary with real-world representations. Third, the variety of activities, including role-play, writing, drawing, and kinesthetic exercises, accommodated diverse learning styles and maintained students' engagement. Fourth, the teacher's active role as facilitator ensured guidance, motivation, and corrective feedback for all students. Lastly, the overall enjoyable classroom atmosphere enhanced students' comfort, reduced fear of making mistakes, and encouraged risk-taking in language use.

Despite these successes, the study also identified several challenges in implementing collaborative learning. Unequal participation was observed, with some more skilled students dominating group activities while others were passive. Vocabulary errors, including mispronunciations and spelling mistakes, still occurred frequently, requiring ongoing teacher

intervention. Additionally, time limitations prevented all students from fully demonstrating their skills or receiving individualized feedback. These challenges suggest the need for careful classroom management, structured group roles, and more strategic scaffolding to ensure that every student can actively engage and benefit equally from collaborative learning activities.

In conclusion, collaborative learning at SDN 60 Bengkulu Utara proved to be an effective and impactful instructional strategy. It significantly improved students' English proficiency, enhanced motivation, encouraged active participation, and fostered positive social interaction and emotional engagement. By combining peer support, engaging media, varied activities, and teacher facilitation, collaborative learning not only enhanced academic performance but also created a meaningful and enjoyable learning environment. These findings align with previous studies, which highlight that collaborative learning strengthens communication competence, critical thinking, collaboration, and problem-solving skills among young EFL learners, providing a strong foundation for future educational practices in elementary classrooms.

B. Suggestion

Based on the research results, some suggestions were given as follows:

1. For Teachers

Teachers are encouraged to implement collaborative learning strategies in the classroom consistently, considering

the positive impact on students' English proficiency, motivation, and social interaction. Teachers should carefully plan group activities, ensuring balanced participation among students by assigning roles and monitoring group dynamics. Structured group roles can prevent domination by more skilled students and encourage passive students to actively contribute.

Additionally, teachers are advised to utilize diverse and engaging learning media, including visual, concrete, and kinesthetic tools, to cater to different learning styles and reinforce vocabulary, grammar, and communication skills. Providing continuous feedback, scaffolding difficult tasks, and facilitating peer support are also essential strategies to enhance students' learning outcomes. Time management is crucial, so teachers should plan activities to allow each student adequate opportunities to practice and present their work. Lastly, creating a positive, safe, and enjoyable classroom atmosphere will further increase students' intrinsic motivation and willingness to participate actively in collaborative learning.

2. For Students

Based on the findings of this study, students are encouraged to actively engage in collaborative learning activities to maximize their English learning outcomes. Students should take initiative in participating in group discussions, role-plays, and collaborative writing tasks,

ensuring that all members contribute and share ideas. By actively helping peers, students not only improve their own understanding but also reinforce their classmates' learning, which aligns with the concept of peer scaffolding in Vygotsky's Zone of Proximal Development.

