THE PROS AND CONS OF INTEGRATING COLLABORATIVE LEARNING INTO LESSON PLAN DESIGN

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ABSTRACT

Collaborative learning is a learner-centered approach that facilitates students to involve in a team work in order to achieve a certain goal in learning activities. This descriptive qualitative study investigated the pros and cons of integrating collaborative learning into lesson plan design from the perspectives of thirty students of primary school teacher education study program. Questionnaire and interview were used to figure out the students' perspectives dealing with the issues. The data were collected, classified, analyzed, and interpreted. The results revealed that providing support system, developing communication skills, promoting autonomous learning, enhancing interaction, motivation, confidence, and critical thinking, and enriching knowledge, insight, and experience are among the pros of collaborative learning. Meanwhile, the cons of collaborative learning include imbalance task distribution, personal conflict, and distraction causes. Therefore, guiding, monitoring, and evaluating from the lecturer are highly required to maximize the pros and minimize the cons. It is expected that this research provides new perspectives of the utilization of collaborative learning in EFL learning activities especially lesson plan design.

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1. INTRODUCTION

Teaching and learning activities involve components that are interrelated each other. Materials, media, and approaches are among key elements that support the success accomplishment of teaching and learning objectives. As one of the important aspects of teaching and learning success, approach promotes the actualization of effective and significant support for the learning process, development, and outcomes of the students (Du, 2021). Therefore, applying approaches, methods, techniques, or strategies in English language teaching that potentially elevates students' motivation, interest, and participation is required major concern of the educators (Kurniliawati, 2016).

The shift of approach from teacher-centered to student-centered has contributed to the various emergencies of language learning approaches. Implementing student-centered learning approach helps teacher to create effective classroom atmosphere (Jogan, 2019). Effective learning also occurs when it involves student-centered learning (Rao, 2019). Collaborative learning is a type of learning approach that is built and developed

based on student-centered learning approach paradigm. It is a learner-centered approach that facilitates students to involve in a team work in order to achieve a certain goal in learning activities.

Collaborative learning is a student-centered approach that encourages active, shared, inductive, and autonomous learning (Chowdhury, 2021). The concept of this approach is grouping or pairing the students with the aims of accomplishing the learning together (Laal & Ghodsi, 2012). Meanwhile, its key elements include positive interdependence, considerable interaction, individual accountability, social skills, and group processing (Laal & Laal, 2012). Thus, this approach enables students to build teamwork, improve initiative, enhance efficiency, and develop critical thinking through the engagement among team members and with the teacher (Yan, 2019). It also helps the teacher to create a situation where students learn something, understand a concept, develop a product, or solve a problem together (Ayala & Franco, 2021).

English is the main foreign language in Indonesia. It is taught in all education levels whether as a compulsory or as a supplementary subject. In higher education level, English is included as a compulsory course. It is generally learnt by the university students with various study program backgrounds in the first or second year of academic study. In primary school teacher education study program of a private university in Palembang, English is taught for two semesters with three credit semesters for each semester. The goal of the course is both to develop students' English skills and train students to prepare and conduct English teaching.

Students of primary school education study program are the pre-service primary school teachers. The students are the future teachers that will teach in the primary schools. As pre-service teachers, the students are required not only to have good mastery on various subjects but also to have ability to teach various subjects including English to primary school students. It is generally accepted that ideal teachers carefully plan their lesson and design lesson plan well. Since designing a lesson plan is a part of teacher's preparation, it is important for the pre-service teachers to learn the way of designing lesson plans and master the ability of designing and presenting the lesson plans (Enama, 2021).

Lesson plan is a key component of each lesson and a road-map for the teacher. It ensures education progress, effective learning management, and lesson continuity (Adiguzel, 2021). In designing a lesson plan, teachers are required to formulate the aims, construct the content, set the teaching and learning procedure and prepare the assessments (Orhan & Beyhan, 2021). Thus, designing a lesson plan is challenging since it requires proper knowledge and skill to do it. As a result, the pre-service teachers with limited knowledge and skill find it hard to make the lesson plans. This challenge requires concerns and solution. Regarding to it, utilizing an approach that promotes collaboration among the students is one of the solutive alternatives. Collaboration potentially maximizes pre-service teachers' chances to create proper lesson plans (Enama, 2021). It also facilitates the development of learning competencies that result in an achievement of optimal learning success (Lizcano & Daza, 2019).

