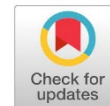


# The Benefits of Collaborative Learning to Enhance Student-Centered Approach on Reading Comprehension



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**Abstract:** This study aims to investigate the benefits of implementing the Collaborative Learning Strategy, it also aims to examine whether the Collaborative Learning Strategy could enhance Student-Centered approach on Reading Comprehension. This research employed both quantitative and qualitative research design as a mode of inquiry. The data were collected using testing, observation, and questionnaire. Additionally, the quantitative data were analyzed using the software program SPSS and the qualitative data were analyzed using content analysis theory. Thirty students of English Language Department at University of Derna in their first year participated in the study. The results revealed that the experimental group students, who were instructed using the Collaborative Learning Strategy, had improved in their levels. The research findings also indicated that the Student-Centered Approach could be enhanced in some way.

**Keywords:** Collaborative learning, Student-centered approach, Reading comprehension.

**فوائد أسلوب التعلم التعاوني في تعزيز فهم القراءة في الطرق المركزة على الطالب**

**المستخلص:** هذه الدراسة عبارة عن بحث تجريبي يهدف لاختبار فوائد تطبيق استراتيجية التعلم التعاوني , كما تهدف الدراسة لاختبار ما إذا بإمكان استراتيجية التعلم التعاوني تعزيز منهج المتعلم المستقل في مادة القراءة الشاملة. هذه الدراسة التجريبية توظف كلاً من المنهج الكمي و الكيفي كأسلوب بحثي. جُمعت البيانات عن طريق الاختبار , و الملاحظة, و الاستبيان . إضافة إلى ذلك , تم تحليل البيانات الكمية باستخدام البرنامج الإحصائي **SPSS** , كم تم تحليل البيانات الكيفية عن طريق نظرية تحليل المحتوى. شارك ثلاثون طالب من قسم اللغة الإنجليزية في جامعة درنة بالسنة الدراسية الأولى في هذه الدراسة البحثية. و أظهرت النتائج ان طلبة المجموعة التجريبية الذين تلقوا مادة القراءة الشاملة عن طريق تطبيق استراتيجية التعلم التعاوني قد تطور مستواهم الدراسي , كما أوضحت الدراسة ان منهجية المتعلم المستقل يمكن ان يتم تعزيزها بطريقة ما.

**الكلمات المفتاحية:** التعلم التعاوني، التركيز على الطالب، القراءة.

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## **1. Introduction**

During the last 20 years, teaching strategies have undergone dramatic change, this change makes a noteworthy impact on teaching and learning process. More precisely, in the 1980's Collaborative Learning Strategy made a prominent role which reflect a significant effectiveness towards teaching and learning (Johnson, Johnson & Smith, 2007). According to Brufee (1999, p.144), Collaborative Learning "create conditions in which students can negotiate the boundaries between the knowledge communities they belong to and the one that the professor belongs to". Johnson and Johnson (1987), state that the achievement of students will increase highly if the environment is well-structured in a collaborative way. Ideally, Collaborative Learning Strategy promotes effective pedagogical approaches in education as well as in social context, for instance; student-centered, in which learners become more active participants instead of being passive receivers of knowledge, they also take responsibility of their own learning process. Richards and Schmidt (2010) defined student-centered as "a belief that attention to the nature of learners should be central to all aspects of language teaching, including planning, teaching, and evaluation. Learning is dependent upon the nature and will of the learners". However, the traditional methods of teaching English to second language learners are still widely used in Libyan educational institutions. According to Alaziby (2018) a large number of Libyan educators and learners lack a clear understanding of the importance of Collaborative Learning strategy. Therefore, the researchers have come to the conclusion that a thorough analysis of the benefits of applying the Collaborative Learning strategy is imperative for the purpose of encouraging educational institutions to implement the Collaborative Strategy. The research questions driving this research were 1) What are the benefits of using collaborative learning strategy among first year English students? 2) How collaborative learning improves students' reading comprehension? 3) How can collaborative learning enhance learner-centered approach?

The research was conducted at University of Derna targeted 30 of first year learners of English Department.

## **2. Literature review**

### **2.1 Collaborative Learning Strategy**

In general, Collaborative Learning describes an environment in which students actively participate in the learning process as opposed to passively absorbing information. " Collaborative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teacher together " (Goodsell et al, 1992, p.11)

## **2.2 Student- Centered Approach**

According to Schweisfurth (2013), Student-Centered Approach refers to a pedagogical approach whereby learners have a highly active role towards the learning process and the content. Schweisfurth believes that the constructivist learning theory in which students collaborate to create knowledge is evidently implemented by the learner-centered approach. In this teaching methodology, the instructor's job is to facilitate and direct the teaching and learning process, while the students are in charge of their own education. Therefore, compared to other teaching modalities this new paradigm (student-centered) is more effective.

## **2.3 Theoretical views related to Collaborative Learning**

### **2.3.1 Constructivism Learning Theory**

Initially, student-centered learning and collaborative learning were founded on constructivism theory, which was described as " an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experience of the learner " (Elliott et al, 2000, p.256 as cited in Mcleod,2023).