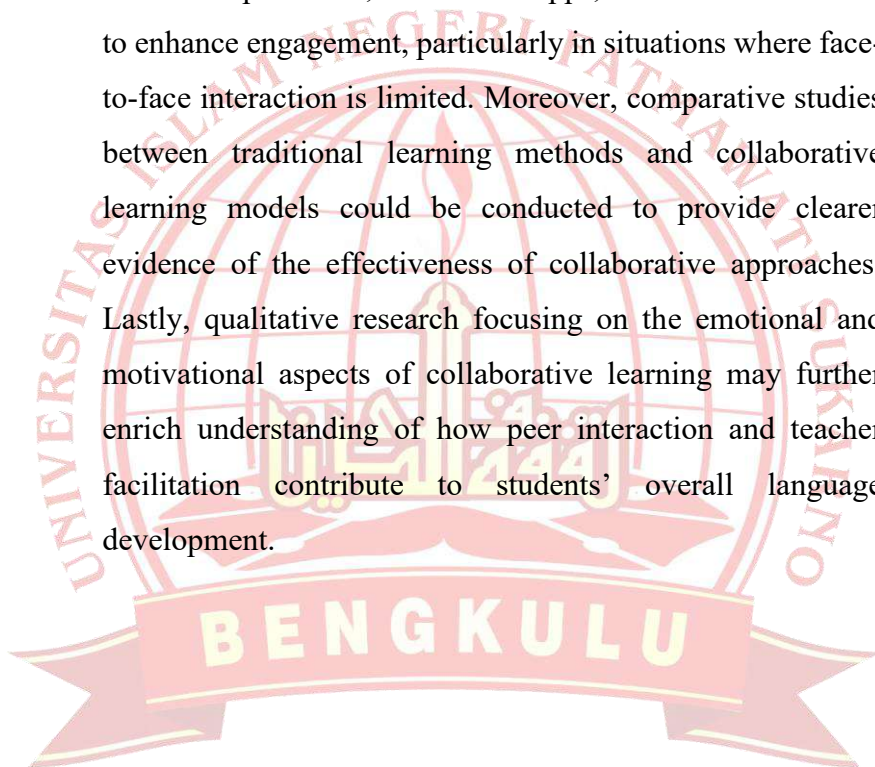
Students are also advised to take advantage of various learning media provided, such as visual aids, toy money, number cards, and body-part images, to enhance vocabulary retention and comprehension. Engaging fully in these activities, including kinesthetic and real-life context practices, will help students connect English learning to everyday life and reduce fear of making mistakes. Moreover, students should develop habits of self-correction and peer feedback to improve their pronunciation, spelling, and overall language skills. Building confidence through repeated practice and cooperative engagement is essential for achieving higher proficiency in English.

3. For Future Researchers

Future researchers are recommended to expand the scope of collaborative learning studies by involving larger sample sizes or different grade levels to provide more generalizable results. Researchers may also explore the long-term effects of collaborative learning on students' English proficiency, including retention of vocabulary, speaking fluency, and writing skills. Incorporating additional research instruments, such as observation rubrics for speaking and

writing or video recordings of group interactions, could provide deeper insights into students' collaborative processes and social-emotional development.

Future studies could also examine the integration of technology-based collaborative learning tools, such as online discussion platforms, educational apps, or virtual classrooms, to enhance engagement, particularly in situations where face-to-face interaction is limited. Moreover, comparative studies between traditional learning methods and collaborative learning models could be conducted to provide clearer evidence of the effectiveness of collaborative approaches. Lastly, qualitative research focusing on the emotional and motivational aspects of collaborative learning may further enrich understanding of how peer interaction and teacher facilitation contribute to students' overall language development.



REFERENCES

- Adhami, N., & Taghizadeh, M. (2022). Integrating inquiry-based learning and computer supported collaborative learning into flipped classroom: affectts on academic writing performance and perceptions of students of railway engineering. *Computer Assisted Language Learning*, 37(3), 521–557. <https://doi.org/10.1080/09588221.2022.2046107>
- Ahmed Abdel-Al Ibrahim, K., Cuba Carbajal, N., Zuta, M.E.C. et al. Collaborative learning, scaffolding-based instruction, and self-assessment: impacts on intermediate EFL learners' reading comprehension, motivation, and anxiety. *Lang Test Asia* 13, 16 (2023). <https://doi.org/10.1186/s40468-023-00229-1>
- Albert, E. P., Noviarti, Mukmin S. (2023). Legitimizing of collaborative learning as a recommended learning model in society 5.0 era in Indonesia. *Jurnal Cahaya Pendidikan*, 9(1),42-53. <https://doi.org/10.33373/chypend.v9i1.4893>
- Al-Yafaei, Y., & Mudhsh, B. (2023). A Review Study on the Impact of Online Collaborative Learning on EFL Students' Writing Skills. *International Journal of Linguistics Studies*, 3(3), 08–18. <https://doi.org/10.32996/ijls.2023.3.3.2>
- Anggarista, S., & Wahyudin, A. Y. (2022). A correlational study of language learning strategies and English proficiency of university students at EFL context. *J. Arts Educ*, 2(1).
- Ansari, J. A. N., & Khan, N. A. (2020). Exploring the role of social media in collaborative learning the new domain of learning. *Smart Learning Environments*, 7(1), 9. <https://doi.org/10.1186/s40561-020-00118->
- Autran, D., Bassel, G. W., Chae, E., Ezer, D., Ferjani, A., Fleck, C., ... Wolf, S. (2021). What is quantitative plant biology? *Quantitative Plant Biology*, 2, e10. doi:10.1017/qpb.2021.8 <https://doi.org/10.1017/qpb.2021.8>
- Bai, B., Zang, X., & Guo, W. (2025). Hong Kong students' motivational beliefs and emotions in collaborative learning in ESL classrooms: influences of actual and self-perceived

