

# Developing Collaboration Skills Integrated Academic Writing Learning Materials for the Elesp

Yadi Kusmayadi<sup>1</sup>, Siti Drivoka Sulistyaningrum<sup>2</sup>, Darmahusni<sup>3</sup>

{[yadikusmayadi@unj.ac.id](mailto:yadikusmayadi@unj.ac.id)<sup>1</sup>, [drivoka@unj.ac.id](mailto:drivoka@unj.ac.id)<sup>2</sup>, [darmahusni@unj.ac.id](mailto:darmahusni@unj.ac.id)<sup>3</sup>}

State University of Jakarta, Jakarta<sup>1, 2, 3</sup>

**Abstract.** The implementation of collaboration skills can be seen in learning materials, where students work together to achieve goals. The results show that: 1) Collaboration skills exist in book references, but are not evenly accommodated. In addition, the collaboration skill code 'interact effectively with others' was found to be the highest number specifically in task procedures, followed by the 'project management' code. Meanwhile, the codes of 'guiding and leading others' and 'responsible to others' do not exist in these units; 2) The procedure in designing teaching materials includes a) determining the indicators of collaboration skills, b) selecting appropriate subject competencies that refer to the CEFR, c) adjusting the indicators of collaboration skills with writing materials that can accommodate collaboration modes, d) instilling choices with adopting content and context in existing written materials. Finally, the last result is 3) Developed three units of learning materials that are integrated with collaboration skills.

**Keywords:** academic writing, collaboration skills, learning materials

## 1 Introduction

Nowadays, students are required to have collaboration skills, where they learn in a group whether it is small or big. Defines collaboration as the practice of working together to achieve a common goal[1]. It means that collaboration is the ability to effectively work together with others. The implementation of collaboration skills can be seen in learning materials, especially in the learning instructions or questions. Therefore, material development with collaboration skills is an important element in teaching and learning, where it is not only a learning source but also a guide in teaching and learning as a whole because it includes materials and tasks that present collaboration. The concept of material development with collaboration skills is dealing with students mostly learning in a collaborative way and that makes some learning sources material implemented effectively for teaching and learning process follow the demand of the 21st-century.

English materials are part of the English teaching and learning sources that make students interested to learn, especially for students in university, where students choose English subject as their study major and also the main focus for a future career. One of the important skills is

writing, where the ability to write effectively and fluently in English is becoming increasingly important in today's modern world since communication through language has become more and more essential[2]. Most of the researchers focus on collaborative writing with technology. In a real implementation, collaboration skills already combined by social technology, for example, Wikis & Chats, Google Docs, Online Learning, Computer, Email, WeChat Platform, Web, Padlet, EtherPad, LINE, WeChat, and Instagram even blogs and discussion boards[3], [4], [1], [5], [6], [7], [8], which means the implementation of writing strategy collaboratively combine with technology and no one did research that focuses on learning materials covering collaboration skills.

## 2 Method

In this study, the researcher composes three sub-questions which are 1) To what extent do the existing academic writing learning materials for English Language Education Study Program (ELESP) accommodate collaboration? 2) How are the collaboration skills-integrated academic writing learning materials for English Language Education Study Program (ELESP) designed? 3) How is the design of collaboration skills-integrated academic writing learning materials for the English Language Education Study Program (ELESP) designed?

The research did in three universities, those are state and private universities in Kuningan and Cirebon, specifically one university in Kuningan and two universities in Cirebon, where there are English Language Education Study Program in their faculty. The method of this study is Research and Development (R&D), where the main purpose of R&D is to design and develop an effective and appropriate product as a development result to be used in the English Language Education Study Program. It is in line with Borg and Gall[9] that defines "Educational Research and Development is an industry-based development model in which the findings are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality or similar standards" (p. 569).