### **2.3.2 Social Learning Theory**

According to social learning theory, learning takes place when people watch other perform. Furthermore, Albert Bandura (1977) advocated the fact human learning takes place in a social environment regardless of reinforcement existence. In consistence with this theory collaborative learning creates an environment in which students build their knowledge through teamwork. Additionally, Johnson and Johnson (1989) made a contribution by assuming that group members cooperate to achieve shared goals and other people's action have an impact on the group members' success. (Johnson and Johnson as cited in Hertz- Lazarowitz 1990)

## **2.4 Previous empirical studies**

Many empirical studies have been conducted to examine the implementation and the advantages of Collaborative Learning strategy and promote the learner-centered approach. In Merliant's study (2019), a classroom action study was conducted in Indonesia with the goal of enhancing students' reading comprehension through the use of learner-centered instruction. In this study, twenty- four high school students in the twelfth grade were assigned. The study's data was gathered using a variety of instruments, such as written exams, observational methods, and documentation techniques. Moreover, the data was analyzed using descriptive statically analysis and as a result, the findings of the study improved students' reading comprehension by using student-centered instruction method. This was proved by the scores that increased from 64,38 in pre-test to 80,84 in cycle I, while in cycle II was 83,25.

Similarly, a quasi-experimental study was carried out targeted Mayjen Sungkono University English Department students. The goal of the study was to determine whether collaborative strategic reading improves students' reading comprehension skills. The researcher employed a recount text to gather quantitative data, which was then analyzed using t-test. The results demonstrated that students who received instruction in Collaborative Strategic Reading not only improved their reading skills but also achieved higher scores. Meanwhile, an experimental study was conducted in Taiwan by Jean Wan and Tin Huang, it aimed to explore the students' learning on reading comprehension by using two different instructional strategies (individual vs. collaborative), also to explore whether peer-mediated learning occur as evidence in class group discussion. In addition, 109 students of EFL classroom were participated in the study, the data was collected qualitatively using semi-structured interview as well as quantitatively using written test. The results indicated that there was a better comprehension of texts in collaborative strategy rather than in individual strategy and proved that learning is a social activity. Moreover, the study showed successful language outcomes represented in peer mediation. Furthermore, an experimental study was implemented in Iran, the study intended to investigate the influence of collaborative learning strategy (CLS) on Iranian intermediate EFL learners' reading comprehension. According to Rajabi and Mashhadi (2022), the study targeted 58 learners using proficiency test then they were assigned into two groups; control group who was taught in traditional strategy and experimental group who was taught by CLS. Qualitative and quantitative research were applied to collect the data and there were implementing by using short interview and test. This data was analyzed in descriptive statistic which demonstrated that the researcher was confident about the implementation of CLS which resulted in promoting a successful achievement in reading comprehension for intermediate EFL Iranian learners. Regarding the Libyan context, research was conducted recently in 2021 by a Libyan researcher, aiming to transform the teaching of reading in Libyan secondary school English classes by implementing the communicative approach, the participants were three Libyan English teachers. The data was collected using several instruments, including; semi-structured interview, discussion, observation, and final semi-structured interview. The data was analyzed qualitatively and revealed that the teachers of the study built their understanding of communicative language teaching in terms of collaborative teaching. This valuable result assisted in transferring their teaching process from being teacher-centered to learner-centered in which their learners begin to participate in group activities.

### **3. Methodology**

#### **3.1 Design of the Research**

The current research is an experimental research. According to Creswell (2009), experimental research is a type of research that aims to examine whether the outcomes are influenced by a specific treatment, by means it investigates the impact of some variables on other variable; as a consequence, the independent variable of this research is Collaborative Learning Strategy. The gathered information seeks to examine the benefits of implementing Collaborative Learning Strategy for the purpose of enhancing student-centered approach on Reading Comprehension Course. In addition, the researchers used mixed methods of data collection i.e. quantitative data and qualitative data.

#### **3.1 Tools of Data Collection**

##### **3.1.1 Testing**

The inquirers used testing as a data collection technique for the purpose of obtaining a comprehensive answer for the first and second research questions. The pre-test was adopted from the British Council Website and it aims to measure the learners' Reading Comprehension (RC) level, whereas the posttest was adopted from Oxford University Press website. The posttest was consisted of reading passage with 10 multiple choice questions and eight vocabulary match questions.

##### **3.1.2 Semi- structured observation**

The researchers utilized a semi-structured observation in order to gather data about learners' performance with regard to student-centered approach. Ideally, in a semi-structured observation, the observer arranges some specific notes relevant to the subject matter as well as expected some additional information of the learners' performance. This instrument was employed in order to answer the third research question.

##### **3.1.3 Questionnaire**

The questionnaire of the current study was adopted from Azar, Keat and Arutus (2021). The questionnaire contained 17 items of closed-ended questions regarding participants' perspectives towards Collaborative Learning. Furthermore, the questionnaire was utilized in this research only for focus group (who received the treatment) after they have taught by CLS. It was also utilized to provide more comprehensive information for the first research questions.

### 3.2 Reliability and Validity

To ensure that the target participants' distribution was normal, the Shapiro-Wilk test was used as a test of Normality prior to data collection. Additionally, the questionnaire items were presented to the teaching staff at English department to ensure they can be applicable, as the questionnaire was adopted from a Malaysian study that was conducted in different culture. These procedures were applied for validation and reliability purposes. In Table 1 below, test of normality is displayed.

**Table 1: Test of Normality**

	Shapiro- Wilk		
	Statistic	df	Sig.
Pre-test	.952	30	.188
Posttest	.970	30	.526

### 3.3 Pilot Study

The instruments of the current research have been piloted in order to get the accessibility and validity of the research. The researchers distributed nine copies of the adopted questionnaire on the 20<sup>th</sup> of April for the purpose of illustrating the questionnaire's objectives. The researchers also administered three lectures whereby the target participants were working as two groups (focus group and control group). The pilot study demonstrated that the participants did not understand some vocabulary in the questionnaire, therefore the inquirers explained the unfamiliar vocabulary and consider this issue in the actual research. Furthermore, the focus group was more motivated than control group; this can be remarkable by learners' engagement and little time consuming during the tasks. Finally, the researchers observed few characteristics of student- centered learning within the focus group, for instance; learners were working in groups, collaborating to achieve lecture's objectives, and training to make a reflection on their learning. This can be proved by the techniques were used by the researchers like exit ticket and KWL chart.