English proficiency. *Social Psychology of Education*, 28(1), 14.

- Begibaeva Nilufar Djurahanovna (2024). COMPETENCE APPROACH IN TEACHING ENGLISH AS A FOREIGN LANGUAGE TO YOUNG LEARNERS. *Science and innovation*, 3 (Special Issue 27), 20-24. <https://doi.org/10.5281/zenodo.11079615>
- Bhandari, B. L. (2021). Affectiveness of collaborative learning for improving learners' writing proficiency in English classrooms. *Tribhuvan University Journal*, 36(01), 199-210. <https://doi.org/10.3126/tuj.v36i01.43624>
- Bo, W. V., Fu, M., & Lim, W. Y. (2023). Revisiting English language proficiency and its impact on the academic performance of domestic university students in Singapore. *Language Testing*, 40(1), 133-152. <https://doi.org/10.1177/02655322211064629>
- Butarbutar, R., Leba, S. M. R., Weda, S., & Nur, S. (2023, May). Computer-supported collaborative learning-based instruction in teaching speaking EFL in Indonesian context. In *4th International Conference on Progressive Education 2022 (ICOPE 2022)* (pp. 116-126). Atlantis Press. https://doi.org/10.2991/978-2-38476-060-2_12
- Butarbutar, R., Ruing, F. H., Basri, N., Tuharea, V. U., & Radja Leba, S. M. (2023). Unpacking Online Collaborative Learning in Teaching EFL Speaking: Insights from Three Rural Area Case Studies. *The Qualitative Report*, 28(12), 3379-3401. <https://doi.org/10.46743/2160-3715/2023.6165>
- Butler, Y. G. (2020). The ability of young learners to construct word meaning in context. *Studies in Second Language Learning and Teaching*, 10(3), 547-578. <http://dx.doi.org/10.14746/ssllt.2020.10.3.7>
- Carvajal-Ayala, D. C., & Avendaño-Franco, R. A. (2021). Implementing Lesson Plans for Collaborative Learning with Children in an EFL Context. *GIST Education and Learning Research Journal*, 22, 199-226.
- Cohen, L.E., & Waite-Stupiansky, S. (Eds.). (2022). *Theories of Early Childhood Education: Developmental, Behaviorist, and*