This study adapted the framework of developing the English writing materials R&D model by Jolly and Bolitho in Tomlinson[9], where it is limited to five steps of developing writing materials. They are: conducting need analysis, developing a course grid, developing the first draft of materials, material evaluation by the expert, and developing the final draft of materials. Then, add the step of developing a course grid following Nunan's theory of task-based approach in designing the material development[10]. Hence, the data are (1) the instructions for writing learning materials tasks or activities in the book, (2) the finding of need analysis about collaboration skills-integrated writing learning materials, (3) the gap of the existing materials and the designed materials; and also, feedback or suggestion (the result of evaluation) from the expert. Moreover, to answer the research questions, three instruments are used in this research: 1) Ways of working indicators 2) researcher and 3) reviewers'/experts' judgment sheets.

## **3 Results and Discussion**

### **3.1 Results**

The research was conducted in three universities that have English Language Education Study Program (ELESP) in their faculty. These are 1) University A, 2) University B, and C) University C. Those universities use learning materials whether online or printed in supporting their teaching and learning process. Similarly, it is applied to four English skills including writing. In this research, the researcher focused on observing English writing materials and whether collaboration skills are accommodated or not inside the materials in the learning instructions or questions. Moreover, after analyzing the English writing materials, the researcher conducted material development with a new version of integrated collaboration skills for the English Language Education Study Program (ELESP).

#### **3.1.1 conducting need analysis**

The researcher retrieved data from universities through their learning materials, where most of them used at least three and more learning materials. First step, those materials are collected into a table and decided which learning materials that appropriate to be observed. Secondly, the researcher decided to observe five book references which it is representative of three universities. Those book references are 1) Oshima, A. & Hogue, A. "Writing academic English (3rd ed.)" (1999)., 2) Langan, J. "College Writing Skills" (1987)., 3) Oshima, A. & Hogue, A. "Writing Academic English" (1999)., 4) Langan, J. "Exploring Writing: Sentences and Paragraphs (2nd ed)" (2009)., 5) Oshima, A & Hogue, A. "Introduction to Academic Writing" (1997). In this analysis, there are some steps including an analysis of CEFR in book references, an analysis of collaboration skills in book references, and an analysis of the interview.

##### **3.1.1.1 CEFR analysis of course learning objective in RPS**

The researcher conducted a CEFR analysis of course learning objectives in RPS for three universities. The course learning objective can be analyzed through CEFR guidance where it is categorized into Basic User, Independent User, and Proficient User. The course learning objective of university A, university B, and university C were declared as B1.

##### **3.1.1.2 the analysis of existing collaboration in writing materials**

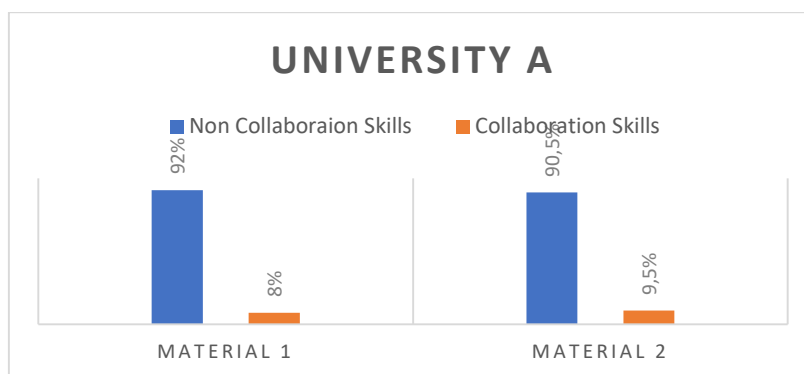
To answer the research question 1 about to what extent do the existing writing learning materials for English Language Education Study Program (ELESP) accommodate collaboration", the need analysis was required to be conducted referring to the first step of R&D. In this step, the researcher analyzed the learning materials through collaboration skills indicators that have been integrated into the instructions or questions in existing writing materials. Moreover, the researcher synthesized some indicators from experts' theories, which is categorized as a) Interact effectively with others (IEO), b) Manage projects (MP), c) Guide and lead others (GLO), and d) Be responsible to others (RO). Keywords of Interact effectively with others (IEO) involve 1) Knowing when it is appropriate to listen and when to speak (CL1), 2) Working effectively in diverse teams (CL2), 3) Effective collaboration within the group and respectful collaboration within a diverse group (CL3), 4) Know and recognize the individual roles of a successful team and know own strengths and weaknesses recognizing and accepting them in