### 3.4 Participants

The participants of this experimental research were selected purposefully and they were the first-year students (in their second semester) at English department of Derna University. The rationale for this choice is that they already have the course of Reading Comprehension as a required syllabus for their first year, hence the researcher's aim is to attend Reading Comprehension lectures for the purpose of carrying out the research. 30 English learners; 23 females and 7 males were selected

using the simple random sampling procedure to participate in the current experimental research.

### **3.5 Procedure**

Firstly, the researchers administered a proficiency test to make sure both groups are comparable in terms of proficiency level. Initially 45 participants were selected, but after the proficiency test only 30 participants were selected to take part in the current research in accordance with their mean score. Secondly, the selected participants were assigned randomly into two group: focus group and control group, each group consisted of 15 participants.

Before the treatment, the researchers administered pre-test for all the participants of the research, afterwards the experimental research started and it was lasts for 7 weeks in one semester. The experimental group was taught by implementing the Collaborative Learning Strategy, whereas; the control group was taught by traditional method of teaching. Both groups were receiving the same reading material which was derived from The British Council Website.

The focus group was taught Reading Comprehension by utilizing a variety of collaborative strategies during the 10 sessions whereby they were working in groups, while the control group was taught Reading Comprehension by utilizing traditional method where they work individually. The researchers were observing the behavior of the participants in both groups by using sheet notes and check lists.

Finally, the researchers administered posttest to recognize whether CL improved learners' Reading Comprehension, when compared to learners' who were taught by traditional method. Eventually, the adopted questionnaire was administered to focus group only.

## **4 Analysis and Findings**

### **4.1 Test analysis and results**

Cohen et al (2007, p.19) state that "Data analysis is a body of methods that help to describe facts, detect patterns, develop explanations, and test hypotheses". The pre-test and posttest were analyzed using t-test through SPSS program. The researchers used this analysis to draw a conclusion in order to answer the second research question as stated in chapter 1. The mean score declared an improvement for the experimental group. The mean scores of the tests are presented in table 2:

**Table 2: Tests findings and results**

group		N	Mean	Std. Deviation
	control	15	6.6667	1.71825
	Experimental	15	8.5333	2.41622

As shown in table 2, the mean scores show a considerable differentiation between the two groups. In the experimental group the students' Reading Comprehension mean score shows a significant progression when compared to the control group who did not received any kind of collaborative work. The findings also indicated a highly change in students' RC level, whereby the mean score of the pre-test in the experimental group was 7.0, whereas the mean score for the same group increased to 8.5333 after the application of CLS. This change was an indicator of the development of students' RC level through: promoting more attention to the learning objectives, engaging in deeper cognitive process as well as empowering students' mental effort.

#### 4.2 Questionnaire Analysis

The questionnaire consists of 17 closed-ended questions with the goal of examining the advantages of implementing the CLS. The questionnaire further was given to 15 students who were part of the target participants (experimental group) and were given CLS. Simple table and bar charts are used to present the data and their analysis. The presentation of the descriptive statistics of the questionnaire are presented in table 3 below.

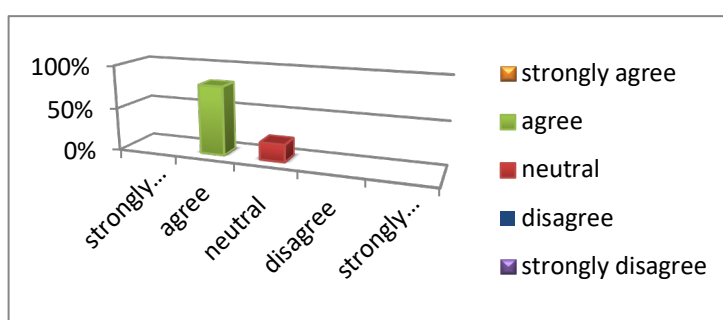
**Table 3: Descriptive statistics**

Descriptive Statistics					
Items	N	Mean	Std. Deviation	Order	Evolution
s1	15	3.6429	.74495	12	Agree
s2	15	4.2143	.89258	8	Agree
s3	15	4.3671	1.08182	5	Strongly Agree
s4	15	4.4186	.64621	3	Strongly Agree
s5	15	4.4386	.66621	1	Strongly Agree
s6	15	4.4286	.85163	2	Strongly Agree
s7	15	4.3571	.84190	4	Strongly Agree
s8	15	3.7143	1.32599	13	Agree
s9	15	4.3571	.84190	6	Strongly Agree
s10	15	4.0000	1.10940	11	Agree



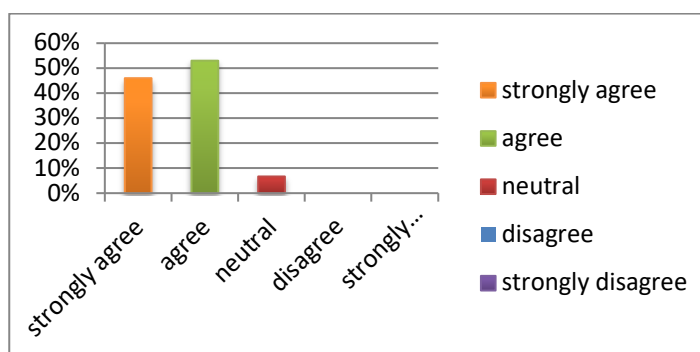
s11	15	4.2043	.88258	9	Agree
s12	15	4.2857	.72627	7	Agree
s13	15	4.2 000	.87706	10	Agree
s14	15	3.2143	1.42389	16	Neutral
s15	15	2.6429	1.44686	17	Neutral
s16	15	3.3571	1.27745	15	Agree
s17	15	3.5200	1.22474	14	Agree

According to table 3 above, item 5 has the highest mean score regarding the benefits of Collaborative Learning Strategy. This can be proven by the mean score which was 4.4386 when compared to the other items mean score. additionally, item 5 has the lowest deviation, indicating that there is little variation in the values around its mean.