Critical (2nd ed.). Routledge.
<https://doi.org/10.4324/9781003288077>

- Dawadi, S., Shrestha, S., & Giri, R. A. (2021). Mixed-Methods Research: A Discussion on its Types, Challenges, and Criticisms. *Journal of Practical Studies in Education*, 2(2), 25-36 <https://doi.org/10.46809/jpse.v2i2.20>
- de Hei, M., Tabacaru, C., Sjoer, E., Rippe, R., & Walenkamp, J. (2020). Developing intercultural competence through collaborative learning in international higher education. *Journal of Studies in International Education*, 24(2), 190-211. <https://doi.org/10.1177/1028315319826226>
- Devi, A. P. (2023). The relationship between English proficiency and academic achievement of Indonesian EFL postgraduate students. *Journal of English Language Learning*, 7(1), 303-308.
- Egami, N., & Lee, D. D. I. (2024). Designing Multi-Context Studies for External Validity: Site Selection via Synthetic Purposive Sampling.
- Elbyaly, M. Y. H., & Elfeky, A. I. M. (2023). Collaborative E-Learning Environment: Enhancing The Attitudes Of Optimal Investment Diploma Students Towards The Digital Skills Course. *European Chemical Bulletin*, 12, 6552-6558. <https://doi.org/10.31838/ecb/2023.12.si6.577>
- Eskiyurt, R., & Özkan, B. (2024). Exploring the impact of collaborative learning on the development of critical thinking and clinical decision-making skills in nursing students: A quantitative descriptive design. *Heliyon*. <https://doi.org/10.1016/j.heliyon.2024.e37198>
- EYLC Team. (2021). *My Next Words Grade 5: Student's Book for Elementary School*. Pusat Perbukuan, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Fenyvesi, K. (2020). English learning motivation of young learners in Danish primary schools. *Language Teaching Research*, 24(5), 690-713. <https://doi.org/10.1177/1362168818804835>
- Hackett, S., Janssen, J., Beach, P. et al. The affectiveness of Collaborative Online International Learning (COIL) on

- intercultural competence development in higher education.
Int J Educ Technol High Educ 20, 5 (2023).
<https://doi.org/10.1186/s41239-022-00373-3>
- Hancock, D. R., Algozzine, B., & Lim, J. H. (2021). Doing case study research: A practical guide for beginning researchers.
https://books.google.com/books/about/Doing_Case_Study_Research.html?hl=id&id=G3FEEAAAQBAJ
- How to Do Your Case Study / Thomas, Gary - London : SAGE Publications Ltd, 2021 - 320 p. - ISBN: 9781529755916 - Permalink: <http://digital.casalini.it/9781529755916> Casalini id: 5018110
- Järvelä, S., Malmberg, J., Sobocinski, M., Kirschner, P.A. (2021). Metacognition in Collaborative Learning. In: Cress, U., Rosé, C., Wise, A.F., Oshima, J. (eds) International Handbook of Computer-Supported Collaborative Learning. Computer-Supported Collaborative Learning Series, vol 19. Springer, Cham. https://doi.org/10.1007/978-3-030-65291-3_15
- Järvelä, S., Nguyen, A., Vuorenmaa, E., Malmberg, J., & Järvenoja, H. (2023). Predicting regulatory activities for socially shared regulation to optimize collaborative learning. *Computers in Human Behavior*, 144, 107737.
<https://doi.org/10.1016/j.chb.2023.107737>
- Jie Yang. The impact of collaborative learning on enhancing speaking skills of college students. *Int J Adv Acad Stud* 2023;5(6):15-20. <https://doi.org/10.33545/27068919.2023.v5.i6a.995>
- Kaipbergenova, K. (2024). RAISING ENGLISH SPEAKING PROFICIENCY TO B2. *Евразийский журнал академических исследований*, 4(3),69-72.
<https://doi.org/10.5281/zenodo.10799727>
- Kanno, M. (2020). Maintaining and enhancing students' collaborative learning in a Japanese EFL higher education context. *Journal of Education, Innovation, and Communication*, 91-106.
https://doi.org/10.34097/jeicom_SP_june2020_4
- Khulel, B. (2021). TEACHING ENGLISH FOR YOUNG LEARNERS IN RURAL AREA: TEACHERS' CHALLENGES. *Lingua*, 17(2), 115-130.
<https://doi.org/10.34005/lingua.v17i2.1558>