Collaborative learning is a type of approach that is highly recommended to use in ELT as it covers many potential benefits such as; group work, knowledge sharing, critical thinking, learner-centered, positive motivation, problem solving, active participation, successful results, and self-learning (Rao, 2019). Moreover, it is also correlated with English skill development issues. Several findings revealed that it is effective to use collaborative learning in enhancing students' four skills; listening, reading, speaking, and writing (Ardi, 2015; Arta, 2018; Ayyub, Akib, & Amin, 2021; Daud, Hanafi, & Laepe, 2018; et al. Samosa, C., R., 2021; Lan, Sung, & Chang, 2007; Listyani, 2021; Putri, Zaim, & Hamzah, 2020; Yan, 2019).

In line with it, some similar findings showed that collaborative learning brings both advantages and disadvantages to the four skills development (Ayala & Franco, 2021; Chowdhury, 2021; Laal & Ghodsi, 2012; Laal & Laal, 2012; Lizcano & Daza, 2019; Ozkara & Cakir, 2020; Rao, 2019). In a nutshell, most of the studies that have been conducted by the previous researchers generally focusing on the utilization, advantages, and disadvantages of collaborative learning to develop English skills, namely; listening, reading, speaking, and writing. Vice versa, the studies that examine the use of collaborative learning in lesson plan design with its pros and cons are still limited. Therefore, this research is bridging the gap through investigating the collaborative learning utilization in lesson plan design and concerning with the pros and cons related to it.

This research investigated the pros and cons of integrating collaborative learning into lesson plan design. Identifying the pros will enable lecturers and students to maximize the potential benefits of collaborative leaning use in lesson plan design so that it will support students' learning success. Meanwhile, recognizing the cons will help lecturers and students minimize the potential drawbacks of collaborative learning utilization in lesson plan design and it thus will anticipate the emergence of potential problems and minimize the impacts of it.

The results of this research are expected to provide fruitful perspectives on the pros and cons of collaborative learning integration into lesson plan design. The perspectives will lead to the better understanding and implementation of collaborative learning in ELT and in lesson plan design. Thus, it will promote the teaching and learning success.

2.   RESEARCH METHOD

Descriptive qualitative research has been widely used in various disciplines, including education, psychology, and social sciences. In EFL and ESL context, this research design is increasingly used and recognized as a numerous number of language teaching study manuscripts are described and reported qualitatively (Nassaji, 2015). The type of this research design is also highly important in this recent era to diagnose and describe current issues that require attention from policymakers, practitioners, and researchers (Loeb, 2017). This descriptive qualitative research was conducted to investigate the pros and cons of integrating collaborative learning into lesson plan design.

Thirty pre-service teachers of Primary School Education Study Program were involved as the research subjects of this study. Convenience sampling technique was used to select the participants since it is easy for the researcher to access the participants or research subjects (Cohen, Manion, & Morrison, 2000). The subjects are third-semester students that have taken English Course (English I) and English Learning Course (English II). The English Course provides theory, concept, and practice of English with the aims of enhancing students' communicative skills both spoken and written. Meanwhile, English Learning Course offers discussion of topics dealing with English teaching preparation, practice, and assessment including Lesson Plan Design. On the discussion of Lesson Plan Design topic in English Learning Course, the lecturer implemented collaborative learning. In short, the research subjects have experienced learning lesson plan design through collaborative learning.

This research employed data from primary source where the data were directly collected from the research subjects. Questionnaire and interview are the instruments used to gather the data. In this research, the thirty research subjects were asked to respond fifteen questionnaire items and three interview questions dealing with the pros and cons of integrating collaborative learning into lesson plan design. In answering the questionnaire, the research subjects chose an alternative answer from four responses that have been provided, namely; Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) for each questionnaire item. Meanwhile, to respond three interview questions, the research subjects had the opportunity to give free answer in accordance with their experience. Both questionnaire distribution and interview sessions were conducted online. The questionnaire items were distributed through Google Form whereas the interview was conducted via Google Meet.

The data from questionnaire and interview were processed through following a set of steps, namely; (1) collecting the data through questionnaire and interview, (2) classifying the data from the questionnaire and interview, (3) analyzing the data from questionnaire and interview (4) interpreting and relating the data to the previous findings. It takes one semester to conduct this research. The results of this research are considered valid as the research instruments and process have been through reliability and validity checks.

3.   RESULT AND DISCUSSION
3.1.   The Result of Questionnaire

To discover the pros and cons of the implementation or collaborative learning in lesson plan design, the research distributed questionnaire that consists of fifteen statements to thirty research subjects involving in this study. In responding to questionnaire, the subjects are provided 4 options, namely Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The questionnaire items are divided into two parts. The first part covers ten statements dealing with the pros of collaborative learning integration into lesson plan design. Meanwhile, the second part comprises five statements related to the cons of collaborative learning use in lesson plan design.

