**A Collaborative and Problem-Based Learning Library Study**

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| Studies | The Major Big Take-Aways |
| 1. Fatimah, S. (2019). Collaborative Learning Activities through MoE in Engaging EFL Learners and Diminishing Their Speaking Anxiety. *English Language Teaching Educational Journal*, *2*(1), 39-49. | There were 6 major EFL speaking learning benefits obtained by Indonesian EFL learners after engaging in collaborative learning activities through MoE namely:  a.Fostering learners’ communicative competencies and self-confidence.  b. Promoting proactive learning engagement for learners.  c. Deepening learners’ understanding of their imparted specific lessons.  d. Exposing learners with renewable knowledge, skills, and learning journeys.  e. Transfiguring learners into more socialized and cooperative learning community members through meaningful group discussions. |
| 2. Wiraningsih, P., & Santosa, M. H. (2020). EFL teachers’ challenges in promoting learner autonomy in the 21st-century learning. *Journal on English as a Foreign Language*, *10*(2), 290-314. | The results of the study encouraged Indonesian EFL experts, practitioners, policy-makers, and educators to incorporate collaborative learning activities in order to promote more transformative as well as meaningful second language learning circumstances for learners, which in turn will also foster their language learning autonomy. |
| 3. Mali, Y. C. G. (2016). Project-based learning in Indonesian EFL classrooms: From theory to practice. *IJEE (Indonesian Journal of English Education)*, *3*(1), 89-105. | The obtained research results prompted Indonesian EFL teachers to fully integrate the utilization of PBL in a vast level of second language learning contexts since it had been scientifically proven that learners were capable of disseminating their critical ideas with others, hone their collaborative skills more efficiently, and appreciating other unique perspectives provoked by other learning counterparts. Through all of the positive influential impacts, the graduates will be more ready and resilient while confronting with a plethora of impediments in the future working fields since all of the problem-based learning activities deliberately designed to enable learners to continuously practice soft skills based on real-life contexts. |
| 4. Budiartha, C. I. W. E., & Vanessa, A. (2021). Process Approach and Collaborative Learning Analysis on Students’Academic Writing. *ELTR Journal*, *5*(1), 19-37. | Suggestively, the further use of collaborative learning should be cogently accompanied with supportive as well as independent L2 writing learning practices induced by Indonesian EFL teachers in order to enable them to experience more pleasurable L2 writing learning enterprises, clearly convey their specific writing messages, and produce more qualified writing products. |
| 5. Putri, N. L. P. N. S., Artini, L. P., & Nitiasih, P. K. (2017). Project-based learning activities and EFL students' productive skills in English. *Journal of Language Teaching and Research*, *8*(6), 1147-1155. | On the behalf of the further advancement of Indonesian EFL learners’ L2 productive skills development, the implementation of project-based learning activities had dramatically improved their both speaking and writing skills as well as brought about more enjoyable second language learning dynamics. While language teachers holistically valued the incorporation of project-based learning activities since they were strongly motivated to provide more supportive learning assistances due to the striking productive second language learning improvements made by their learners. |
| 6. Arifin, A. M., & Asad, S. M. (2019). Student Engagement, Collaborative Learning, and Flipped Classroom as a Basis for a Blended Language Learning Environment. *Asian EFL Journal*, *24*(4), 38-44. | To inculcate more robust learning autonomy, it is imperative for Indonesian EFL teachers to promote more collaborative learning environments wherein they were capable of forging their target language proficiency in the light of recurrent formative second language learning assessments resulted in the full attainment of fruitful L2 learning outcomes. |
| 7. Widodo, H. P. (2013). Implementing collaborative process based writing in the EFL college classroom. *Research Papers in Language Teaching and Learning*, *4*(1), 198. | Anchored on the obtained major findings, it is worthwhile to be noting here that collaborative academic writing learning enterprises should be internalized at the outset of L2 teaching-learning activities in order to better facilitate Indonesian EFL learners’ writing proficiency growth, experience more meaningful writing sharing with other learning companions, and enact more high-quality academic writing products through the three consecutive writing cycles; pre-writing, main writing, and post-writing activities. |