- Ko, E. G., & Lim, K. Y. (2022). Promoting English learning in secondary schools: Design-based research to develop a mobile application for collaborative learning. *The Asia-Pacific Education Researcher*, 31(3), 307-319.
- Lima, R. K. D., Heckler, W. F., Francisco, R., & Barbosa, J. L. V. (2025). Integrating collaborative learning and advanced technology in industry 5.0: A systematic mapping study and taxonomy. *International Journal of Human-Computer Interaction*, 41(1), 707-722.
- Liu, M., Hedges, H., & Cooper, M. (2023). Affective collaborative learning for early childhood teachers: structural, motivational and sustainable features. *Professional Development in Education*, 50(2), 420-438.
<https://doi.org/10.1080/19415257.2023.2235578>
- Lobar Hamro qizi, M., & Sulayman Javlanbek o'g'li, . A. (2023). MASTERING TEACHING ENGLISH FOR YOUNG LEARNERS. *Scientific Impulse*, 1(5), 1258-1263. Retrieved from
<http://nauchniyimpuls.ru/index.php/ni/article/view/3141>
- Makransky, G., Petersen, G.B. The Theory of Immersive Collaborative Learning (TICOL). *Educ Psychol Rev* 35, 103(2023). <https://doi.org/10.1007/s10648-023-09822-5>
- Matee, G. L., Motlohi, N., & Nkiwane, P. (2023). Emerging perspectives and challenges for virtual collaborative learning in an institution of higher education: a case of Lesotho. *Interactive Technology and Smart Education*, 20(1), 73-88.
<https://doi.org/10.1108/ITSE-06-2021-0110>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: SAGE Publications.
- Muhammad Ramzan, Zartashia Kynat Javaid, & Abida Ajid Ali. (2023). Perception of Students about Collaborative Strategies Employed by Teachers for Enhancing English Vocabulary and Learning Motivation. *PAKISTAN JOURNAL OF LAW, ANALYSIS AND WISDOM*, 2(02), 146-158.
<https://doi.org/10.1234/pjlaw.v2i02.58>

- Musa'arah, N., & Batubara, R. (2021). Virtual Collaborative Learning for Improving Students' English Communication Ability in Bansubjaroen and Wangnampu School Loei Thailand. *Jurnal Inovasi dan Teknologi Pembelajaran*, 8(3), 299-309. <http://dx.doi.org/10.17977/um031v8i32021p299>
- Norbekova, R. (2023). PSYCHOLOGICAL CHARACTERISTICS AND LANGUAGE DEVELOPMENT IN YOUNG LEARNERS. *Mental Enlightenment Scientific-Methodological Journal*, 130-140. <https://doi.org/10.37547/mesmj-V4-I2-19>
- Normawati, A., Susanto, A. I. F., Febrianto, A. R., & Farikah, F. (2023). EFL Students' Attitude toward Learning English by Using Collaborative Learning. *Acitya: Journal of Teaching and Education*, 5(2), 262–272. <https://doi.org/10.30650/ajte.v5i2.3646>
- Noureddon Beleid, Kinn Bakon, & Mittran Menon. (2024). Collaborative Learning Platform for Academicians in Libya. *AlQalam Journal of Medical and Applied Sciences*, 811–819. <https://doi.org/10.54361/ajmas.247351>
- Nungu, L., Mukama, E., & Nsabayeze, E. (2023). Online collaborative learning and cognitive presence in mathematics and science education. Case study of university of Rwanda, college of education. *Education and Information Technologies*, 28(9), 10865-10884.
- Nurdiana, R., Effendi, M. N., Ningsih, K. P., Abda, M. I., & Aslan, A. (2023). COLLABORATIVE PARTNERSHIPS FOR DIGITAL EDUCATION TO IMPROVE STUDENTS'LEARNING ACHIEVEMENT AT THE INSTITUTE OF ISLAMIC RELIGION OF SULTAN MUHAMMAD SYAFIUDDIN SAMBAS, INDONESIA. *International Journal of Teaching and Learning*, 1(1), 1-15.
- Nuryati, N., Hufad, A., & Rusdiyani, I. (2024). Improving Language Acquisition: Affective Numeracy Literacy Strategies in Early Childhood . *Global International Journal of Innovative Research*, 2(2), 458–463. <https://doi.org/10.59613/global.v2i2.84>
- Nyimbili , F., & Nyimbili , L. (2024). Types of Purposive Sampling Techniques with Their Examples and Application in