others (CL4), 5) Speak with clarity and awareness of audience and purpose. Listen with care, patience, and honesty (CL5), 6) Conduct themselves in a respectable, professional manner (CL6), 7) Show respect for cultural differences and be prepared to work effectively with people from a range of social and cultural backgrounds (CL7), 8) Respond open-mindedly to different ideas and values (CL8), 9) Communicate between personal (CL9), 10) Asking friends/teachers when they do not understand (CL10), 11) Reporting and presentation (CL11), 12) Leverage social and cultural differences to create new ideas and increase both innovation and quality of work (CL12), 13) Demonstrate ability to work effectively and respectfully with diverse teams (CL13), 14) Were actively involved in discussions (CL14), 15) Work together to solve the problems (CL15), 16) Focus on the task and participation (CL16), 17) Being able to speak or argue (CL17), 18) To work together in teams (CL18), 19) Sharing of information when conducting experiments (CL19). Keywords of Manage projects (MP) involve 1) Knowing how to plan, set, and meet goals and monitor and re-planning the light of unforeseen developments (CL20), 2) The skills of participating and contributing to groups (CL21), 3) Prioritize, plan and manage work to achieve the intended group result (CL22), 4) Persevere to achieve goals, even in the face of obstacles and competing pressures (CL23), 5) Managing conflict (CL24), 6) Time management skills in working on tasks (CL25), 7) Share the tasks of fellow members group well (CL26). Keywords of Guide and lead others (GLO) involve 1) Using interpersonal and problem-solving skills to influence and guide others toward a goal (CL27), 2) Leverage strengths of others to accomplish a common goal (CL28), 3) Inspire others to reach their very best via example and selflessness (CL29), 4) Demonstrate integrity and ethical behavior in using influence and power (CL30), 5) Being able to guide others to achieve goals (CL31), 6) Individual contribution made by each member and adapting to each member (CL32). Keywords of Be responsible to others (RO) involve 1) Act responsibly with the interests of the larger community in mind (CL33), 2) Positive interdependence and shared responsibility (CL34), 3) Assume shared responsibility for collaborative work, and value the individual contributions made by each team member (CL35), 4) Shared-responsibility in collaborative work and having initiative and able to manage oneself (CL36), 6) Effective collaboration within the group and having deliberation to take the decision (CL37), 7) Appreciate and respect the opinions to others (CL38), 8) Collaboration skills and attitudes of respect for group members (CL39), 9) Skills to be responsible for the results of joint work (CL40), 10) Self-evaluation/reflection (CL41). These collaboration skills indicators are covered competencies in Knowledge, Skills, and Attitude/Values/Ethics (KSAVE) referring to the ATC21 Framework. Then these indicators were used to analyze the instructions or questions in learning materials integrated with collaboration skills or not.

Here the researcher decided to analyze the existing collaboration skills in some units for book references. For University A, the researcher analyzed two units from the 1st book, those are Unit 8 (The essay) and Unit 9 (Pattern of Essay Organization). Meanwhile, for 2nd book, the researcher took three units, those are Unit 3 (The First and Second Steps in Essay Writing), Unit 4 (The Third Step in Essay Writing), and Unit 5 (The Fourth Step in Essay Writing). The next is University B, the researcher analyzed three units from the 3rd book, those are Part 1 (Writing a Paragraph), Part 2 (Writing Essay), and Part 3 (Sentence Structure). Meanwhile, for 4th book, the researcher analyzed three units, those are Part 1 (Writing; Skills and Process), Part 2 (Writing Effective Paragraph), and Unit 5 (The Fourth Step in Essay Writing). The last for University C, the researcher analyzed three units from the 5th book, those are Chapter 1 (Paragraph Format), Chapter 2 (Paragraph Structure), and Chapter 3 (Essay Organization).