The pros statements of collaborative learning mainly focus on the utilization of collaborative learning dealing with useful English skill developments, interesting discussion and idea sharing, fun group work learning atmosphere, easy material mastery and task accomplishment, autonomous learning, anxiety decreasing, relaxed atmosphere, communication skill improvement, motivation and participation enhancement, and self-esteem encouragement in communication and public speaking. Meanwhile, the cons statements of col-

laborative learning mostly concern with the use of collaborative learning in conjunction with task distribution challenge, time consuming, limited creativity, focus distraction and slow task accomplishment.

The research subjects' responses towards the pros of collaborative learning integration into lesson plan is displayed in Figure 1. Meanwhile the research subjects' responses towards the cons of collaborative learning utilization in designing lesson plan is presented in Figure 2.
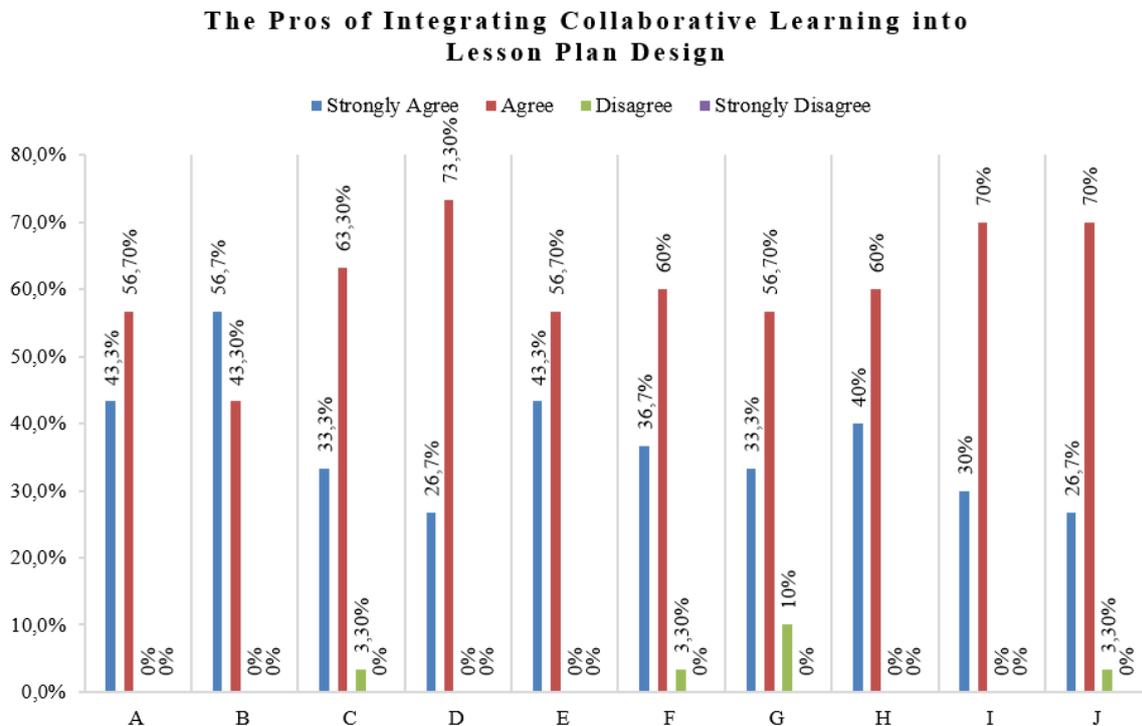

Figure 1. The Pros of Integrating Collaborative Learning into Lesson Plan Design

Questionnaire items of Figure 1

A   :   Collaborative learning develops useful English skill
B   :   Collaborative learning facilitates interesting discussion and idea sharing
C   :   Collaborative learning promotes effective learning and material understanding
D   :   Collaborative learning provides fun group work atmosphere
E   :   Collaborative learning supports easy material mastery and task accomplishment
F   :   Collaborative learning promotes autonomous learning
G   :   Collaborative learning reduces anxiety and creates relaxed atmosphere
H   :   Collaborative learning improves communication skills
I   :   Collaborative learning enhances motivation and participation in learning
J   :   Collaborative learning elevates self-esteem in communication and public speaking