Qualitative Research Studies. *British Journal of Multidisciplinary and Advanced Studies*, 5 (1), 90–99.
<https://doi.org/10.37745/bjmas.2022.0419>

- Omodan, B. I., Mafunda, A., Mbebe, E., & Mdolota, S. (2024). A participatory lens to enhance collaborative learning among university students in rural South Africa. *Interdisciplinary Journal of Rural and Community Studies*, 6, 1-14.
<https://doi.org/10.38140/ijrcs-2024.vol6.19>
- Pallant, J. (2020). *SPSS Survival Manual: A Step by Step Guide to Data Analysis using IBM SPSS* (7th ed.). London: Routledge.
- Patrick, H., & Middleton, M. J. (2023). Turning the kaleidoscope: What we see when self-regulated learning is viewed with a qualitative lens. In *Using Qualitative Methods To Enrich Understandings of Self-regulated Learning* (pp. 27-39). Routledge.
- Peramunugamage, A., Ratnayake, U.W., Karunanayaka, S.P. and Jayawardena, C.L. (2024), "Design of Moodle-based collaborative learning activities to enhance student interactions", *Asian Association of Open Universities Journal*, Vol. 19 No. 1, pp. 37-54. <https://doi.org/10.1108/AAOUJ-06-2023-0079>
- Purwantara, S., Ashari, A., Nurhadi, N., Sariyono, K. E., Syarafina, A. Z., & Afriyani, R. (2023). Teaching the Fundamentals of Geography to Generation-Z Students with Collaborative Learning in Indonesia. *The Geography Teacher*, 20(1), 29–34.
<https://doi.org/10.1080/19338341.2023.2192749>
- Pustika, R. (2021). A conversational analysis encountered by English young learners: A pedagogical experience. *Indonesian EFL Journal*, 7(1), 89-96.
- Putu Wulantari, N., Rachman, A., Nurmalia Sari, M., Jola Uktolseja, L., & Rofi'i, A. (2023). The Role Of Gamification In English Language Teaching: A Literature Review. *Journal on Education*, 6(1), 2847-2856.
<https://doi.org/10.31004/joe.v6i1.3328>
- Qureshi, M. A., Khaskheli, A., Qureshi, J. A., Raza, S. A., & Yousufi, S. Q. (2021). Factors affecting students' learning performance through collaborative learning and engagement.

- Interactive Learning Environments*, 31(4), 2371–2391.
<https://doi.org/10.1080/10494820.2021.1884886>
- Qureshi, M. A., Khaskheli, A., Qureshi, J. A., Raza, S. A., & Yousufi, S. Q. (2023). Factors affecting students' learning performance through collaborative learning and engagement. *Interactive Learning Environments*, 31(4), 2371-2391.
- Ramírez-Montoya, M. S., & Lugo-Ocando, J. (2020). Systematic review of mixed methods in the framework of educational innovation. *Comunicar: Media Education Research Journal*, 28(65), 9-20. <https://doi.org/10.3916/C65-2020-01>
- Ramzan, M., Javaid, Z. K., & Ali, A. A. (2023). Perception of students about collaborative strategies employed by teachers for enhancing English vocabulary and learning motivation. *Pakistan Journal of Law, Analysis and Wisdom*, 2(02), 146-158. <https://doi.org/10.1234/pjlaw.v2i02.58>
- Rick, J., Guzdial, M., Holloway-Attaway, K. C. L., & Walker, B. (2023, January). Collaborative learning at low cost: CoWeb use in English composition. In *Computer Support for Collaborative Learning* (pp. 435-442). Routledge.
- Salamanti, E., Park, D., Ali, N., & Brown, S. (2023). The Efficacy of Collaborative and Multimodal Learning Strategies in Enhancing English Language Proficiency among ESL/EFL Learners: A Quantitative Analysis. *Research Studies in English Language Teaching and Learning*, 1(2), 78–89. <https://doi.org/10.62583/rseltl.v1i2.11>
- Shawaqfeh, A. T., Jameel, A. S., Al-adwan, L. A. Y., & Khasawneh, M. A. S. (2024). Interaction as a mechanism to enhance English language proficiency in the classroom. *Journal of Language Teaching and Research*, 15(1), 229-234. <https://doi.org/10.17507/jltr.1501.25>
- Shawaqfeh, Adawiya & Jameel, Ali & Ahmad, Mohamad & Khasawneh, Najwa & Khasawneh, Mohammad. (2023). Interaction as a Mechanism to Enhance English Language Proficiency in the Classroom. *Journal of Language Teaching and Research*. 15. <https://doi.org/10.17507/jltr.1501.25>.
- Sirwan Khalid Ahmed. How to choose a sampling technique and determine sample size for research: A simplified guide for