| 8. Priyatno, A. (2017). Promoting learner autonomy through Schoology m-learning platform in an EAP class at an Indonesian university. *Teaching English with Technology*, *17*(2), 55-76. | In consonance with the suggestive findings, Indonesian EFL teachers are strongly advocated to activate proactive learners’ learning engagement, learning autonomy, and collaborative skills through an interactive online learning platform. More crucially, Indonesian EFL learners had also intensively honed their communicative as well as social competencies through the use of an interactive learning platform, which in the end brought about influential impacts to their target language proficiency growth. |
| 9. Arifani, Y., Asari, S., Anwar, K., & Budianto, L. (2020). Individual or collaborative Whatsapp learning? A flipped classroom model of EFL writing instruction. *Teaching English with Technology*, *20*(1), 122-139. | In conformance with the major findings, nearly all of the Indonesian EFL teachers were advised to concatenate the utilization of a writing flipped classroom model with the online collaborative learning approach in order to improve Indonesian EFL learners knowledge of grammar formulas forming in L2 writing processes and transform them into more proficient second language writers. |
| 10. Arta, B. (2018). Multiple studies: The influence of collaborative learning approach on Indonesian secondary high school students’ English speaking skill. *English Language Teaching Educational Journal*, *1*(3), 148-159. | It was unfolded that the proper incorporation of collaborative learning approach would bring about 3 major beneficial impacts in relation to the Indonesian EFL learners’ target language communicative competencies development namely:  a. Collaborative learning approach could degrade the excessive speaking anxiety residing in learners’ psychological realm.  b. Enhancing learners’ proactive learning participations along with engagement.  c. Elevating learners’ self-confidence while communicating with their learning companions in the target language. |
| 11. Mali, Y. C. G. (2017). EFL Students’ Experiences in Learning CALL Through Project Based Instructions. *Teflin Journal*, *28*(2), 170-192. | It is repudiated frankly by both Indonesian EFL teachers and learners that the implementations of project based learning in CALL course had promoted more gigantic positive second language learning impacts regarding learners’ proactive learning engagement and activeness. Conversely, the stable internet connection should be pondered more conscientiously in order to better maximize the fruitful language learning outcomes to be attained by learners. |
| 12. Sipayung, D. H., Sani, R. A., & Bunawan, H. (2018). Collaborative inquiry for 4C skills. In *3rd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2018)*. Atlantis Press. | It was scientifically proven that the precise internalization of a collaborative learning approach successfully transformed Indonesian EFL learners to be more analytic thinkers, judicious decision-makers, effective problem-solvers, and independent knowledge constructors in the light of mutual social rapports established among learning community members. |
| 13. Alsofyani, A. H. (2019). Examining EFL learners’ reading comprehension: The impact of metacognitive strategies discussion and collaborative learning within multimedia E-book dialogic environments. | In sum, the activation of metacognitive strategies discussion as well as collaborative learning activities allowed more positive trajectories for Indonesian EFL learners to plan, monitor, and evaluate their wide array of L2 reading texts critically resulted in the significant reading performances along with achievements. |
| 14. Syarifah, E. F., & Emiliasari, R. N. (2019). Project-Based Learning to Develop Students' Ability and Creativity in Writing Narrative Story. *Indonesian EFL Journal*, *5*(1), 85-94. | The overarching promotion of higher order thinking skills in narrative writing learning dynamics could be magnified through the inculcation of project-based learning since Indonesian EFL learners were capable of fostering their narrative writing competencies along with creativity concurrently. Another indispensable point to be noted here was Indonesian EFL learners had also developed their collaborative, social, and soft skills through the continuous collaboration networking with other learning companions. |
| 15. Handayani, N. D., Mantra, I. B. N., & Suwandi, I. N. (2019). Integrating collaborative learning in cyclic learning sessions to promote students’ reading comprehension and critical thinking. *International Research Journal of Management, IT and Social Sciences*, *6*(5), 303-308. | To summarize more broadly, the robust enhancement of L2 reading volitions, endeavor, and passion were ascertained through the appropriate incorporation of collaborative learning activities. As a corollary, Indonesian EFL learners successfully showcased more gratifying L2 reading performances as evinced by the striking advancement of both reading comprehension as well as critical thinking skills. |