Figure 1 presents the data of each statement that potray the pros of integrating collaborative learning into lesson plan design. The first statement, collaborative learning develops useful English skill, 43.3% and 56.7% of the research subjects express their strong agreement and agreement on the statement. The second statement, collaborative learning facilitates interesting discussion and idea sharing, 56.7% and 43.3% of the research subjects strongly agree and agree with the statement. The third statement, collaborative learning promotes effective learning and material understanding, 33.3% and 63.30% of the research subjects strongly agree and agree with it meanwhile 3.30% of the research subjects disagree with it. The fourth statement, collaborative learning provides fun group work learning atmosphere, 26.7% and 73.30% of the research subjects strongly

agree and agree with the statement. The fifth statement, collaborative learning supports easy material mastery and task accomplishment, 43.3% and 56.7% of the research subjects show their strong agreement and agreement on the statement. The sixth statement, collaborative learning promotes autonomous learning, 36.7% and 60% show their strong agreement and agreement on the statement whereas 3.30% of the statement disagree with it. The seventh statement, collaborative learning reduces anxiety and creates relaxed atmosphere, 33.3% and 56.70% strongly agree and agree with the statement meanwhile 10% of the research subjects disagree with it. The eighth statement, collaborative learning improves communication skills, 40% and 60% mention their strong agreement and agreement with the statement. The ninth statement, collaborative learning enhances motivation and participation in learning, 30% and 70% strongly agree and agree with the statement. The tenth statement, collaborative learning elevates self-esteem in communication and public speaking, 26.70% and 70% of the research statement expresses their strongly agreement and agreement and 3.30% of the research statement express their disagreement.

The results of the questionnaire that indicate the research subjects' responses towards the statements representing the pros of collaborative learning integration into lesson plan design are highly positive. Most of the research subjects (around or more than 90%) show their agreement on each of statement. Meanwhile, a few research subjects (around or less than 10%) reveal their disagreement on statement number 3, 6, 7, and 10. In short, the research subjects believe that the utilization of collaborative learning in lesson plan design has brought many fruitful benefits to their learning process and result. This approach not only brings potential positive influence on students and but also on classroom learning (Listyani, 2021).

Dealing with Statement 1, the research subjects believe that collaborative learning helps them to develop useful English skills for supporting lesson plan design, namely listening, reading, speaking, and writing. The use of collaborative learning increases students' eagerness in listening to the material (Ardi, 2015). It aids students to improve their reading comprehension and analytical skills through sharing ideas and feedback (Putri et al., 2020). It also encourages students to actively speaking by having discussion with team members (Ayyub et al., 2021). It enhances students' writing efficacy as the they work together to accomplish their tasks as well (Yan, 2019).

To respond Statement 2, the research subjects agree that collaborative learning facilitates them to conduct interesting discussion and idea sharing during lesson plan design. Collaborative learning facilitates ideas exchange that promotes interest, problem solving, and critical thinking enhancement (Yan, 2019). It encourages students to actively share their ideas and feed-backs as well (Ayyub et al., 2021; Putri et al., 2020). Thus, it supports the actualization of interesting discussion and idea sharing session.

In relation to Statement 3, the research subjects think that collaborative learning promotes effective learning and material understanding dealing with lesson plan design. As collaborative learning is based on student-centered learning approach, it therefore potentially supports effective and significant learning process, development, and outcome (Du, 2021). In addition, it provides opportunity for the students to learn material systematically and understand it better (Rao, 2019).

The research subjects agree with Statement 4 that collaborative learning provides fun group work atmosphere in designing lesson plans. The implementation of collaborative learning supports students to work together and complete their tasks together (Ayyub et al., 2021). It also enables students to create fun group work atmosphere since the students have the authority to discuss together without any limitation from the lecturer. Students can work effectively in collaboration as they enjoy working towards a similar goal (Ayala & Franco, 2021).

Pertaining Statement 5 that collaborative learning supports easy material mastery and task accomplishment of lesson plan design. This type of collaboration helps students to maximize their potential to have good mastery in lesson plan design and reach their group target (Enama, 2021). The students are encouraged to master the lesson easier and generate lesson plan better through this learning approach. This approach enables the students to help each other in understanding the materials and complete the tasks.

Regarding to Statement 6, the research subjects believe that collaborative learning promotes autonomous learning so that the subjects rely more on their individual and group efforts in designing lesson plan. Collaborative learning plays important role in fostering autonomous learning since it provides the students opportunity to learn and work together independently (Chowdhury, 2021). When the students are comfortable with being autonomous learners, the students will be more active in expanding their knowledge, skills, and experience.