researchers. *Oral Oncology Reports*, 2024, 12, pp.100662.
<https://doi.org/10.1016/j.oor.2024.100662> hal-04718988

- Sjoberg, G., Orum, A.M., & Feagin, J.R. (2020). A Case for the Case Study. Chapel Hill: The University of North Carolina Press.
<https://muse.jhu.edu/book/77227>.
- Suci Din Awdilah Nur, & Pratiwi, D. (2024). Establishing Collaboration Practice in an English Young Learner Classroom. *International Journal of Contemporary Studies in Education (IJ-CSE)*, 3(1), 43–49.
<https://doi.org/10.56855/ijcse.v3i1.899>
- Sudrajat, I. (2022). TEACHERS' STRATEGIES AND CHALLENGES IN TEACHING SPEAKING TO YOUNG LEARNERS. *JELA (Journal of English Language Teaching, Literature and Applied Linguistics)*, 4(1), 1-9.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Supena, I., Darmuki, A., & Hariyadi, A. (2021). The Influence of 4C (Constructive, Critical, Creativity, Collaborative) Learning Model on Students' Learning Outcomes. *International Journal of Instruction*, 14(3), 873-892.
<https://doi.org/10.29333/iji.2021.14351a>
- Taherdoost, H. (2022). What are different research approaches? Comprehensive Review of Qualitative, quantitative, and mixed method research, their applications, types, and limitations. *Journal of Management Science & Engineering Research*, 5(1), 53-63.
<https://doi.org/10.30564/jmser.v5i1.4538>
- Tai, K. W., & Zhao, Y. V. (2024). Success factors for English as a second language university students' attainment in academic English language proficiency: Exploring the roles of secondary school medium-of-instruction, motivation and language learning strategies. *Applied Linguistics Review*, 15(2), 611-641 <https://doi.org/10.1515/applirev-2022-0049>
- Taxirovna, A. S. (2024). COLLABORATIVE LEARNING: FOCUSING ON TECHNIQUES THAT PROMOTE TEAMWORK AND SHARED KNOWLEDGE AMONG

STUDENTS. *SO 'NGI ILMIY TADQIQOTLAR NAZARIYASI*, 7(1), 118-123.

Taxirovna, A. S. (2024). ENHANCING YOUNG LEARNERS' ENGLISH LANGUAGE PROFICIENCY VIA EXTRACURRICULAR ENGLISH ACTIVITIES. *Новости образования: исследование в XXI веке*, 2(19), 224-230.

Thuy, N. T., & Hung, L. Q. (2021). Teachers' perceptions of using gamification apps in teaching speaking skill to EFL young learners. *International Journal of Science and Management Studies (IJSMS)*, 4(5).