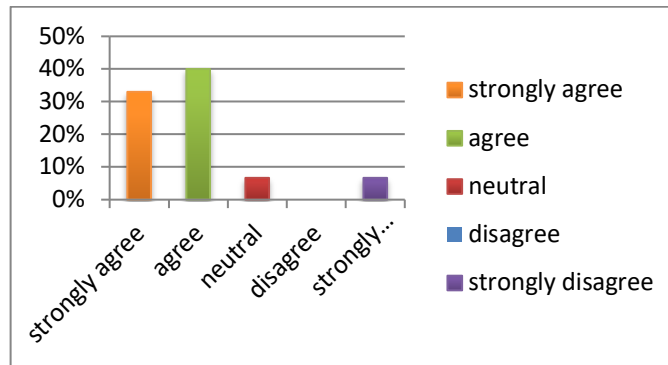
**Figure 4.1:** *I Like Participating in Group Work Activities*

There were 12 (80%) of the participants who agreed with participation in group work activities, while 3 (20%) who were neutral and none of them were disagree or strongly disagree with it. This indicated that majority of the participants prefer engaging in groups activities.



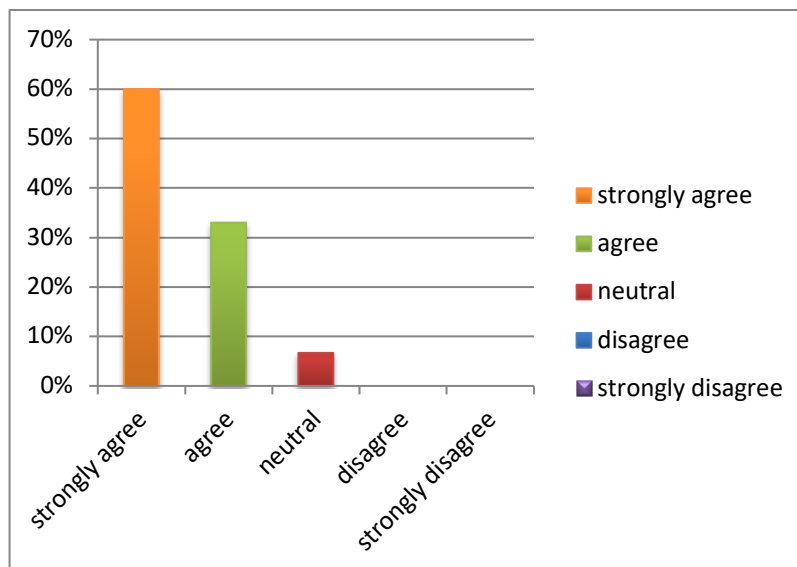
**Figure 4.2:** *Cooperation with Others Helps me to Get Socialized*

8(53%) of the participants were agreed about 'collaboration with others helps them to get socialized' whereas 7(40.3%) were strongly agreed. One participant (6.67%) was neutral. This is a result of the students' ability to participate and communicate in a group setting.



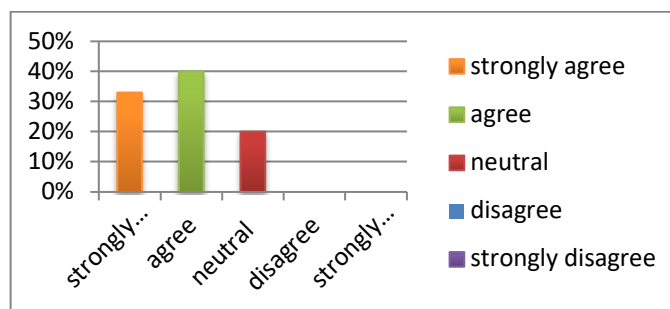
**Figure 4.3:** *Learning in Groups Promotes Establishing a Positive Working Atmosphere Among Students*

The result of the third item promote a positive atmosphere in students' work whereby 6(40%) of the participants agreed, 5(33.3%) strongly agreed. Meanwhile one participant(6.67%) was neutral and another one (6.67%) strongly disagreed. This showed a significant advantage in group work among participants.



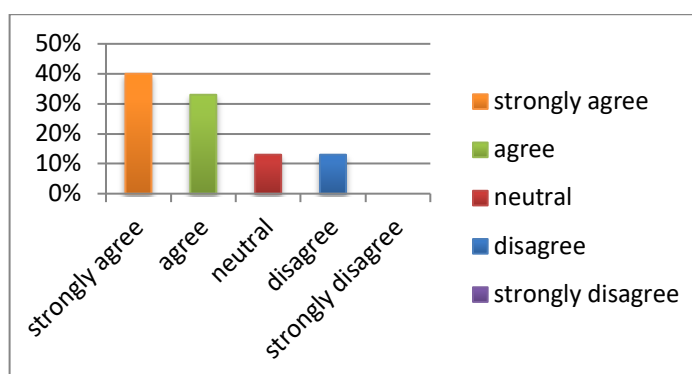
**Figure 4.4:** *Group Work Encourages Student's Activities in Class*

For the fourth statement, 9(60%) of the respondents strongly agreed about the statement " group work encourages students' activities in class" and 5(33.3%) agreed with encouraging the activities of the students within group work. This signified a significant effect of the group work on students' activities. While one participant (6.67%) was neutral and none of them were against the statement.