| 16. Feri, Z. O., & Erlinda, R. (2014). Building students’ learning autonomy through collaborative learning to develop their language awareness. *Proceedings of ISELT FBS Universitas Negeri Padang*, *2*, 518-523. | In a collaborative learning enterprise, Indonesian EFL learners were capable of nourishing their language awareness as well as learning autonomy. As a result, they would be able to gain more exhaustive insights regarding the target language features and transfigure into more responsible academicians. |
| 17. Rokhaniyah, H. (2016). The Implementation of Collaborative Learning to Enhance the Students’ Critical Thinking in Writing. *At-Ta'dib*, *11*(1). | The use of collaborative learning had fully promoted a vast array of influential impacts for Indonesian EFL learners’ critical thinking skills and creativity development namely:  a. Learners could provide more sensible arguments.  b. Learners were able to unearth a stronger evidence corroborating their ideas.  c. The second language learning atmosphere had become more conducive.  d. Learners transformed into more proactive and cooperative learning participants.  e. Learners’ self-confidence was significantly improved. |
| 18. Sanjadireja, R. R. (2019). *Inquiry Learning and Collaborative Learning Strategies in Teaching Writing Within a Game-Based Learning Framework* (Doctoral dissertation, Universitas Pendidikan Indonesia). | It is worth accentuating here that the extensive incorporation of collaborative learning strategies should be conscientiously, critically, and contextually designed by Indonesian EFL teachers within L2 writing learning venture in order to bring about more exhilarating language learning atmosphere where all learners are continually prompted to exhibit their proactive learning engagement. |
| 19. Subandoro, P. S., & Sulindra, E. (2019). Optimizing Collaborative Learning: Using Google Classroom in Business English Correspondence Class. *Vocatio: Jurnal Ilmiah Ilmu Administrasi dan Sekretari*, *2*(1), 46-66. | All in all, the utilization of a collaborative learning approach in the light of Google Classroom supports was proven to enable Indonesian University EFL learners to gain more profound insights with regard to their L2 writing compositions. This might be due to the higher degree of second language learning velocity along with mobility presented in this online learning platform. |
| 20. Abidin, M. J., & Riswanto, R. (2012). Collaborative strategic reading (CSR) within cognitive and metacognitive strategies perspectives. *European Journal of Business and Management*, *4*(1), 61-69. | Given this complex picture, the collaborative strategic reading approach successfully transfigured Indonesian EFL learners to be more proficient, critical, and highly-metacognitive L2 readers since they were trained to interpret all of the designated symbols, keywords, and sentences forming in their reading passages accurately as well as interweave their background with existing knowledge in order to meaningfully engage in the ongoing reading learning processes. |
| 21. Artini, L., & Padmadewi, N. N. (2018, February). Collaboration in EFL Classes: Listening to Teachers' and Students' Voices. In *1st International Conference on Education Innovation (ICEI 2017)*. Atlantis Press. | Although the majority of Indonesian EFL learners had successfully honed their four paramount 21st century skills; collaboration, creativity, critical thinking, and communication, there was an emerging second language learning demand needing to be fulfilled by the Indonesian government along with educational stakeholders namely enacting more contextual collaborative learning curriculum wherein all teachers and learners can potentially experience more holistic, meaningful, and pleasurable second language learning dynamics in the guidance of collaborative learning activities. |
| 22. Sembiring, L. T. A. B. (2018). Researching Students’ Interaction in Collaborative Learning Class. *JALL (Journal of Applied Linguistics and Literacy)*, *2*(2), 125-134. | Lastly, it was evidenced that the appropriate incorporation of collaborative learning strategies in Indonesian EFL learning contexts would also potentially impart striking positive impacts for learners’ communicative along with social skills development enshrouding of verbal interactions with other interlocutors, accurate cognitive processing of the addressed messages, and mutual social rapports was cogently erected among learning community members. |