Tindaon, C. Y., & Napitupulu, S. (2025). Speaking English Speaking Skills Through Collaborative Learning: Literature Review. *Innovative: Journal Of Social Science Research*, 5(1), 2482-2491. <https://doi.org/10.31004/inovatif.v5i1.17777>

Twersky, S. E., Jefferson, R., Garcia-Ortiz, L., Williams, E., & Pina, C. (2024, January). The impact of limited English proficiency on healthcare access and outcomes in the US: a scoping review. In *Healthcare* (Vol. 12, No. 3, p. 364). MDPI.

Van der Meer, N., van der Werf, V., Brinkman, W. P., & Specht, M. (2023). Virtual reality and collaborative learning: A systematic literature review. *Frontiers in Virtual Reality*, 4, 1159905. <https://doi.org/10.3389/frvir.2023.1159905>

Vauras, M., Volet, S., & Nolen, S. B. (2019). Supporting motivation in collaborative learning: Challenges in the face of an uncertain future. In *Motivation in Education at a time of global change* (Vol. 20, pp. 187-203). Emerald Publishing Limited. <https://doi.org/10.1108/S0749-742320190000020012>

Vega-Abarzúa, J., Pastene-Fuentes, J., Pastene-Fuentes, C., Ortega-Jiménez, C., & Castillo-Rodríguez, T. (2022). Collaborative learning and classroom engagement: A pedagogical experience in an EFL Chilean context. *English Language Teaching Educational Journal*, 5(1), 60-74. <https://doi.org/10.12928/eltej.v5i1.5822>

Vygotsky, L. (2019). Collaborative learning. Collaboration, communications, and critical thinking: A STEM-inspired path across the curriculum, 43.

- Wen, Y. (2021). Augmented reality enhanced cognitive engagement: Designing classroom-based collaborative learning activities for young language learners. *Educational Technology Research and Development*, 69(2), 843-860. <https://doi.org/10.1007/s11423-020-09893-z>
- Wijaya, K. F. (2021). COLLABORATIVE AND PROBLEM-BASED LEARNING IN PROMOTING INDONESIAN EFL LEARNERS' LEARNING AUTONOMY. *Polyglot: Jurnal Ilmiah*, 17(2), 191-211. <http://dx.doi.org/10.19166/pji.v17i2.3590>
- Winson, V., Narayana, S., Sailaja, S., & Kashyap, A. (2024). Augmentation of Collaborative Learning for Design (Engineering) Subjects in Remote Learning. *Assyfa Learning Journal*, 2(1), 01–09. <https://doi.org/10.61650/alj.v2i1.241>
- Yakupova Kamila Turmuxeammedovna. (2023). THE AFFECTIVENESS OF THE COMMUNICATIVE APPROACH IN TEACHING YOUNG LEARNERS. *Academia Science Repository*, 4(6), 25–30. Retrieved from <http://academiascience.com/index.php/repo/article/view/823>
- Yang, X. (2023). A historical review of collaborative learning and cooperative learning. *TechTrends*, 67(4), 718-728.
- Yoo, H. J., Ryu, H., & Lee, H. (2024). Affectiveness of Metaverse-Based Collaborative Learning in Nursing Education: A Mixed-Methods Study. *Journal of Nursing Education*, 63 (9), 585–593. <https://doi.org/10.3928/01484834-20240514-04> (Original work published September 1, 2024)
- Zhang, J., Hou, Y., Xie, R., Sun, W., McAuley, J., Zhao, W. X., ... & Wen, J. R. (2024, May). Agentcf: Collaborative learning with autonomous language agents for recommender systems. *In Proceedings of the ACM on Web Conference 2024* (pp. 3679-3689). <https://doi.org/10.1145/3589334.3645537>
- Zhang, S., Gao, Q., Sun, M., Cai, Z., Li, H., Tang, Y., & Liu, Q. (2022). Understanding student teachers' collaborative problem solving: Insights from an epistemic network analysis (ENA). *Computers & Education*, 183, 104485.
- Толибаев, Д., & Менлимуратова, Е. (2023). The sociocultural component of education: enhancing motivation for second

language learning. *Ренессанс в парадигме новаций образования и технологий в XXI веке*, 1(1), 77-80.

