

**LEARNING COMMUNITY IN ELT CLASSES
IN INDONESIA: A META-SYNTHESIS STUDY**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Fauziyah, Zahroh Nurul (2025) *Learning Community In ELT Classes In Indonesia: A Meta-Synthesis Study*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisors I: Dr. Siti Asmiyah, M. TESOL. Supervisors II: M. Hanafi, MA.

Keywords: *English Language Teaching, Indonesian Student, Learning Community, Student Learning Community*

Learning community plays crucial roles not only in the teaching and learning process but also in the achievement of the targeted competencies. This meta-synthesis study delves into existing studies reporting learning communities in Indonesian ELT context. Analyzing 13 articles relevant to the inclusion criteria, data was collected and analyzed using systematic review. Using the main theoretical frameworks of the learning community proposed by Lenning et al. (2013), the findings suggest the following. The type of learning community reported is the student learning community under two subtypes of course/class, external and mixed student learning communities. Mixed student learning community in particular is a new type found in this study. The activities reported include group discussion, speech, role play, reading aloud, storytelling, guess activity, and group study. The benefits are improvement in skills, encouragement of collaboration, and stronger sense of independence and leadership abilities. Limited resources, uneven participation and engagement, managing large groups, limited facilitation time for teachers, lack of desire to do assignments, and participating in activities on time are among the problems reported in the conduct of the student learning community in the Indonesian ELT context. These findings imply the learning community ensures effective facilitation, creating an engaging and supportive environment for English learners.

ABSTRAK

Fauziyah, Zahroh Nurul (2025) *Learning Community In Elt Classes In Indonesia: A Meta-Synthesis Study*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisors I: Dr. Siti Asmiyah, M. TESOL. Supervisors II: M. Hanafi, MA. Keywords: *English Language Teaching, Indonesian Student, Learning Community, Student Learning Community*

Komunitas pembelajaran memainkan peran penting tidak hanya dalam proses belajar mengajar tetapi juga dalam pencapaian kompetensi yang ditargetkan. Studi meta-sintesis ini menyelidiki studi yang ada yang melaporkan komunitas pembelajaran dalam konteks ELT Indonesia. Menganalisis 13 artikel yang relevan dengan kriteria inklusi, data dikumpulkan dan dianalisis menggunakan tinjauan sistematis. Menggunakan kerangka teoritis utama komunitas pembelajaran yang diusulkan oleh Lenning dkk. (2013), temuan menunjukkan hal berikut. Jenis komunitas pembelajaran yang dilaporkan adalah komunitas pembelajaran siswa di bawah dua sub tipe kelas, komunitas pembelajaran siswa eksternal dan campuran. Komunitas pembelajaran siswa campuran khususnya adalah jenis baru yang ditemukan dalam penelitian ini. Kegiatan yang dilaporkan meliputi diskusi kelompok, pidato, permainan peran, membaca nyaring, mendongeng, kegiatan menebak, dan studi kelompok. Manfaatnya adalah peningkatan keterampilan, mendorong kolaborasi, dan membangun rasa kemandirian dan kemampuan kepemimpinan. Sumber daya yang terbatas, partisipasi dan keterlibatan yang tidak merata, pengelolaan kelompok besar, keterbatasan waktu fasilitasi bagi guru, kurangnya keinginan untuk mengerjakan tugas, dan partisipasi dalam kegiatan tepat waktu merupakan beberapa masalah yang dilaporkan dalam pelaksanaan komunitas belajar siswa dalam konteks ELT Indonesia. Temuan ini menyiratkan bahwa komunitas belajar memastikan fasilitasi yang efektif, menciptakan lingkungan yang menarik dan mendukung bagi pembelajar bahasa Inggris.

TABLE OF CONTENT

PERNYATAAN KEASLIAN PENULISAN.....	i
ADVISOR APPROVAL SHEET.....	ii
EXAMINER APPROVAL SHEET.....	iii
ABSTRACT.....	iv
ABSTRAK.....	v
DEDICATION SHEET.....	vi
ACKNOWLEDGEMENT.....	vii
MOTTO.....	viii
TABLE OF CONTENT.....	ix
LIST OF TABLES.....	xi
LIST OF PICTURES.....	xii
LIST OF FIGURES.....	xiii
CHAPTER I	
INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Questions.....	9
C. Objectives of the Study.....	9
D. Significance of the Study.....	10
E. Scope and Limitation of Study.....	10
F. Definition of the Key Terms.....	11
CHAPTER II	
REVIEW OF RELATED LITERATURE.....	15
A. Theoretical Framework.....	15
1. Learning Community.....	15
2. Typology of Learning Communities.....	19
3. Students Learning Communities in the Context of English Learning....	26
i. Student Cohort/Integrative Seminar.....	28
ii. Linked Courses/Course Clusters.....	28
iii. Coordinated Studies.....	29
i. Groups of Four.....	35
ii. Learning Pairs.....	36
iii. Roundtable.....	37
iv. Numbered Heads Together.....	37
v. Send a Problem.....	38
vi. Circles of Learning.....	38