### a University A

The data found in University A namely: Material 1 consists of 25 tasks. It is indicated of non-collaboration skills are 23 tasks (92%) and collaboration skills are 2 tasks (8%). Meanwhile material 2 consists of 21 tasks. It is indicated of non-collaboration skills are 19 tasks (90%) and collaboration skills are 2 tasks (10%). The existence of collaboration in university A can be seen in the figure below:



**Fig. 1.** Existence of collaboration in units (University A)

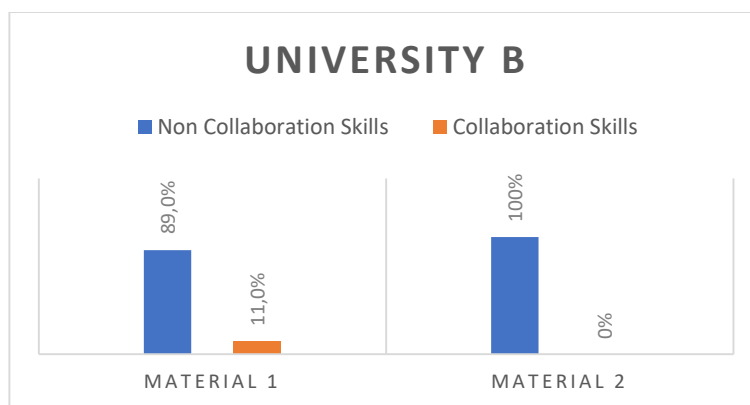
Here is the existence of collaboration skills found in material 1 and material 2: 1) Instruction: a) With a partner or small group, orally brainstorm dramatic introductions to essays on all six of the topics below, b) Working alone or in a group, make an outline of the model essay about Native American influences on American culture..., c) Working with a partner, complete any five of them by adding a third logical supporting point... On the contrary, there are no questions in the learning materials.

The first material is from a book by Alice Hosima-Ann Hogue "Writing Academic English (3rd ed.)". In the topic of "The Essay" the instructions or questions did not find collaboration skills. Whereas, in unit 2 "Pattern of Essay Organization", the instructions or questions A210 and A213 are indicated accommodating collaboration skills. The second material is a book by John Langan "College Writing Skills (8th ed.)". In the topic of "The First and Second Steps in Essay Writing", the instruction or questions A14, and A17 are indicated to accommodate collaboration skills. The next unit is "The Third Step in Essay Writing", the instructions or questions did not find collaboration. Unit 3 is "The Fourth Step in Essay Writing", the instruction or questions did not find collaboration skills. It can be concluded that University A, the existing indicator of collaboration skills is codes of CL2, CL3, CL4, CL13, CL15, CL18, CL19, CL21, and CL25. Those codes mean that the keyword of collaboration indicator is 1) Interact effectively with others (IEO), and 2) Manage projects (MP). So, here units in learning materials of University A accommodate collaboration skills in the procedures of a task.

### b University B

The data found in University B: 1) Material 3 consists of 9 tasks. It is indicated of non-collaboration skills are 8 tasks (89%) and collaboration skills are 1 task (11%). Meanwhile material 2 consists of 23 tasks. It is indicated of non-collaboration skills are 23 tasks (100%)

and collaboration skills are 0 tasks (0%). The existence of collaboration in university B can be seen in the figure below:



**Fig. 2.** Existence of collaboration in University B

Here are the collaboration skills found in a unit of material 3 and material 4: 1) Instruction: Working with a classmate, see if you can fill in the missing words in the following explanation of Mike's first draft. On the other hand, there are no questions in the learning materials.