In answering Statement 7, the research subjects agree that collaborative learning helps them to re-

duce anxiety and create relaxed atmosphere in designing lesson plan. Conducting group project and studying together through collaborative learning make students enjoy the learning process and decrease their anxiety because the students support each other in order to solve their problems and accomplish their tasks (Arta, 2018; Lan et al., 2007).

In conjunction with Statement 8, the research subjects think that collaborative learning supports them to improve their communication skills and this help them to build a good interaction among the team members in completing lesson plan tasks. Having a good ability in communication will help the students to interact in various context including group work thus it will support the achievement of learning objectives (Lizcano & Daza, 2019; Pandey, 2022).

The response toward Statement 9 is also positive, the research subjects believe that collaborative learning enhances motivation and participation in learning including designing lesson plan. When the students conduct a group work to complete a task, they tend to support each other through sharing ideas, feed-backs, and solutions on their group project. This activity encourages them to participate actively in group discussion and elevate their motivation to provide maximum contribution to their group task (Arta, 2018; Lan et al., 2007; Ozkara & Cakir, 2020).

For responding Statement 10, the research subjects agree that collaborative learning promotes them to elevate their self-esteem in communication and public speaking. Collaborative learning is a type of approach that potentially brings positive psychological impacts in form of increasing students' self-esteem (Laal & Ghodsi, 2012). The subjects are more confident to express their ideas when they share opinions in group as a team performance tend to reduce anxiety (Lan et al., 2007).
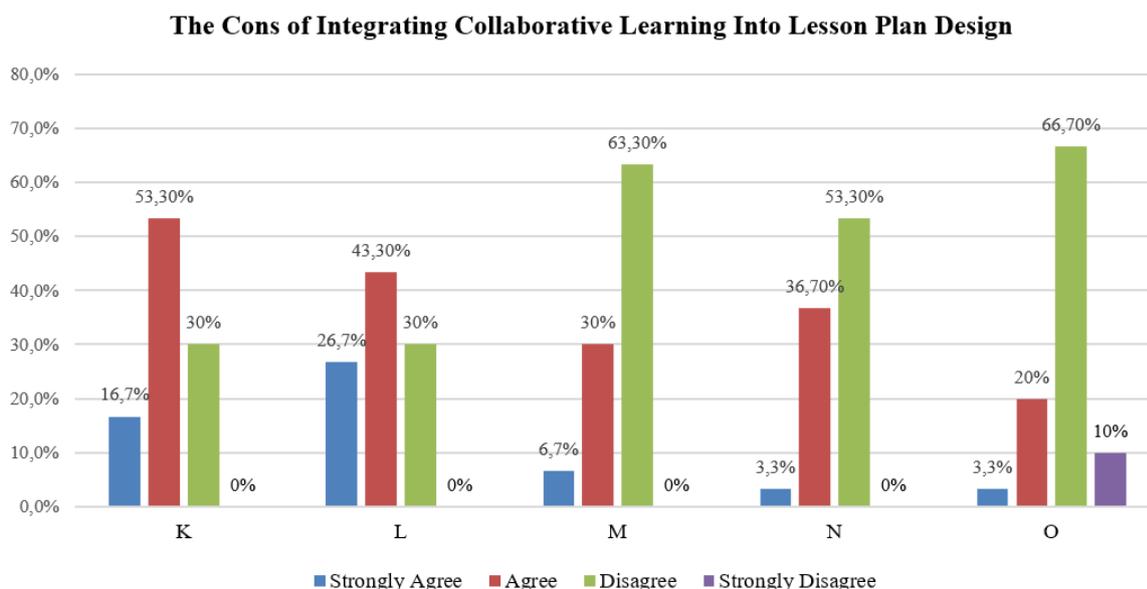
Figure 2. The Cons of Integrating Collaborative Learning into Lesson Plan Design

Questionnaire items of Figure 2

K   :   It is challenging to divide tasks in collaborative learning activities
L   :   Discussion and sharing ideas in collaborative learning activities are time consuming
M   :   It is hard to develop ideas and creativity in collaborative learning
N   :   Collaborative learning distracts focus due to team work interaction
O   :   It is difficult to complete task fast through working collaboratively

Figure 2 displays the data of each statement that describe the cons of integrating collaborative learning into lesson plan design. The research subjects provide various responses towards each statement of the questionnaire. For instance, the research subjects' responses towards the first statement dealing with challenging

task distribution are 16.7% (strongly agree), 53.30% (agree), and 30% (strongly disagree). Next, the research subjects' responses towards the second statement related to time consuming activity are 26.7% (strongly agree), 43.30% (agree), and 30% (disagree). Then, the research subjects' responses towards the third statement on limited chance of developing ideas and creativity are 6.7% (strongly agree), 30% (agree), and 63.30% (disagree). After that, the research subjects' responses towards the fourth statement on focus distraction are 3.3% (strongly agree), 36.70% (agree), and 53.30 (disagree). At last, the research subjects' responses towards the fifth statement slow task completion are 3.3% (strongly agree), 20% (agree), 66.70% (disagree), and 10% (strongly disagree).

