

CHAPTER I

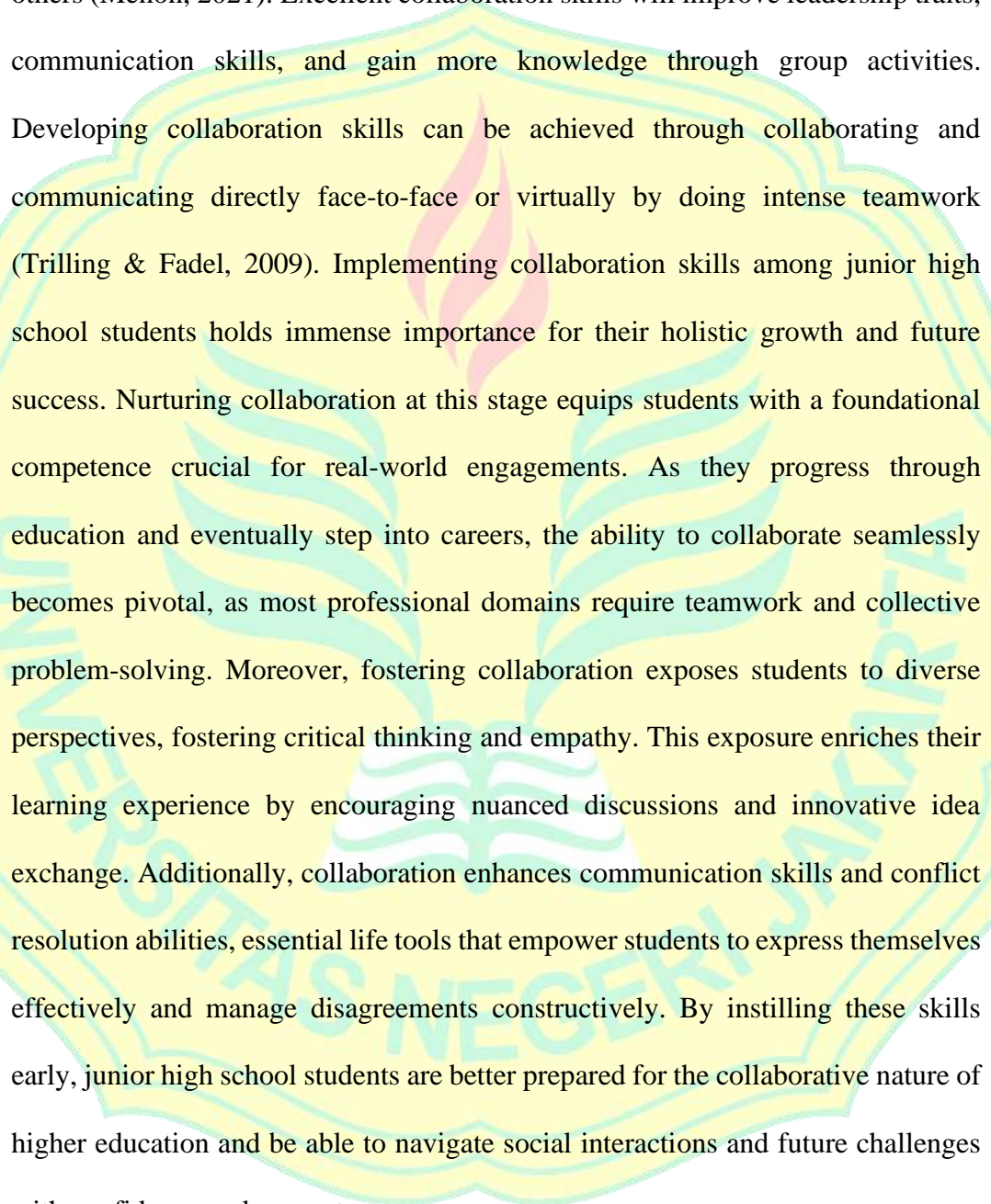
INTRODUCTION

This chapter covers the background of the study, the research question, the purpose of the study, the scope of the study, and the significance of the study.

1.1 Background of The Study

In this 21st century, teaching and learning activities help students to gain and develop some skills that will make the students able to compete with other people globally. There are several non-cognitive skills that young individuals should possess including self-confidence, the ability to make choices, a sense of responsibility, collaborative skills, innovative thinking, effective work routines, and interpersonal competence. These skills involve positive ways of interacting with others and exploring diverse aspects of different abilities. Mastering these skills is essential for achieving better academic performance (Nambiar et al.,2019). The 21st century skills consist of six skills, including communication, collaboration, critical thinking, creativity, character, and citizenship. These skills are expected to make students have characteristics and be humanized citizens in the 21st-century society (Li, 2022).