The third material is a book by Alice Oshima-Ann Hogue “Writing Academic English (4th ed.)”. In the topic of “Writing a Paragraph” the instructions or questions did not find collaboration. Unit two is “Writing an Essay”, the instructions or questions did not find collaboration. In the unit of “Sentence Structure” the instructions or questions also did not find collaboration. The fourth material is a book by John Langan, “Exploring Writing: Sentences and Paragraphs (2nd ed.)”. In the topic of “Writing: Skills and Process”, the instructions or questions B311 are indicated to accommodate collaboration skills. The next unit is “Writing Effective Paragraphs”, the instructions or questions did not find collaboration. From University B, the existing indicator of collaboration skills is codes CL15, CL18, CL19, and CL25. Those codes mean that the keyword collaboration indicator is 1) Interact effectively with others (IEO), and 2) Manage projects (MP). So, here units in learning materials of University B accommodate collaboration skills in the procedures of a task.

### c University C

The data found in University C with material 5 consists of 29 tasks. It is indicated of non-collaboration skills are 23 tasks (79%). Meanwhile, the total collaboration skills are 6 tasks (21%). The existence of collaboration in university C can be seen in the figure below:

Here is the collaboration skills found in a unit of material 5: 1) Instruction: a) Interview a classmate, using the questions from the Try It Out! exercise on page 6, or ask your questions if you wish. (Note: Do not ask questions about age, religion, politics, or money. These subjects are very personal.) Then write a paragraph 150 to 200 words long introducing your classmate to the class. Focus on using capital letters correctly. Also, focus on writing complete sentences; b) With a partner, a small group, or the whole class, talk about what information the paragraph for each of the following topic sentences might contain; c) Work with a partner or in a small group. Put a check (V) next to good topic sentences. Tell what is wrong with the unchecked

sentences...; d) Work with a partner or with a small group. Use the listing technique and write a topic sentence on five of the following topics; e) Work with a partner or in a small group. Read each topic sentence...; f) Work with a partner or in a small group. From the choices listed, choose the best concluding sentence for this paragraph...; g) Work with a classmate, a small group, or the entire class. Divide the following list of words into the logical groups or categories on the chart...; h) Work together with a classmate, a small group, or the entire class. Make an outline of the body paragraphs only for an essay about different kinds of sports...

The fifth material is a book by Alice Oshima-Ann Hogue “Introduction to Academic Writing (3rd ed.)”. In the topic of “Paragraph Format” the instructions or questions C55 are indicated to accommodate collaboration skills. Unit 2 is “Paragraph Structure”, the instructions or questions C512, C513, C515, C516, and C519 are indicated to accommodate collaboration skills. In the topic of “Essay Organization”, the instructions or questions C528, and C529 are indicated to accommodate collaboration skills. From University C, the existing indicator of collaboration skills is codes of CL2, CL3, CL4, CL13, CL15, CL18, CL19, CL21, and CL25. Those codes mean that the keyword collaboration indicator is 1) Interact effectively with others (IEO), and 2) Manage projects (MP). Thus, here units in learning materials of University C accommodate collaboration skills in the procedures of a task.

From the data above, it can be said that the units from five book references are indicated the existence of collaboration skills in the instructions or questions. From four codes of collaboration skills indicators, just found two codes from five books, which are Interact effectively with others (IEO), and Manage projects (MP), whereas codes of Guide and lead others (GLO) and Be responsible to others (RO) did not exist in units analyzed. The summary of the analysis result of collaboration skills in existing writing materials can be seen in the following table.

**Table 1.** Existence of collaboration skills indicators in units of books.

| The Code of Collaboration Skills Indicators   | Materials |        |        |        |        |
|---|-----------|--------|--------|--------|--------|
|   | Book 1    | Book 2 | Book 3 | Book 4 | Book 5 |
| <b>Interact effectively with others</b>   |           |        |        |        |        |
| CL1, CL2, CL3, CL4, CL5, CL6, CL7, CL8, CL9, CL10, CL11, CL12, CL13, CL14, CL15, CL16, CL17, CL18, CL19 | √         | √      | √      | X      | √      |
| <b>Manage projects</b>  |           |        |        |        |        |
| CL20, CL21, CL22, CL23, CL24, CL25, CL26  | √         | √      | √      | X      | √      |
| <b>Guide and lead others</b>  |           |        |        |        |        |
| CL27, CL28, CL29, CL30, CL31, CL32  | X         | X      | X      | X      | X      |
| <b>Be responsible to others</b>   |           |        |        |        |        |
| CL33, CL34, CL35, CL36, CL37, CL38, CL39, CL40, CL41  | X         | X      | X      | X      | X      |