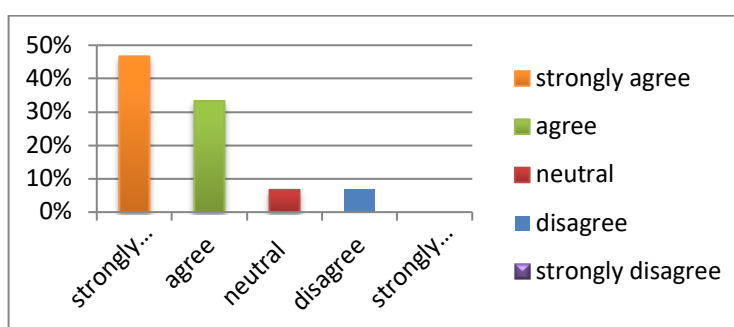
**Figure 4.5** *Students' Creativity is Expressed More When Working in Groups*

(33%) of the respondents declared they were strongly agreed with the fifth statement whereas 6(40%) were agreed, indicating a high agreement about creativity of students within working in groups. In addition, one respondent was neutral and none of them were disagree.



**Figure 4.6** *I Prefer Group Work Because It Facilitates my Learning in the Classroom*

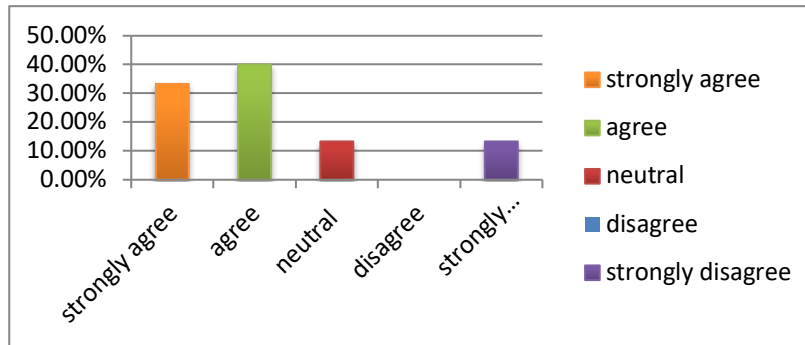
In regard to the sixth statement which suggested that students prefer group work because it facilitated their learning in the class. Five (33%) of the participants declared agreement, while six (40%) expressed strong agreement. On the other hand, there were 2(13.3%) who were neutral and 2(13.3%) who were disagree with the item.



**Figure 4.7:** *I Would Like my Lecturer to use as Many Activities that Involve Group Work as Possible*

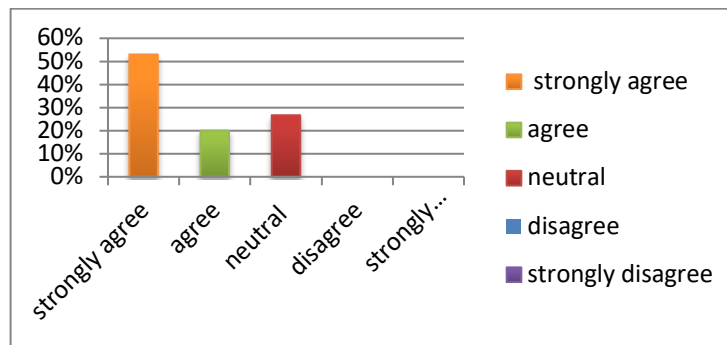
Moving to the seventh statement " I would like my lecturer to use as many activities that involve group work as possible" 7(46%) of the participants strongly agreed with the statement, while 5(33.3%) of them were agreed. On the other hand, one

participant (6.67%) was neutral and another one (6.67%) was disagree. Indicating, majority of the students prefer to be engaged in group work whenever possible.



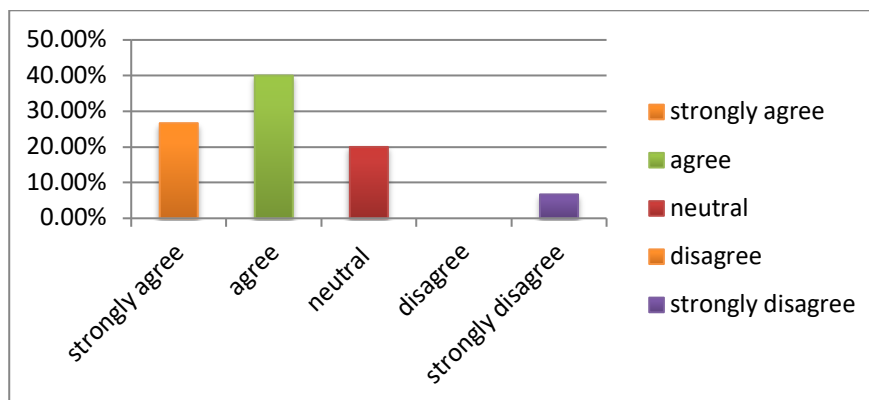
**Figure 4. 8:** *Problem-Solving is Facilitated in Group work*

For the eighth statement, 6(40%) of the respondents were agreed and 5(33.3%) were strongly agree. Meanwhile two (13.3%) were neutral and two (13.3%) were strongly disagree. This result displayed the agreement of students towards facilitating problem-solving in group work.