vii. Student Teams and Achievement Division (STAD).....	39
viii. Jigsaw I, II, and III.....	39
ix. Group Investigation.....	40
x. Co-op Co-op.....	41
xi. Teams-Games-Tournaments (TGT).....	42
xii. Team-Assisted Individualization.....	42
xiii. Tribes LCs.....	43
xiv. Peer Teaching.....	44
4. The Activities of the English Learning Community.....	49
5. The Benefits and Problems of Learning Community.....	51
B. Review of Previous Study.....	56
CHAPTER III	
RESEARCH METHOD.....	62
A. Approach and Research Design.....	62
B. Data and Source of Data.....	64
C. Data Collection Technique.....	66
D. Research Instruments.....	72
E. Data Analysis Technique.....	74
F. Trustworthiness.....	76
CHAPTER IV	
RESEARCH FINDINGS AND DISCUSSION.....	78
A. Research Findings.....	78
1. The Types of the English Learning Community.....	79
2. The Activities of the English Learning Community.....	94
3. The Benefits and Problems of Conducting the English Learning Community.....	112
B. Discussion.....	133
1. The Various Types of the English Learning Community.....	134
2. The Emerging Mixed Types of SLCs.....	137
3. The Wide Range of Activities of the English Learning Community..	141
4. The Benefits and Problems of Conducting the English Learning Community.....	145
CHAPTER V	
CONCLUSION AND SUGGESTIONS.....	149
A. Conclusion.....	149
B. Suggestions.....	151
REFERENCES.....	153
APPENDICES.....	159
Article Codes.....	167

LIST OF TABLES

Table 2.1 Lenning et al. subcategories of SLCs.....	26
Table 3.1 Search Keyword Article.....	67
Table 3.2 Research Instrument for Searching the Articles.....	73
Table 3.3 Categories of Learning Community.....	74
Table 3.4 The program of Learning Community.....	74
Table 3.5 The benefits and problems.....	75
Table 4.1 The Types of SLCs.....	79
Table 4.2 Mixed Types of SLCs.....	89
Table 4.3 The Activities of English Learning Community in SLCs.....	95
Table 4.4 The Benefits and Problems of Conducting English Learning Community	112

UIN SUNAN AMPEL
S U R A B A Y A

LIST OF PICTURES

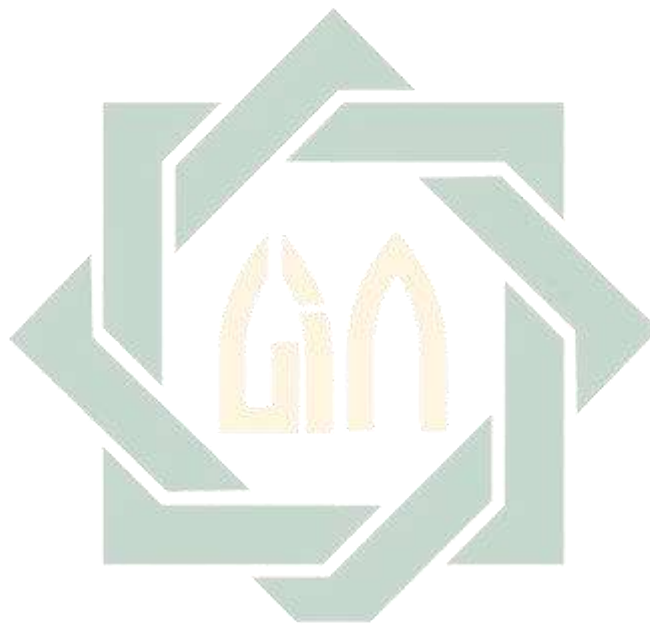
Picture 3.1 Results of Articles.....	68
Picture 3.2 Result of Articles with the help of Campus Librarian.....	69
Picture 3.3 PRISMA flow diagram of a systematic review.....	71



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF FIGURES

Figure 2.1 Lenning et al. typology of Learning Communities.....	20
Figure 2.2 Lenning et al. types of membership in Learning Communities.....	20



UIN SUNAN AMPEL
S U R A B A Y A

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