Collaboration is one of the essential skills to be developed among the six skills that consist of 21st-century skills to provide a comprehensive individual portfolio in communicating and collaborating to improve the ability to learn and work

The background of the page features a large, semi-transparent watermark of the Universitas Negeri Jember logo. The logo is circular with a yellow center, a green border, and a pink flame-like shape at the top. The text 'UNIVERSITAS NEGERI JEMBER' is written in a circular path around the center.

together. This skill helps students to work together, collaborate, share and adapt ideas from other people with various backgrounds, and respect each idea from others (Menon, 2021). Excellent collaboration skills will improve leadership traits, communication skills, and gain more knowledge through group activities. Developing collaboration skills can be achieved through collaborating and communicating directly face-to-face or virtually by doing intense teamwork (Trilling & Fadel, 2009). Implementing collaboration skills among junior high school students holds immense importance for their holistic growth and future success. Nurturing collaboration at this stage equips students with a foundational competence crucial for real-world engagements. As they progress through education and eventually step into careers, the ability to collaborate seamlessly becomes pivotal, as most professional domains require teamwork and collective problem-solving. Moreover, fostering collaboration exposes students to diverse perspectives, fostering critical thinking and empathy. This exposure enriches their learning experience by encouraging nuanced discussions and innovative idea exchange. Additionally, collaboration enhances communication skills and conflict resolution abilities, essential life tools that empower students to express themselves effectively and manage disagreements constructively. By instilling these skills early, junior high school students are better prepared for the collaborative nature of higher education and be able to navigate social interactions and future challenges with confidence and competence.

According to Ilma, Henie, Al-Muhdhar, Rohman, and Saptasari (2020), collaborative and cooperative learning where students can interact with each other, work to solve group problems, share and take responsibility together is needed to develop students' collaboration skills. In addition, teachers also need to understand and acknowledge the importance of collaboration skills for students to cope with the challenges of the 21st century. While the study conducted by Baskori (2016) found that the implementation of collaborative learning allowed students to improve their critical thinking which was indicated in their general attitude toward critical thinking, suspended judgments, high participation, and the significant changes in their argumentative essay.

In Indonesia, as decided by the Ministry of Education and Culture, 21st-century skills have been integrated into learning and teaching activities. Teachers are required to develop and create innovations to apply the six skills that have been implemented. The application of skills can be developed into lesson plans (RPP) or other learning resources. Many research was conducted to investigate and analyze the implementation of collaboration skills in learning and teaching. Triyani and Darmahusni (2021) investigate the integration of collaboration skills in 8th-grade English lesson plans. The result reveals that collaboration skills were discovered in certain components, such as learning objectives and activities. Ilma, Henie, Al-Muhdhar, Rohman, and Saptasari (2020) also reveal that collaboration skills need to be improved through the understanding and awareness of the teachers in science learning. According to Sudinpreeda, Mutohhar, Nurcahyo, and Kartika (2020),

collaboration skills have been applied in all teaching stages. Learning activities be able to promote collaborative learning, such as shared experiences, responsibility, and cooperation.

Textbooks have become one of the learning materials that teachers usually use to support their learning activities. The textbook should align with the learning outcomes and make the learning and teaching process effective (Gunawan et al., 2022). The textbook can be an effective learning source providing learning capabilities, specifically knowledge, skill, values, attitudes, and learning activities (Sari, 2019).

The textbooks used should contain 21st-century skills that the students must develop. The percentage of the 6Cs skills will differ from one skill to the other skill. The textbook users, especially teachers, should pay attention to the skill implementation in each activity provided in the textbook. Through textbook analysis, it will help the teachers to decide the compatibility to fulfill the skill that must be obtained by the students at the end of learning activities. The analysis can be done by examining each textbook activity by checking the keywords of the activity's instruction.

Concerning the phenomenon above, the researcher desire to research the incorporation of collaboration skills in English textbook for 9th grade entitled "Bahasa Inggris Think Globally Act Locally Kelas IX" published in 2018.

1.2 Research Question

According to the background of the study, the researcher decided to conduct research to answer the question below:

1. What are the collaboration skills aspects incorporated in an English textbook for the 9th Grade Students?
2. How are collaboration skills aspects incorporated into an English textbook for the 9th Grade Students?

1.3 Purpose of The Study

This study aims to find out the incorporation of collaboration skills aspects in an English textbook designed for 9th-grade students and describe how collaboration skills are incorporated into an English textbook specifically created for 9th-grade students.

1.4 Scope of The Study

Based on the identification above, this study focused on analyzing the EFL learning activity in the English textbook for 9th grade entitled "Bahasa Inggris Think Globally Act Locally Kelas IX" to see the incorporation of collaboration skills using the KSAVE Framework. The researcher will focus on the EFL learning activity in Chapter 1 – Chapter 11.

1.5 Significance of The Study

The researcher expected the result of the study can give a useful contribution theoretically and practically.

1. Theoretically

This study could give information and awareness to the educational institution on choosing the appropriate book for students to help students to improve their 21st century skills, especially collaboration skills.

2. Practically

The result of this study was expected to be helpful and useful for these parties:

- a. For the teachers, this study expects the teachers to use the result as a consideration while making the lesson plan and selecting the textbooks and learning materials.
- b. For the author of the English textbook, the result of this study could provide helpful information as a guide in developing English textbooks in terms of implementing collaboration skills.
- c. The study would increase the researcher's knowledge about analyzing the English textbook towards collaboration skills.
- d. For the other researcher, this study can be a consideration to determine similar research. The other researchers can develop other specific skills, the scope of the research, and use the different research designs.