As presented in Figure 2, the degree of research subjects' agreement related to Statement 1, Statement 2 are around 70%. This implies that research subjects believe that challenging task distribution and time-consuming activity are among the cons of integrating the collaborative learning into lesson plan design. The findings are in line with the results of Lizcano & Daza (2019), that describe utilizing collaborative learning into teaching and learning process might cause difficulty in dividing task and consume more time in making agreement. Vice versa, the degree of research subjects' agreement dealing with Statement 3, Statement 4, and Statement 5 are more than 50%. It infers that the research subjects believe that the use of collaborative learning in lesson plan design does not limit their creativity, trigger focus distraction, and cause slow task completion. The findings are in line with the results of Laal & Ghodsi, (2012) research in 2012 that assert collaborative learning brings benefits to teaching and learning process in many aspects, namely; social, psychological, academic, and assessment benefits. Hence it contributes to the effective learning and task accomplishment targets.

The results of the questionnaire dealing with the cons of collaborative learning integration into lesson plan design indicate that the research subjects believe that collaborative learning brings more benefits and less back-draws to the lesson plan design activity. Therefore, it is highly suggested to implement collaborative learning in lesson plan design.

3.2. The Results of Interview

The researcher interviewed thirty research subjects to gather detailed responses dealing with the pros and cons of integrating of collaborative learning into lesson plan design. In the interview session, the researcher asked three questions to research subjects. The responses of research subjects are described as follows:

First question: What do you think about the integration of collaborative learning into ELT?

Pertaining to the first questions, the research subjects provided various answers. Research subjects no. 1, 6, 9, 10, 12, 16, 18, 20, and 21 believe that utilizing collaborative learning in ELT potentially brings positive impacts as this learning approach promotes solidarity and strong teamwork among the students. For instance, research subject no.1 mentions that "I think that collaborative learning encourages us to be more solid and helps us to build strong teamwork where we can work together and help each other to accomplish our team goals." Similar opinion is delivered by research subject no. 10 "Collaborative learning enables us to work in a team and do our task together. Therefore, it supports us to build a solid and good teamwork for reaching our target together."

Next, research subjects no. 2, 7, 8, 15, 23, 25, 26, 27 and 28 express another positive viewpoint dealing the first questions the subjects think that collaborative learning facilitates the creation of fun, effective, and efficient teaching and learning activities. This type of approach not only provides various interesting teamwork activity but also eases the students to accomplish their tasks faster. Regarding to the question, research subject no. 2 states that "Working together in team is fun, effective, and easy. We can finish our tasks quicker as because we divide the tasks and share our ideas in order to complete the tasks as quickly as possible." Research subject no. 23 asserts that "In my opinion, it is good to use collaborative learning in ELT since it helps us to be more active in group discussion in order to complete our task. Thus, it makes learning and doing tasks easier."

Another opinion is expressed by other research subjects. Research subjects no. 3, 4, 5, 11, 13, 14, 24, and 30 points out that studying and working in a team provides chances to discuss and share ideas. This activity supports the students to develop their communication skills in terms of expressing ideas, building interaction, and conducting public speaking. For example, research subject no. 13 points out that "The utilization of collaborative learning into ELT helps us to train our communication skills especially sharing ideas and expressing thoughts." This statement is supported by research student no. 24, the student states that "In my viewpoint, this type of learning approach elevates our communication skill. We have chances to communicate ideas, give feed-backs, interact each other, and make decisions together. Hence, our communication skill is getting better."

Research subjects no. 17, 19, 22, and 29 express the other ideas related to the first questions. The research subjects believe that collaborative learning promotes the enrichment of the knowledge, insight, and experience in English language learning. The discussion and sharing ideas enable the students to obtain numerous information, perspectives, and feedback dealing especially on the discussed topic. One of the students, research subject no. 19, mentions that "Learning in a team provides us opportunity to gain more new knowledge and insight as we share our ideas and give feedback each other. Furthermore, this activity also helps us to explore new experience through learning and working together." Meanwhile, the other student, research subject no. 22 adds that "Studying and working together with students who have different background and ability give us both new knowledge and experience on how to achieve team goals together."

