

CHAPTER I

INTRODUCTION

This chapter elaborated on 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

Collaborative skills are essential for the 21st-century learner because they include teamwork, effective communication, and problem-solving ability (Boyras, 2021). As mentioned by Anugerahwati (2019), the 6Cs consist of critical thinking, collaboration, communication, creativity, citizenship/culture, and character education/connectivity. As promoted in textbooks, collaborative learning activities help develop problem-solving skills, bring students closer together, allow them to learn from one another, open up a channel for new communication, boost morale across the organization, result in higher retention rates, and increase efficiency while working.

A study by Gunawan et al. (2022) revealed that the textbooks' collaborative activities are critical since they allow students to communicate with others, which is a necessary skill for professional and personal development. Collaborative skills can also be found in textbooks in groups or pairs instructions to help students improve collaborative skills. Students also work in groups or couples to solve problems and exchange ideas.

English textbooks are essential in English as a Foreign Language (EFL) and English as a Second Language (ESL) settings. Research has demonstrated that contextualizing terminology in textbooks is critical for effective learning, as is ensuring that the material presented is appropriate for the learners' ability level (Lap & Lien, 2021). Studies have also examined the usefulness of English textbooks in a variety of situations as well as issues concerning textbook application, evaluation, and creation (Pan & Zhu, 2022). As a result, analyzing and developing English textbooks have an important role in assisting language learners and improving the language learning experience in various educational contexts.

Several studies have explored the integration of collaborative skills in English language learning activities. Ahmed (2018) analyzed the role of innovation in textbooks and found that while creativity and critical thinking were promoted, English textbooks frequently lacked sufficient assistance for collaborative learning. This trend is further supported by Anwar (2020) who revealed that although communication and creativity skills were frequently addressed in English textbooks, collaborative abilities were not given as much attention.

Waloyo & Alvara (2022) studied how English language learning textbooks foster students' critical thinking, creative language production, communication skills, and collaborative learning. They discovered that the textbooks frequently did not offer sufficient support for collaborative learning. Recently, Hanum et al. (2023) explored modes of participation and collaboration in education, highlighting the challenges faced by both teachers and students in achieving effective

collaboration. This suggested that collaborative skills are still not fully incorporated into the curriculum or practices of education.

While previous research has explored the design of learning materials that incorporated collaborative skills and even the perceptions of teachers and students of collaborative skills, there has been a gap in analyzing how effectively eighth-grade English textbooks in Indonesia incorporate collaborative skills. This study sought to fill this gap by determining the extent to which collaborative skills are incorporated in the "*English for Nusantara SMP/MTs KELAS VIII*" textbook published by The Ministry of Education, Culture, Research, and Technology in the context of *Merdeka* Curriculum year 2022-2024 (Damayanti et al., 2022). The researcher used a textbook aligned with the curriculum that is currently used by government policy in Indonesia to ensure that the textbook remains relevant to the *Merdeka* Curriculum. The researcher hopes that through this research, students and teachers can employ the relevant English textbooks the researcher studied in the learning and teaching process, particularly for collaborative skills for eighth-grade students.

1.2 Research Question

Based on the background and the problem of the study, the author came up with two questions:

1. What are the collaborative skills indicators from the KSAVE Framework (Griffin et al., 2012) integrated into an English textbook "*English for Nusantara SMP/MTs KELAS VIII*" for eighth graders?

2. How are collaborative skills indicators from the KSAVE Framework (Griffin et al., 2012) incorporated in five chapters in the English Textbook "English for Nusantara SMP/MTs KELAS VIII" for eighth graders?

1.3 Purpose of The Study

The purpose of the study was to obtain a profile of collaborative skills indicators from the KSAVE Framework (Griffin et al., 2012) integrated into the English Textbook "English for Nusantara SMP/MTs KELAS VIII" for eighth graders and to obtain a profile on how collaborative skills indicators from the KSAVE Framework (Griffin et al., 2012) were incorporated in five chapters in the English Textbook "English for Nusantara SMP/MTs KELAS VIII" for eighth graders.

1.4 Scope of The Study

This research was carried out based on the English textbook "English for Nusantara" in the *Merdeka* Curriculum for grade VIII in Indonesia. This study analyzed collaborative skills indicators in English textbooks previously established by a framework known as the KSAVE framework by Griffin et al (2012). This framework evaluates knowledge, skills, attitudes/values/ethics, providing a methodical approach to assess the content's impact on students' growth and workforce readiness in the 21st-century. This study has limitations, including focusing on specific abilities that may be limited due to a single textbook and curriculum, suggesting a need for a broader range of resources.

1.5 Significance of The Study

The results of this research were significantly helped the following:

1. Theoretically

This study was expected to enlighten the educational institution on which book to assign to students to help them develop 21st-century competencies, particularly in the area of collaborative skills inside the English textbook.

2. Practically

The findings of this study were expected to be beneficial to these parties:

- a. For the teacher, this study gave teachers a clear understanding of how the textbook integrated collaborative learning into its assignments and activities. Equipped with this knowledge, teachers could subsequently effectively design lessons that leveraged these activities to enhance students' collaborative skills. Selecting textbooks and other educational resources that complemented the curriculum's goals for promoting the development of 21st-century skills was made easier by the results.
- b. For the researcher of the English textbook, the results of the study provided researchers and English textbook designers with insightful information. With this information, they might improve how they include collaborative skills into

textbooks so that they better meet the demands of learners in the 21st-century as well as the educational goals of the Merdeka Curriculum.

- c. The researcher developed a better grasp of how to evaluate English textbooks for their capacity to promote collaboration through this study.
- d. For educational institutions, this work may be considered as a reference in selecting textbooks that facilitated the growth of collaborative skills, which are critical for the overall development of students. This well-informed decision-making enhanced the standard of education and the student's overall educational experience.