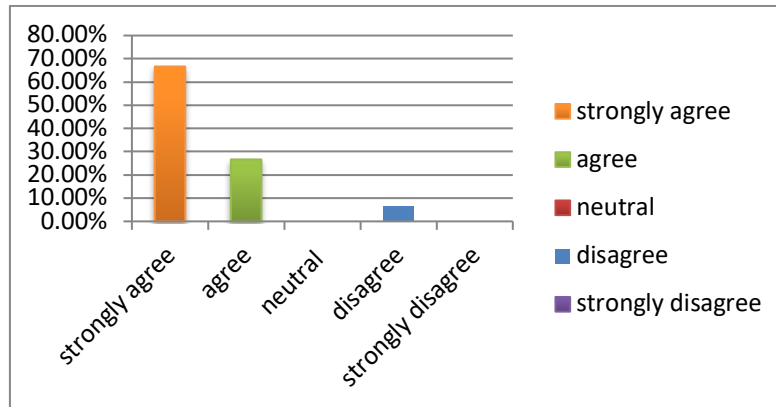
**Figure 4.9:** *Atmosphere in Class is Better When Working in Groups*

As for the ninth item 8(53.3%) of the participants strongly agreed that atmosphere in class is better when working in groups. While 3(20%) of them agreed with the item. Those who were neutral with the statement were 4(26.67%).



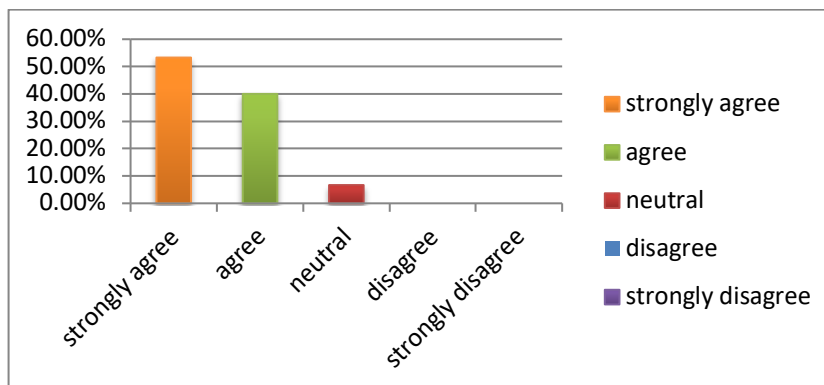
**Figure 4.10:** *Group Work Enables Worse Students to Learn from Better Ones*

With regard to the tenth statement, 4(26%) of the students strongly agreed that working in groups assists worse students to learn from better ones. 6(40%) of them were agreed. Further, three of the students (20%) were neutral and only one student strongly disagreed.



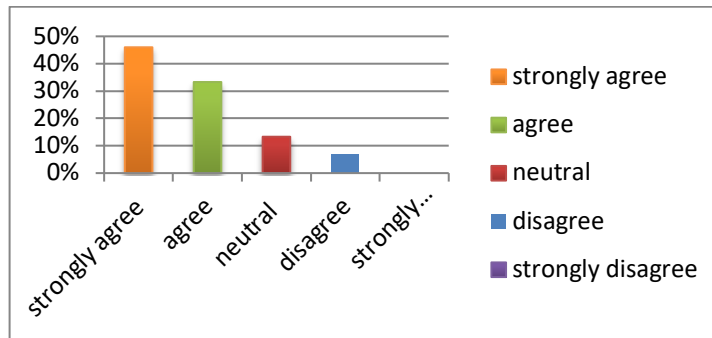
**Figure 4.11:** *The Exchange of Knowledge and Experience is Greater When Working in Groups*

A highly participants' agreement for the eleventh item, whereby 10(66.67%) of the participants were strongly agree and 4 (26%) of them were agreed towards how the exchange of knowledge and experience improve in collaborative work. Whereas only one participant showed disagreement.



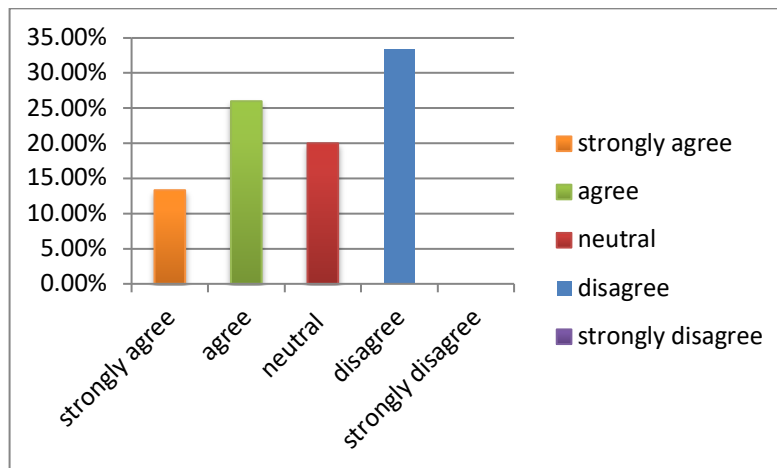
**Figure 4. 12:** *Communicative Skills Improve When Working in Groups*

With reference to the twelfth statement, 8(53.3%) of the target respondents significantly agreed, 6(40%) of them agreed. Only one respondent (6.67%) was neutral, which indicate that skills of communication improve in group work learning.