Based on the data findings that appeared above, it can be said that most units accommodate collaboration skills, even though those were not equally integrated. Based on four codes of

collaboration skills indicators just two codes are found, those are codes of Interact Effectively with Others (IEO) and Managing Projects (MP). On other hand, no code of Guide and Lead Others (GLO) and Be Responsible to Others (RO) was found in the units analyzed. It is seen from the figure that collaboration is lower than non-collaboration. The comparison between non-collaboration and collaboration is, in University A: material 1 (92% : 8%), and material 2 (90% : 10%); in University B: material 3 (89% : 11%), material 4 (100% and 0%); in the University C: material 5 (79% : 21%). Thus, based on the findings, the researcher tried to develop writing materials accommodating collaboration skills through learning instructions or questions. The researcher determined at least three units from materials 1) Essay Organization, 2) Pattern of Essay Organization, and 3) The Third Step in Essay Writing.

### 3.1.2 analysis of interview

The interview questions are conducted by three lecturers to find strong arguments from teachers, developers, and implementers directly in English writing materials in the class. The questions are about the implementation of the learning process in writing class, the existence of collaboration in learning materials, the benefit of collaboration activity implementation in writing class, and the strengthening of collaboration activity. The result of the interviews can be seen as follow:

*“Kalau saya kan gini setelah dikasih penjelasan dikasih contohnya, sekarang coba kalian buat berkelompok, saya seringnya berkelompok minimal berpasangan, buat dulu baru saya keliling”* – Lecturer University A

*“kemudian dari sana bisa lanjut ke proses yang selanjutnya, yaitu proses dimana saya memberikan satu topik ke kelas, kemudian nanti satu kelas itu dalam 3 grup, 3 grup kemudian membuat teks berdasarkan topik tersebut dalam bentuk teks tapi dalam bentuk kerja kelompok”* - Lecturer University B

*“di dalamnya seperti tadi disampaikan dipertanyaan nomor 1 itu ada unsur kolaborasinya, kami mengajarkan menulis itu ada 4 step mengikuti coursebook tersbut dimana step ke tiga itu sebetulnya step yang membutuhkan kolaborasi dengan pihak lain”*- Lecturer University C

The first question is related to learning implementation in the writing class, where the researcher needs to observe the whole learning process, does it cover collaboration or not. The first lecturer mentioned implicitly that she always teaches students in a group. It is in line with the second lecturer, where she follows three circles in learning, those are modeling of text (she gives some examples) for students to observe the similarity and differences in writers' strategies in writing. They discuss in a group about structure, content, etc. after that she gives one topic, and students in groups have to create a text. This technique is used to make students reconstruct new text based on the previous one and they do it with their team. Similarly, the third lecturer, who uses the activity of editing and revising a draft in group writing. He acquires students to do the task based on the book instructions and also make a daily writing journal to achieve students' writing skill. Those tasks will check by groups member and lecturers will check and give feedback at the end.

The second question is about the existence of collaboration learning writing books, but overall, they do not mention it explicitly. The first lecturer doesn't mention the detail about the existence



of collaborative learning in writing books, but for sure she implements collaboration learning in her writing class. Whereas, the second lecturer says that there are no certain collaboration books, but she doesn't mention the collaboration in the book references used. Likewise, the third lecturer, who says that there are no certain books used during writing teaching and learning, but he uses course books for guiding which consists of lots of exercises for students. He uses collaboration through that course book.

