

# CHAPTER I

## INTRODUCTION

This chapter discussed 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

Globally, collaboration skills as part of the 21st-century skills have become a need in the workforce environment. The development of 21st-century skills is essential in equipping students with the necessary competencies to prepare them to adapt to the endlessly evolving job market, enabling them to remain competitive in a globalized world (Chalkiadaki, 2018). Collaboration skills as part of the 21st century skills also have several advantages that help pump up students' skills in learning, which are needed to jump into the competitive world, such as 1) critical thinking, 2) creative thinking, and 3) metacognitive skills (Ramdani et al, 2022). From the prior reference, improvement to the student's collaboration skills helps prepare them before entering the professional world.

Collaboration skills have been defined in a variety of ways. Scholars have defined collaboration skills in a variety of ways, reflecting differing viewpoints. Marmoah et al (2022) define collaboration skills as how individual group members can complement one another by combining their unique strengths and making up for shortcomings. According to the research of Fauziyyah et al. (2024), collaboration skills are thinking processes and problem-solving discussions with other people to complete specific tasks. At last, Priyambodo et al. (2023) stated that

collaboration skills serve as the foundation for cooperative, non-competitive interactions, where individuals actively assist one another in overcoming obstacles and achieving common goals. In conclusion, collaboration skills are a skill that encompasses the capacity to cooperate by pooling strengths and making a common understanding, helping and contributing to one another, and managing the group towards the main goals of the group.

Despite the need for collaboration skills, there is still a lack of practice in numerous countries. In several schools in England, there is a consideration of the importance of collaboration skills, but because the national curriculum does not yet completely incorporate collaboration skills as a fundamental component, some schools have embraced them on their own as a way to improve academic performance and student involvement (Naujokaitiene & Passey, 2019). In addition, a study by Gupta (2021) implied that exams and memorization are still prioritized in India's educational system, which restricts opportunities for soft skill development. However, while some educational systems limit collaborative learning practices by maintaining traditional, subject-specific assessments, others promote interdisciplinary and collaborative learning (Taguma & Barrera, 2019). This indicates that educational institutions' dedication is essential to developing collaborative skills outside of the parameters of the curriculum. Collaboration skills should be evaluated using a clear definitional model to help comprehend and determine which factors influence the practice of the skills (Triyani & Darmahusni, 2021). In order to overcome the lack of collaboration skills practice, there should be an examination of the factor that influences collaboration skills.

Furthermore, in Indonesia, the practice of collaboration skills is still uneven and unsteady at some education levels. Collaboration skills are still not widely practiced, where students frequently show little interest in teamwork-based learning exercises, due to their individualistic learning styles and lack of organized group activities. Many students find it difficult to collaborate in groups (Ilma et al., 2021). According to a study by Fauziyyah et al. (2024), collaboration skills practiced in elementary school is slightly few, specifically in discussion sessions; 1) students were unable to express their opinion, even when their responses shared a common meaning; 2) one or two students dominated group discussions, which decreased overall participation; and 3) some students did not finish pre-learning questions, which resulted in passive engagement in discussions. Furthermore, in secondary school, before the implementation of collaborative skills, students showed hesitation and little participation in discussions, instead of actively participating, many remained passive because they lacked the confidence to voice their opinions which is affected by their fear of making mistakes, their dependence on teacher-led instruction, and the lack of organized teamwork opportunities (Kusmiarti & Yuniati, 2020). In other words, developing more organized and interesting collaborative learning exercises may greatly enhance students' capacity for collaboration skills. In conclusion, the practice of collaboration skills in Indonesia's education varies from the elementary school to the university level. Several factors, like age, facility, and infrastructure, became the main reasons for the difference.

Moreover, from the previous study in the university setting, Riaz & Din (2023) conclude that the students in the university only expressed basic understanding of collaboration, associating collaboration skills as a group work and

didn't recognize the broader purpose in developing communication, problem-solving, and leadership skills; highlighting the gap of awareness and the consistent practice because lack of facilitation in the classroom. In addition, the study from Mena-Guacas et al. (2024) reveal that the students digital fluency didn't really linked with collaboration skills, digital communication tools namely email, chat, or social networks did not correlate strongly with collaborations behavior, which conclude that collaboration skills in university setting depend more on pedagogical design, social interaction, and teacher facilitation. Additionally, the study by Lailiyah et al. (2021) shows that the students in general have a positive view of group collaboration, but after all, the effective implementation of collaboration skills needs an intentional design, instructor support, and appropriate technological facilitation. From the third previous study, it can be concluded that collaboration skills in the university setting practice depend on the intentional design of the learning material. Lastly, a study from Nurpratiwi, Amaliyah, and Romli (2022) show that in the university setting, the microteaching courses implement collaboration skills frequently as the lecturer facilitates the class with guided project timelines, encourages interdependence, and modeled group management strategies which the students need as a future educator that values cooperation, shared responsibility, and mutual learning which is a key feature of 21st-century education. In conclusion, the research on collaboration skills is preferred in the microteaching courses, as fostering collaboration skills requires deliberate instruction from the lecturer, also supported by the students in the class, who are future educators to practice collaboration skills, as it was one of the key elements of 21st-century education.