To sum up, the research students' responses towards the interview questions imply positive perspectives. The research subjects believe that the use of collaborative learning into ELT contribute to positive impacts, namely; promoting solidarity and strong teamwork among the students, facilitating the creation of fun, effective, and efficient teaching and learning activities, providing chances to discuss and share ideas, and supporting the enrichment of the knowledge, insight, and experience in English language learning. These responses are similar with findings of studies that have been previously conducted (Ayyub et al., 2021; Du, 2021; Putri et al., 2020; Rao, 2019; Yan, 2019).

Second question: What are the pros of collaborative learning integration into lesson plan design?

In relation to the second question which focus on the pros or advantages of using collaborative learning in designing lesson plan, the research subjects no. 1, 5, 7, 11, 12, 14, 27, and 30 asserts that one of the pros of collaborative learning is it facilitates the actualization of support system for the team members. This approach enables students to help each other both in learning the materials and working on the projects. As stated by research subject no. 11, "Working in a team makes us help each other when it comes to understand learning materials, do instructions, and complete tasks. Collaborative learning makes us come together in overcoming any challenges in designing lesson plan." In line with it, research subject no. 14 points out that "Designing a lesson plan in team is easier than doing it individually. Each group member has strengths and weaknesses. We keep supporting each other by maximizing strengths and minimizing weaknesses."

Other pros of implementing collaborative learning in lesson plan design is expressed by research subjects no. 2, 9, 15, 17, 21, 23, and 28. The research subjects agree that collaborative learning elevates both social and public communication skills because the students have chance to practice to build interaction, share opinion, and present ideas with team member. Dealing with lesson plan design, the communication skill helps students to present the lesson plan design better and make those who listen to the presentation understand it clearer. The communication skill also facilitates students to build good interaction among the team member. It therefore supports students to formulate and create ideal lesson plan design. In agreement with it, research subject no. 9 mentions that "Studying through collaborative learning approach supports us to train and improve our communication skills. Sharing ideas and conducting a group discussion encourages us to be more communicative and confident." In addition, research subject no. 17 points out that "Expressing thoughts to team members is not challenging because we are classmates and teammates. Working in group makes us communicate better and share any ideas freely. Thus, we can a good design lesson plan that represent all team members' opinions."

Regarding to the second question, research subjects no. 3, 8, 10, 19, 20, and 24 believe that collaborative learning promotes autonomous learning. Through this type of approach, the students are encouraged to be more independent, active, productive, and creative. The students are also guided to use various learning sources to improve their understanding and helping them to design lesson plans. For instance, research student no. 10 states that "The use of collaborative learning in teaching and learning activities supports autonomous learning. This approach enables us to rely on our capabilities by making use our sources and teamwork. In designing lesson plan, we not only use materials from our lecturer but also from other reliable sources that can be found on internet." In line with it, research student no. 19 mentions that "One of the pros of collaborative learning is encouraging us to be more independent and not always depend on explanation or information from our lecturer. Hence, we can be autonomous learners."

Research subjects no. 4, 13, 16, 17, 22, and 25 state that collaborative learning enhances interaction, motivation, confidence, and critical thinking. This approach helps the students to actively participate in group work in form of conducting discussion, providing feedback, or sharing ideas. Next, the interaction leads to solid teamwork which motivates the students to do the best for their group. Then, the motivation makes students to

be active learners who always practice more, and it helps them to have better confidence. Following, the confidence encourages the students not only in expressing ideas but also critizing or evaluating each other. Thus, it aids them to improve their critical thinking. It is like a chain reaction phenomenon that one aspect influence the others. As stated by research subject no. 4 that "Sharing, feedback, and discussion sessions during teamwork activity support us not to sharpen our critical thinking. When we design a lesson plan, we tend to gather, compare, analyze, and select the material sources. This process helps us to plan and design carefully and properly." In agreement with it, research student no. 22 points out that "Studying and working together in a team enable us to create fun and relax atmosphere as we collaborate with classmates and friends. Hence, it makes us more motivated to do the best for team and create a good lesson plan."

The last pros of collaborative learning integration into lesson plan design are about enriching knowledge, insight, and experience of the students. Research subject no. 6, 18, 23, 26 and 29 agree with this. For instance, research subject no. 6 mentions that "Conducting collaborative learning in designing lesson plan helps us to share ideas and information dealing with lesson plan design. It therefore enriches our knowledge and insight on how to make a proper lesson plan design." In addition, research subject no. 26 states that "Through collaborative learning, we can experience how to work in team and achieve our goals together. The experience helps us to understand the way to build good teamwork and the way to interact each other better."