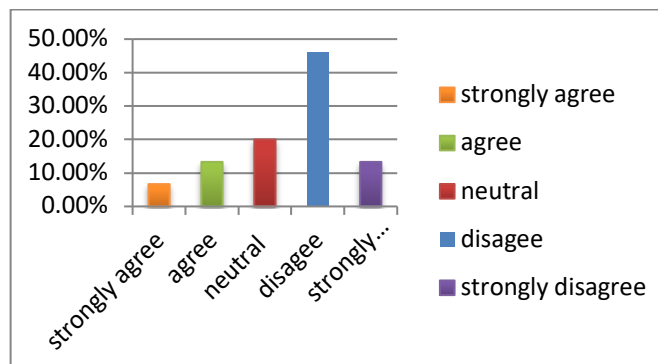
**Figure 4.13:** *Team Spirit is Built When Working in Groups*

7(46%) of the participants were strongly agree that the team spirit is built when working in groups, 5(33.3%) of them also agreed with the statement. 3(13.3%) were neutral while one participant disagreed.



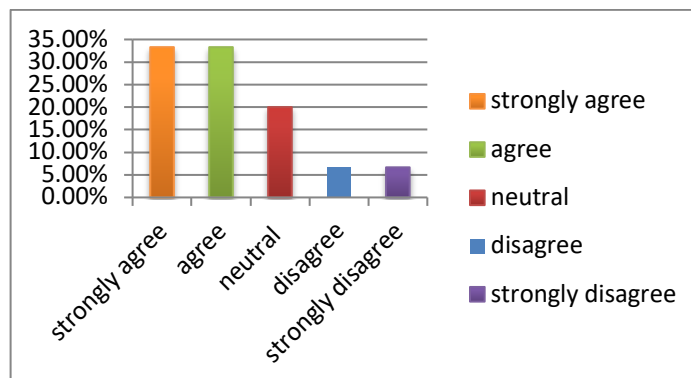
**Figure 4. 14:** *Not All Group Members Participate Equally, and This Slow Down the Learning Process*

Surprisingly, two of the participants (13.3%) strongly agreed and 4(26%) agreed with the statement " Not All Group Members Participate Equally, and This Slow Down the Learning Process". Meanwhile, 3(20%) claims that they are neutral. 5(33.3%) disagreed. This indicated that some of the participants believed that when working in groups there is no equal participation among the team members, which made their learning process slow.



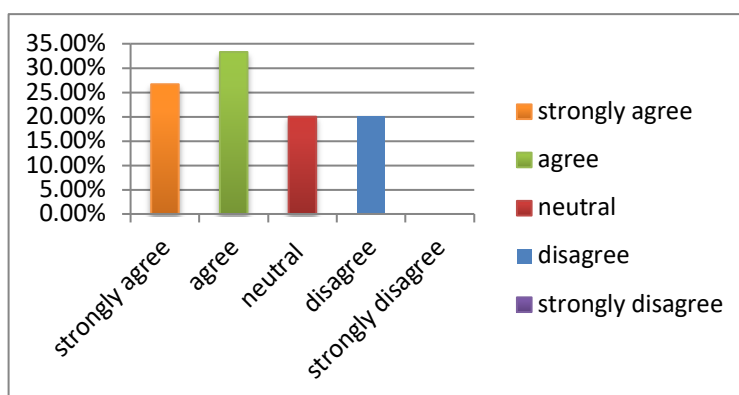
**Figure 4.15:** *I Cannot Show How Much I Know When Working in a Group*

Regarding statement fifteen, only one respondent (6.67%) was strongly agree, also two of the participants were agree. 3(20%) of them were neutral with this statement. While 7(46.67%) were disagree, 2(13.3%) strongly disagreed. This signified a variation in participants' thoughts towards the statement.



**Figure 4.16:** *I Do not Mind Different Levels of Students knowledge in a Group to Learn New Things*

A remarkably agreement of participants' responses with the sixteenth statement, in which 5(33.3%) of them were strongly agree, also 5(33.3%) were agree. Whereas 3(20%) of them were neutral, only one participant (6.67%) disagreed and another one (6.67%) likewise was strongly disagree.



**Figure 4.17:** *I Prefer When Students Correct my Mistakes Rather than my Lecturer*

With reference to the seventeenth item, 4(26.67%) of the students were strongly agree. 5(33.3%) were agreed. While 3(20%) of them answered neutrally as well as 3(20%) of them answered disagree.

## 4.2 Observation analysis

As mentioned before in chapter three, the researchers selected the observation instrument for the purpose of examining whether the CLS assisted in enhancing Student-Centered Approach. Therefore, a participant observation was applied in order to obtain the target goal. The gained data from the current study's observation

was analyzed using content analysis. Furthermore, the researchers adopted the main characteristics of the Student-centered Approach from the perspective of Weimer (2013). Active learning (participation), motivation, teamwork, personalized feedback and students reflecting on their learning are the categories into which Weimer (2013) divided the SCA properties. On that account, the researchers coded the data from the sheet notes by content.

## 5. Discussion

The findings obtained from the analysis revealed that there was a noteworthy progression in student's Reading Comprehension level, as a result of implementing the Strategy of Collaborative Learning, which coincides with the Indonesian pre-experimental research that was carried out in the academic year 2019. The evidence of the current research exhibited an advancement in the mean scores of the experimental group in the posttest after the treatment (Collaborative Strategy). The result was also consistent with the Lestari's et.al quasi-experimental research in 2021, which addressed English Department students at Mayjen Sungkono University recently, aiming to figure out whether Collaborative Strategic Reading gives a positive effect towards students' ability in Reading Comprehension. Consequently, the improvement in mean scores was where the current study's findings and those of Lestari's et.al research was agreed.