Numerous previous studies have been conducted to examine the practice of collaboration skills, especially in English language learning. The study from Ariffin (2021) researched the impact of collaboration skills on vocabulary development and found that the model used by the teacher in the class is the core of implementing collaboration skills. For another perspective, a study by Hamilton et al. (2021) reveals that the use of “Escape Room” as an alternative method in assessing collaboration skills has a positive impact, according to the students who participated in the experiment. The previous study on examining collaboration skills concluded that the teacher and intentional method is impactful on students' collaboration skills, without using any digital tools. The study from Nordin & Azhari (2024) showed that the use of digital content can improve the collaboration skills of students. Another prior research shows that collaboration skills can also be improved using digital devices. Lastly, a study from Triyani & Darmahusni (2021) using the ACER Skill Development Framework of collaboration skills by Scoular et al. (2020) shows that from the 3 main strands and 10 aspects of collaboration skills, only 4 aspects existed in the lesson plan. The study shows that the lesson plan examined is lacking in the collaboration skills aspect. From a study by Hambandima & Seseli (2025) in microteaching class on peer microteaching practice, collaborative learning is impactful on improving quality of student talk, providing positive learning climate, promote social interaction and communication, also improved critical thinking development.

Several previous studies focus on examining the impact of learning models, teachers' competence, and digital tools on students' collaboration skills in traditional classrooms (Ariffin, 2021; Hamilton et al., 2021; Nordin & Azhari, 2024). Another

study indicated that another factor that may affect collaboration skills is a lesson plan, which shows that the lesson plan is lacking in the collaboration skills aspect (Triyani & Darmahusni, 2020). Nevertheless, few studies that explored collaboration skills practice in nowadays classrooms that integrate the use of traditional model and digital device, there's also not much explored the aspect of collaboration skills and how it was practiced which shows more of factors that affected the frequency of collaboration skills used, as collaboration skills become a need in 21st-century education world. This study is also focused on the peer microteaching process of the students like the study from Hambandima & Seseli (2025).

Therefore, this research intended to determine the collaboration skills aspect and practice on the Microteaching course at the State University of Jakarta, English Language Education Study Programme. The collaboration skills are examined using the ACER collaboration skills framework developed by Scoular et al. (2025), as the framework provides clear aspects of collaboration skills. The researcher was inspired to conduct this study by the factors mentioned before regarding the collaboration skills needed for 21st-century education. The Microteaching course was selected due to the role of the course, which became the first step for educators before entering the real education world.

## 1.2 Research Questions

In alignment with the background of the study, the research was conducted based on these questions:

1. Which aspects of collaboration skills are most prominently practiced by the students in the Microteaching course?
2. How are collaboration skills reflected in the student interactions during the Microteaching course?

## 1.3 Research Purposes

The aim of this study is to distinguish which of the collaboration skills aspects are practiced by the students in the course, alongside the frequency of the practiced skills. The most practiced aspect aimed to see the trends of the student when practicing collaboration skills in the peer microteaching practice. The data of how students practice the skills used to see the factors that influence the students in collaborating during the peer microteaching in the Microteaching course.

## 1.4 Scope of the Study

This study emphasized identifying which actions and behaviors done by the student can be considered as collaboration skills in direct practice in the Microteaching course. The examination of collaboration uses the ACER collaboration framework developed by Scoular et al (2025) which contains three main strands as *Strand 1 - Building Shared Understanding*, *Strand 2 - Collectively Contributing*, *Strand 3 - Regulating The Group*. Each strand of the ACER collaboration skills framework contains several aspects that are built from several

indicators. The research data focused on the practice of collaboration skills in the peer microteaching activity.

### **1.5 Significance of the Study**

The findings of this study were anticipated to contribute both theoretically and practically to the teaching and learning of English at all educational levels, especially for those institutions that prioritize student-centered learning approaches. The results of this study could, in theory, offer insightful information for creating curriculum or learning strategies that prioritize student initiative. Teachers, students, and researchers are among the many stakeholders in the field of education who are anticipated to benefit practically from the findings. The study provides recommendations for educators on how to successfully develop and apply collaborative abilities in the classroom. It gives pupils a better grasp of the advantages of teamwork and useful strategies for participating in it in a meaningful way. This study also provides scholars with a possible point of reference for additional research. It might stimulate study into other 21st-century abilities in English language instruction, foster the growth of research areas in this area, and promote the application of creative research design