| 23. Utami, A. B. (2014). English education in EFL context: Integrated approach for collaborative writing in the university level. *Journal of education*, *7*(1). | Taken as a whole, the majority of Indonesian EFL learners sanctioned that their L2 writing qualities as well as performances underwent striking progression throughout collaborative learning strategies. In line with this positive L2 writing trajectory, learners were capable of establishing more mutual rapports with other learning members, receiving more constructive feedback from teachers, and experiencing less-threatened L2 writing learning environments. |
| 24. Azis, Y. A. & Husnawadi (2020). Collaborative Digital Storytelling-based Task for EFL Writing Instruction: Outcomes and Perceptions. *Journal of Asia TEFL*, *17*(2), 562. | In sum, nearly all of the Indonesian EFL learners reported the significant L2 writing skills improvement after being exposed intensively with collaborative learning activities. This positive writing learning impacts taking place due to the robust second language learning volitions, passion, proactive participations leading learners to make a more vigorous attempt to yield more high-quality writing pieces. |
| 25. Lubis, N., Lubis, A., & Purba, N. B. (2020). Project-Based Learning Collaborative with Digital Media for Indonesian EFL Learners’ Self-Confidence and Communication Skill. *Jurnal Pendidikan dan Pembelajaran Terpadu (JPPT)*, *2*(1), 10-17. | The utilization of a project-based learning manifested into a Telegram application provided such a continual supportive learning assistance for the benefits of Indonesian EFL learners’ L2 communicative skills development since the majority of them intensively forged their critical thinking skills at the commencement of video-making projects, erect more intimate collaborative networking with their learning peers, meaningfully disseminate their ideas through the tangible communicative events, and encounter more precious chances to continually foster their L2 communicative competencies. |
| 26. Murniati, E. (2016). PenerapanMetode Project Based Learning dalamPembelajaran. *Universitas Kristen Indonesia*. | Project based learning can be articulated as one of the most essential tangible life-learning experiences aimed to expose learners with problem-based learning tasks potentially transforming them to be more proficient, self-regulated, and critical academicians. Hence, the major duty of Indonesian EFL teachers is to rejuvenate their roles as supportive learning facilitators, attentive listeners, and faithful encouragers. |
| 27. Affandi, A., & Sukyadi, D. (2016). Project-based learning and problem-based learning for EFL students’ writing achievement at the tertiary level. *Rangsit Journal of Educational Studies*, *3*(1), 23-40. | In relation to the findings generated by this study, there were 4 main beneficial impacts promoted by problem-based and project-based learning projects for the betterment of Indonesian EFL learners’ writing improvements namely:  a. Learners would be able to correlate their particular existing learning contexts with the given learning issues.  b. Learners were capable of inculcating collaborative networking with other learning companions.  c. Learners were adept in exploring a considerable number of new knowledge.  d. Learners transformed into more critical thinkers. |
| 28. Yuliani, Y., & Lengkanawati, N. S. (2017). Project-based learning in promoting learner autonomy in an EFL classroom. *Indonesian Journal of Applied Linguistics*, *7*(2), 285-293. | In accordance with the specific findings of this study, project-based learning provided a higher degree of second language learning autonomy for Indonesian EFL learners in terms of planning, monitoring, and evaluating their ongoing learning processes. |
| 29. Palupi, B. S., & Subiyantoro, S. (2020). The Effectiveness of Guided Inquiry Learning (GIL) and Problem-Based Learning (PBL) for Explanatory Writing Skill. *International Journal of Instruction*, *13*(1), 713-730. | Both Guided-Inquiry and Problem-Based Learning approaches act as a good means to foster the overall Indonesian EFL learners explanatory writing qualities since they were well-trained to organize their writing compositions constructively, elucidate their ideas clearly for the intended readers, and stipulate more feasible problem-solving strategies with regard to their writing issues. |
| 30. Jumariati, J., & Sulistyo, G. H. (2017). Problem-based writing instruction: Its effect on students’ skills in argumentative writing. *Arab World English Journal (AWEJ) Volume*, *8*. | It is quite fair to be propounded that through the utilization of problem-based learning writing instructions, Indonesian EFL learners had successfully improved their argumentative writing skills compared to guided-writing instructions. Anchored on this major finding, it is strongly recommended for Indonesian EFL teachers to reckon a problem-based writing approach as one of the mainstays to be integrated in varied L2 writing classroom circumstances. |