Those answers also related to the third question about the existence of collaboration in the materials of books used. The first lecturer doesn't mention the detail about the existence of collaboration in the materials of books, but overall, she implemented collaboration learning in her writing teaching learning based on her teaching style. Meanwhile, the second lecturer mentions that there is an existing collaboration in the materials in the "joint construction" part. In that stage, students going to learn in a group, and they construct writing together. Besides that, the collaboration also happened in the last stage, when students review others' drafting. They share their writing in a group to review their writing as a peer review. The third lecturer implicitly mentions that there is an existence of collaboration in his course book, where there is a collaboration writing learning stage technically in that course book.

The fourth question is about the implementation of collaboration in writing and most lecturers mention that they implemented collaboration in their writing class. Related to the fifth, sixth, and seventh questions about the implementation of collaboration, the benefit of collaboration, and the strength of collaboration, most lecturers agree to implement it in their writing class. The first lecturer says that collaboration is important to be implemented because it can build interaction. She thinks that is fine if the class is noisy because it shows that the learning is alive. The second lecturer also mentions that collaboration is important because learning in grouping gives them special learning experiences, so they can do it individually one day and know that learning also comes from a peer. The third lecturer mentions some techniques used during writing learning example zig saw, poster, etc. This collaboration gives them a deep understanding of the material, they can understand that the writer also needs others' perspectives and they realize that this era requires collaboration, not competition. Besides, the collaboration can increase students' motivation and build their confidence, they can realize their strengths and weaknesses and, they can work together, they can share knowledge, they can interact, they learn to full participation, their learning is alive, it can help lower achievers to up and finally they can create writing independently.

The need analysis of the interview gives the researcher new insight with some conclusions, which are 1) the course book can be used as an alternative in the implementation of collaboration through its instructions because full of exercise, 2) So far, the lecturer explains the materials in the first step, they gives examples as a learning model and then students will analyze one by one in a group, 3) Students can do the exercise in a group, at least a pair and maximum four, 4) The lecturer goes around to check the group learning and also can help if students get a problem, 5) Students check, edit and review other members' writing, 6) Students do exercises in group and also the students trying to do it independently.

The outcomes of need analysis whether analysis of CEFR in book references, analysis of collaboration skills in book references, and analysis of interviews can be used for designing new English writing materials. The result of the need analysis can be used to propose a model for the first draft. The materials might be adapted from the existing materials or do some elaboration

also adapt the instruction, and questions, add more collaboration instructions or replace with the instructions of the new material.

### **3.1.2 developing first draft of the materials**

To answer research question 2 about how are the collaboration skills-integrated writing learning materials for English Language Education Study Program (ELESP) designed. The researcher conducted some processes in integrating collaboration skills into the procedure of writing materials. The process is elaborated as follows: a) Collecting and identifying collaboration skills indicators from some sources (Interact effectively with others, manage projects, guide and lead others and be responsible to others); b) Selecting collaboration skills indicators that were in line with the competencies of writing subject by referring to CEFR; c) Adjusting collaboration skills indicators with writing materials that could accommodate the code of collaboration by referring related indicators and CEFR; d) Infusing collaboration skills by adopting the content and context in the existing writing materials which indicate collaboration skills indicators into statements in the procedures of task that those collaborations were integrated into writing materials. In developing collaboration skills-integrated writing materials, the researcher employed three components of the writing materials referring to the expert which had been discussed in the literature review. Those components were goals (unit outcome), input, and procedure. Besides that, the components are completed by other elements, those are: 1) university, 2) subject, 3) grade, 4) study major, 5) time allocation, 6) SKS, 7) lecturer, 8) description, 9) competence, 10) references, 11) title of the unit, 12) topics, 13) students' activities, 14) input of text, 15) settings, and 16) assessment.