The findings gained by the questionnaire exhibited a highly agreement of participants' responses towards benefits of Collaborative Learning Strategy. Besides, a large number of the participants agreed that they like participating in group work, which coincides with previous study carried out by Azar and Arutus (2021) where they see participating in group work works as a facilitator for students' learning and helping them experience new things. Another advantage of CLS is socialization, where large number of participants agreed that CLS assisted them to get socialized, this come in line with Albert Bandura's view: interacting with other mates in collaborative situation creates a socialized environment within learning. Furthermore, many of the target students agreed with establishing a positive working atmosphere when students learn in groups. This indicating an additional benefit of CLS which agreed with Pantiz (1999) list of the benefits of CLS, who claimed that group work established a positive working environment. In addition, great number of respondents strongly agreed that working in groups encourages students' activities within class, which signified more students' engagement in the given tasks. Most of the participants also were strongly agree with the group work, because they thought the group work facilitated their learning in the classroom and they prefer to be involved in group work activities as much as possible. This demonstrates a greatly students' attitude towards CLS. The findings also showed a



variation of students' answers to the item ' problem- solving is facilitated in group work', this indicating that not all of the students are able to solve learning problems during CLS, which do not come in accordance with the study of Azar and Arutus (2021), where their study showed a high agreement with the item, presenting in 80% of the respondents were agree. Moreover, a vast number of the participants strongly agree that the group work makes the atmosphere in class much better, where they work in a friendly environment. Furthermore, the participants expressed strong agreement with the claim that ' group work enables worse students to learn from better ones', which signified that when students with different levels work together, a collaboratively area of learning is promoting. Also, the majority of the students claimed that the exchange of knowledge and experience is greater when working in groups, the students proved that by the significant change of students' performance in each lecture and when they finish any given task in a limited amount of time. This also coincides with Shamseddine's research who had similar research findings. The findings further showed that a great population of the participants believed in improving the communicative skill when working in groups, this agrees with the findings of a Libyan study carried out in Zintan at the Faculty of Education, in which the participants have increased their communicative and learning skills, when the Collaborative Learning was implemented . Both the current and the previous study findings indicated a significant change in students' mean scores. Furthermore, the participants confirmed that team spirit is built when working in groups, representing in more than 79% of the participants agreed with the statement. This is because when working in groups the participants build a good relationship with each other, which promotes the spirit of collaborative team. The students also showed varied answers about the lack of equal participating within group members, and this slows down the learning process. This signified that not all the group members may have the same responsibility which affected their process of learning, which have nearly the same findings of Azar and Arutus's research. It is worth mentioning that almost half of the participants were able to show how much they know when they work in group, as highlighted by Vygotsky (1968) that working in group assists students in showing their knowledge. Additionally, the majority of the participants did not mind different levels of student knowledge in a group to learn new things, so they think when students of different levels of knowledge work in the same group assists in learning things others do not know. Last but not least, the participants have different views about correcting their mistakes, many of them prefer their friends to correct their mistakes, many others prefer to be corrected by their teacher.

Taking into consideration the recent findings achieved from the observation, beneficial data were obtained to enrich the current undertaken research with assistant facts. Through the observation, the participants were engaged actively in Reading Comprehension lectures during the study within experimental group, they

also shared ideas by their own words and many of the participants improved their communicative skills. The participants were motivated with implemented Collaborative Strategy, showing a greatly confidence during debates and discussions. The participants of the current study further took part in deciding which kind of techniques to be utilized in Reading Comprehension lectures. Students' satisfaction was also remarkable throughout the study within the focus group, which seen as a sign of student-centered enhancement. The findings indicated an improvement in students' collaboration all over the research, as many of the participants were collaboratively work and showed an amusement during collaborative work, another significant advancement was students' responsibilities within their collaboration. In other words; in each time they were inserted into groups, students displayed a sign of management regarding students' roles towards given tasks. The lack of personalized feedback ability was notable throughout the research, whereby the majority of the participants within experimental group did not assessed their work accurately in most lectures, this may because the participants concerned about their marks more than improving such abilities. The results also indicate a quite development in students' reflection ability.

## 6. Conclusion

The result showed a reasonable positive attitude towards implementing the Collaborative Learning Strategy within First year students of English language, the result also showed a noticeable enhancement towards student-centered approach. In other words, the Collaborative Learning Strategy improves the students' Reading Comprehension level. It also assists in maximizing students' knowledge i.e. when collaborating with others, students enrich their vocabulary knowledge, belief, and their cognitive skills. On the other hand, Collaborative Strategy has several benefits that assist learners as well as tutors in learning process. More precisely, Collaborative Learning Strategy empowers students' socialization skills, thus when learners collaborate, they interact in different ways, since each learner has his own ideas, experience, and different attitude, which assists them to get socialized. Collaborative learning also creates an environment where learners work positively, it further facilitates students learning by providing students with opportunities where they take a charge of their learning i.e. students' engagement within tasks and activities. Besides this, Collaborative Learning Strategy promotes students' participations in class, it meant that students were encouraged to perform fully in learning process. Students' motivation is also increased throughout the implementation of CLS. Not only that Collaborative Strategy further builds a friendly environment among learners, in which learners learn from each other's, share experience, and exchange of communicative skills. This resulted in creating team spirit among

them. On the other hand, it could be seen that students struggled to provide personalized feedback accurately.

To conclude, students' learning can be improved and their reading comprehension raised through the implementation of Collaborative Strategy. Additionally, it can promote student-centered learning, in which learners are encouraged to direct their own learning within a collaborative environment.

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