In conclusion, the pros of collaborative learning consist of providing team support, elevating social and public communication skills, promoting autonomous learning, enhancing interaction, motivation, confidence, and critical thinking, and enriching knowledge, insight, and experience of the students. These findings are relevant with results of research that have been previously conducted (Arta, 2018; Chowdhury, 2021; Du, 2021; Enama, 2021; Lan et al., 2007; Lizcano & Daza, 2019; Ozkara & Cakir, 2020; Pandey, 2022; Rao, 2019). These perspectives potentially bring better understanding on the use of collaborative learning in lesson plan design. In addition, it is highly recommended to maximize these potential benefits and use collaborative learning in lesson plan design.

Third question: What are the cons of collaborative learning integration into lesson plan design?

To respond the third question, the research subjects provide some answers related to cons or disadvantages of utilizing collaborative learning in lesson plan design. Research subjects no. 1, 2, 4, 9, 10, 14, 15, 17, 20, 23, 27, and 28 assert that collaborative learning potentially causes imbalance task distribution among the team members. Some students due to their understanding or ability limitation tend to rely on other team member and do not give proper contribution to their group. Research subject no. 10 states that "It is hard to divide balanced task when we design lesson plan. A few team members sometimes try to rely on other students due to their lack of understanding on the material or minimum English proficiency." Another one, research subject no. 14 expresses the same idea that "Collaborative learning sometimes brings disadvantage to some students as their team members rely on them and tend to avoid their tasks. As the consequence, imbalance task distribution happens." The other, research subject no. 23 says that "In conducting collaborative learning activities for achieving our group goal, there are a few students who do not contribute well to the group task. Therefore, other team members must complete their tasks and it burdens a lot."

Dealing with the cons of collaborative learning implementation in making lesson plan, research subjects no. 3, 7, 8, 19, 22, 25, 30 believe that when the student study and work together in a group, potential conflict may arise. This due to different ideas and thoughts that make cause argument and debate among the team members. As mentioned by research subject no. 3 that "Argument or debate in teamwork is unavoidable. Sometimes, we can achieve an agreement. Another time, everyone insists on their opinions. Thus, it causes argument among us. In relation with lesson plan design, we frequently argue about the material or assessment that need to be included in our lesson plan." Furthermore, research subject no. 7 asserts that "It is difficult for me to express ideas when we work together with students who tend to dominate the discussion. As a result, avoiding argument and staying quiet seem to be the best options while waiting for the right moment." In addition, research subject no. 22 states that "To achieve an agreement in group discussion is not always easy. Sometimes, we have a long debate and takes much time to make an agreement such as on types of media or method to use in lesson plan design."

At last, research students no. 5, 6, 11, 12, 13, 16, 18, 21, 24, 26, and 29 express that collaborative learning potentially causes distraction. When the students work in groups and discuss together, they frequently lose their focus. They talk about other topics or have small talks more. As a result, they do not concern on their task. They are busy talking each other about random topics. Research subject no. 5 mentions that "The

team members sometimes tend to have a chit chat and ignore their main tasks. The students tend to spend more time on talking about hot issues or trends that working on lesson plan design." Similar answer is expressed by research subject no. 18, "Discussion is a session in collaborative learning that usually distracts our focus. It is hard to avoid it when other team members ask you to talk about interesting topics." In agreement with research subject no. 26 mentions that "For the students that are easily distracted, working together in group is quite challenging."

In a nutshell, the cons of collaborative learning utilization in lesson plan design comprise causing imbalance task distribution, increasing potential conflict, and triggering focus distraction. These findings are in line with the results of previous studies that have been conducted by the researchers (Laal & Ghodsi, 2012; Lizcano & Daza, 2019). From these responses, it is expected that the potential drawbacks are anticipated and minimized for better results of collaborative learning integration into lesson plan design.

4.   CONCLUSION

The results of the study present the pros and cons of integrating collaborative learning into lesson plan design. the pros of collaborative learning consist of providing team support, elevating social and public communication skills, promoting autonomous learning, enhancing interaction, motivation, confidence, and critical thinking, and enriching knowledge, insight, and experience of the students. Meanwhile, the cons of collaborative learning utilization in lesson plan design comprise causing imbalance task distribution, increasing potential confict, and trigerring focus distraction. These perspectives potentially bring better understanding on the use of collaborative learning in lesson plan design. In addition, guiding, monitoring, and evaluating from the lecturer are highly required to maximize the pros and minimize the cons.

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