### **3.2 Discussion**

Based on the findings that most university use learning materials in delivering the writing materials. Inside the materials, there are learning instructions and questions that support students to do the tasks. Here, the researcher decided to analyze five book references used in three universities in Kuningan and Cirebon. Most of the book references analyzed did not accommodate collaboration. It means that instructions and questions are non-collaboration, meanwhile, collaboration skills are little. The comparison between non-collaborations and collaborations skills are: 1) University A: material 1 (92% : 8%), material 2 (90% : 10%); 2) University B: material 3 (89% :11%), material 4 (100% and 0%); 3) University C: material 5 (79% : 21%). The rank of differences between non-collaboration and collaboration skills need to be elaborate into new materials that support collaboration skills as 21st Century Skills demand. This can help students everywhere to increase their skills. McCoog in Boholano (2017) argued that to acquire 21st-century skills, students must be encouraged to create new ideas, evaluate and analyze the material presented, and apply that knowledge to their previous academic experiences. The better skills are taught through learning instructions and questions, the better students develop their competencies. Students who learn in collaboration can easily adapt to different people, cultures, languages, etc., where they can work anytime to achieve together goals. "Collaboration is the practice of working together to achieve a common goal"[9].

From the data found related to collaboration skills indicators, the researcher realized that most learning materials are focused on two codes of collaboration, those are 1) Interact Effectively with Others (IEO), and 2) Manage Projects (MP), where both of them indicate students easily adaptable through learning together, effectively work in diverse time, also encourage students

to achieve their task. Meanwhile, other collaboration indicators did not exist anymore in all units, which are: 1) Guide and Lead Others (GLO) and Be Responsible to Others (RO). Both skills are as important as other skills and need to be taught through learning.

Based on the result of the collaboration skills in the book references analysis, it was found that the development of suitable collaboration skills in integrated writing materials for undergraduate students is required. The process of implementing a learning draft follows some steps to maximize the new materials. In the reality, the researcher added some elements like school/university, subject, grade, study major and basic competence, etc., where the goals are to make complete learning materials to optimize students' skills. Nunan[10] argues that it is not a matter of whether or not authentic materials should be used, but what combination of authentic, simulated, and specially written materials provides learners with optimal learning opportunities. But unfortunately, the lecturers in real classes also implement collaboration through learning in the group because they realize many benefits that students get from learning in a diverse team

This study aimed to answer the main research question and three sub-research questions in which the main purpose of this research was to develop collaboration skills-integrated writing learning materials for the English Language Education Study Program (ELESP). To answer the first question, the data findings revealed that collaboration skills exist in book references, but they were not equally accommodated. It means that non-collaboration instructions/questions are still higher than collaboration skills. Besides that, it was found that the codes of collaboration skill "Interact Effectively with Others" was found as the highest number in the procedure of task in the existing materials. It was followed by "Manage Projects". Meanwhile codes "Guide and lead others" and "Be responsible to others" did not exist in the unit. Moreover, to answer the second sub-research question which was how to describe the procedures of developing process collaboration skills-integrated writing learning materials for the English Language Education Study Program (ELESP), the researcher tried to design learning materials with some steps: 1) Collecting and identifying collaboration skills indicators from some sources, 2) Selecting collaboration skills indicators which were in line with competences of writing subject by referring to CEFR, 3) Adjusting collaboration skills indicators with writing materials which could accommodate code of collaboration, 4) Infusing collaboration skills by adopting the content and context in the existing writing materials which indicate collaboration skills indicators into statements in the procedures of task that that collaboration was integrated into writing materials. The last, in answering the third sub-research question, the researcher referred to the result of the Collaboration infusion table or course grid in new learning materials integrated collaboration. Therefore, three units of collaboration skills integrated writing materials were developed.

## **4 Conclusion**

In conducting this research, the researcher proposed some suggestions. 1) For English language teachers, especially in writing subjects, it is suggested that teaching the target language nowadays is insufficient if the process of learning is only focused on the language aspects. The world required students to have collaboration skills as part of ways of working. So, it is necessary to use the appropriate learning materials which provide collaboration skills. 2) For further research, the next studies should examine the effective collaboration strategy as a way

of working in complex and global relations. So that it is not only focused on collaboration on small scale but collaboration globally. Also, it can be more interesting if in the process of collaboration skills are combined with technology devices.

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