

CHAPTER 1

INTRODUCTION

The discussion in this chapter includes the background of the study, the research questions, the purpose of the study, the scope of the study, and the significance of the study.

1.1. Background of the Study

Collaboration as one of the competencies in 21st-century skills plays a critical role in the maintenance of real-life engagement for senior high school students before entering higher education or future working circumstances. It is because networking in this stage is needed to achieve individuals' goals, collaboration skills are a requirement for success in global competition (Boholano, 2017; Pellegrino, 2014). Therefore, there are various benefits of collaboration skills in education field, such as: 1) enable teams to solve challenges together by involving different responsibilities, pleasant communications, and cooperation (Sahin et al., 2014); 2) effective division of labour, integration of information from multiple sources of knowledge, views, and experiences, and greater creativity and quality of solutions combined with group suggestions (Khun, 2015); and 3) develop students' thinking and problem-solving skills, improve performance, and improve the work of others (Boholano, 2017; Evans, 2020).

Since collaboration skills were born along with 21st-century education, the teaching of these skills may commonly be transferred to all fields (Ariyana et al., 2018), including the English subject. Imamyartha et al. (2019) discovered that using a 4Cs-based strategy in English reading classes improved students' and teachers'

academic performance and literacy. In particular collaborative skills, the ELT Journal of Oxford University has claimed creativity and collaboration as key concepts in ELT (Barfield, 2016; Maley & Bolitho, 2015). In Indonesia, the current curriculum system, *Kurikulum Merdeka Belajar*, has been enhanced by 21st-century skills, and their significance may be used to the learning process. The *Pancasila* Profile of *Kurikulum Merdeka Belajar* emphasises two main elements: sharing and caring, in which correlated with the collaboration skill that relies on the idea that by learning from one another and sharing knowledge, no learner is left alone in learning activities (Rizkiani et. al., 2024). Therefore, Rizkiani et. al. (2024) added that is important to integrate 21st-century skills into the learning materials.

In addition, to foster student collaboration, a learning approach that encourages interaction, group problem-solving, sharing, and responsibility is necessary (Ilma et al., 2021). One of a common learning material that are used by ELT teachers is a textbook. Huang et al., (2022) mentioned that textbooks are resources for teachers and students to perform teaching and learning activities aligned with a given curriculum. Since the current curriculum has promotes collaboration skill in a project to strengthen the values of *Pancasila* launched by the Minister of Education and Culture, the incorporation of collaboration skills in English textbook is needed. The value of English textbooks for developing collaboration skills stems from their ability to give structured chances for students to participate in collaborative activities that improve their language learning experience. When these skills are interwoven in the activities and exercises of an English textbook, students are encouraged to connect with their peers, share ideas,

and collaborate to achieve common learning goals. This not only enhances their language skills, but also provides them with interpersonal and cognitive abilities that are highly desired in today's global workforce. In addition, teachers can make use of textbook to assist students in acquiring effective 21st-century abilities that will allow them to perform responsibly and effectively within a worldwide community of English language speakers (Rakhmawati & Priyana, 2019).

Some previous studies were conducted to analyse the implementation of collaboration in English language learning activities. The study by Wijaya (2021) on teachers' perspectives towards collaboration in senior high school mentioned that collaborative learning activities will run more efficiently when supportive learning assistances are extensively addressed and a higher degree of reverence occurs among diverse group members. Meanwhile, Triyani & Darmahusni (2021) revealed that collaborative skills have not been completely integrated into the current lesson plans of 8th graders and were discovered only in certain components of the lesson plan, such as learning objectives and learning activities. Another study by Syah (2020) discovered that collaborative learning were incorporated in English course using WhatsApp. Moreover, seven indicators of collaborative skills were observed in a collaborative learning activity through the study by Hidayat et al. (2020). The fifth research was done by Le et al. (2018). They discovered that Asian EFL learners usually lack collaborative skills since reckless behaviour and underestimating among group members were common in these diverse collaborative groups.

These previous researches focused on exploring collaboration skills in other learning component besides textbook, such as student's and teachers' perception,

lesson plan, learning tool, and classroom activity (Hidayat et al., 2020; Le et al., 2018; Syah, 2020; Triyani & Darmahusni, 2021; Wijaya, 2021). Another studies also indicated that integrating collaboration skills in learning material was less common than collaboration in learning activity (Prayudha, 2023; Sudinpreeda et al., 2020). However, there's not much has explored the analysis of collaboration skills in the English textbook as learning material whereas with the amounts of textbooks being published every year and used by schools, the content of these textbooks has to be analysed so it can be relevant to the current curriculum, learning objectives, and the demands in 21st century.

Therefore, this research aimed to identify the collaboration skills in English textbooks for 11th graders of Senior High School entitled "Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI" written by Windi Asariastika in 2023. The researcher was motivated to conduct this study by the factors mentioned above regarding the role of collaboration skills in textbook as the primary learning material. Besides that, the textbook used in this research has implemented the current curriculum in Indonesia, *Kurikulum Merdeka Belajar*, so it related with the competences needed within the 21st century. This textbook has also explicitly stated the importance of competences in 21st century in educational setting, including the collaboration skill.

1.2. Research Question

In accordance with the background of the study, the research was conducted based on this question:

1. What indicators of collaboration skills are identified in the Eleventh Graders English Textbook entitled “Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI”?
2. How are the collaboration skills presented in the Eleventh Graders English Textbook entitled “Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI”?

1.3. Purpose of the Study

The objectives of this study were to identify indicators of collaboration skills in an English textbook for eleventh graders and to analyse how the representation of collaboration skills within the exact English textbook for eleventh graders.

1.4. Scope of the Study

This study concentrated on analysing the content within an English textbook for eleventh graders entitled “Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI” to see the representation of collaboration skills indicators using the KSAVE (Knowledge, Skills, Attitude, Value, and Ethics) Framework by Griffin et al. (2012). This framework was originally designed to assess the indicator of collaboration skills incorporated in the textbooks. This research data was focused in learning activity in form of all the learning material in chapter 1 – chapter 5 of the textbook, including the text, assessment, and instruction.

1.5. Significance of the Study

The result of this study was expected to offer theoretical and practical contributions to English language learning and teaching for senior high school students.

1. Theoretically

This study might provide knowledge and concern to school systems about selecting relevant books for students in assisting them to enhance their 21st-century skills, particularly collaboration skills and certainly with the connected sources to the curriculum and learning objectives.

2. Practically

The findings of this study were expected to be helpful and insightful to these stakeholders in the educational field, such as students, teachers, English textbook authors, and other researchers.

a. For students, this study can enhance their concern regarding collaboration skills and the learning material that they use to enhance such skills.

b. For the teachers, this study is expected to provide information related to collaboration skills in English language learning. Moreover, it can encourage teacher's consideration in selecting appropriate textbooks as learning material and integrating it with the related curriculum which is *Kurikulum Merdeka* and learning activity while constructing the lesson plan.

c. For the English textbook's author, the findings could serve as recommendations or insights for creating English textbooks that incorporate collaborative skills, including learning activities and practices in English language learning.

- d. For the other researchers, this study can be a variable to determine comparable studies. The other researchers can improve the exploration of other skills integrated into English skills, broaden the scope of their research, and employ various research designs.

