

THESIS

THE ANALYSIS OF 4C SKILLS REPRESENTATION IN ELEVENTH GRADE SENIOR HIGH SCHOOL'S ENGLISH TEXTBOOK "BAHASA INGGRIS SMA/MA/SMK/MK KELAS 11"



ENGLISH LANGUAGE EDUCATION

POSTGRADUATE PROGRAM

UNIVERSITAS PENDIDIKAN GANESHA

DENPASAR

2022

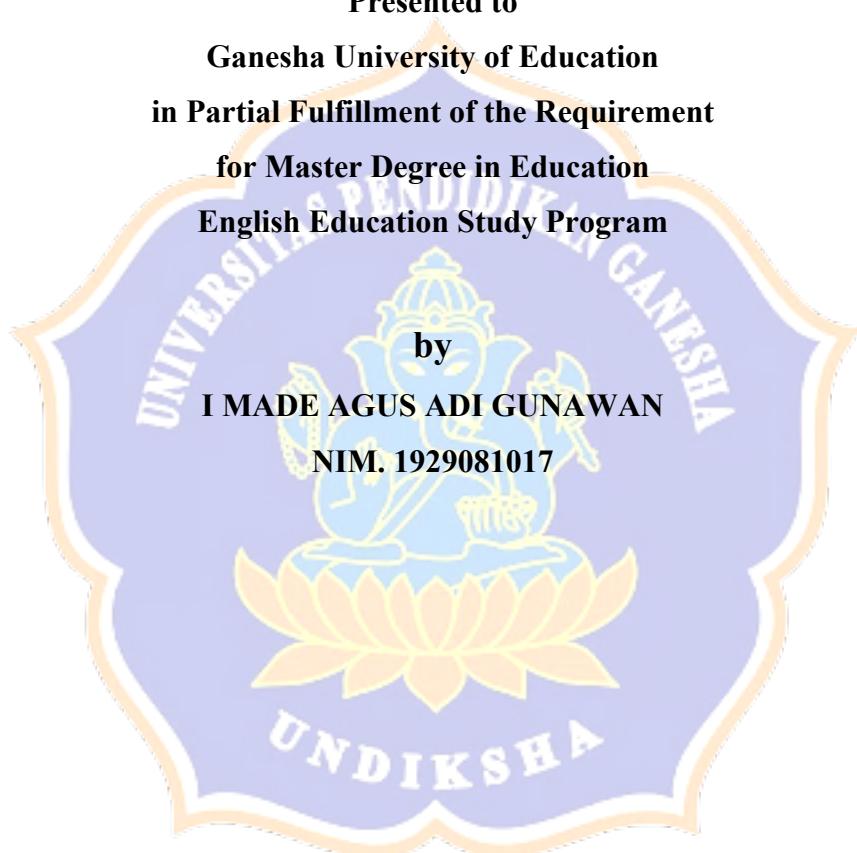


**THE ANALYSIS OF 4C SKILLS REPRESENTATION IN ELEVENTH
GRADE SENIOR HIGH SCHOOL'S ENGLISH TEXTBOOK "BAHASA
INGGRIS SMA/MA/SMK/MK KELAS 11"**

THESIS

Presented to

**Ganesha University of Education
in Partial Fulfillment of the Requirement
for Master Degree in Education
English Education Study Program**

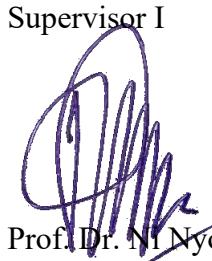


**ENGLISH EDUCATION STUDY PROGRAM
POSTGRADUATE PROGRAM
UNIVERSITAS PENDIDIKAN GANESHA
JANUARY 2022**

This thesis by I Made Agus Adi Gunawan has been successfully defended in front of the Board of Examiners and accepted as partial fulfillment of the requirements for the degree of Master in Education in English Education Study Program, Postgraduate Program, Ganesha University of Education.

Denpasar, January 2nd, 2022

Supervisor I



Prof. Dr. Ni Nyoman Padmadewi, M.A.

NIP. 196202021988032001

Supervisor II



Dr. IGA. Lokita Purnamika Utami, S.Pd., M.Pd

NIP. 198304022006042001



Master Thesis in Education: English Language Education
Approved on January 20th, 2022

Chairman Prof. Dra. Luh Putu Artini, M.A., Ph.D
NIP. 19640714 198810 2 001

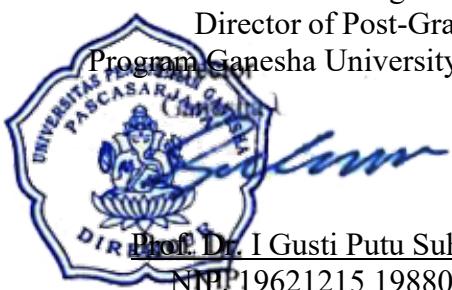
Member Prof. Dr. Putu Kerti Nitiasih, M.A
NIP. 19620626 198603 2 002

Member Dr. Putu Suarcaya, S.Pd., M.Sc
NIP. 19731003 200012 1 001

Member Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.
NIP. 19830402 200604 2 001

Member Prof. Dr. Ni Nyoman Padmadewi, M.A
NIP. 19620202 198803 2 001

Acknowledged by
Director of Post-Graduate
Program Ganesha University of Education

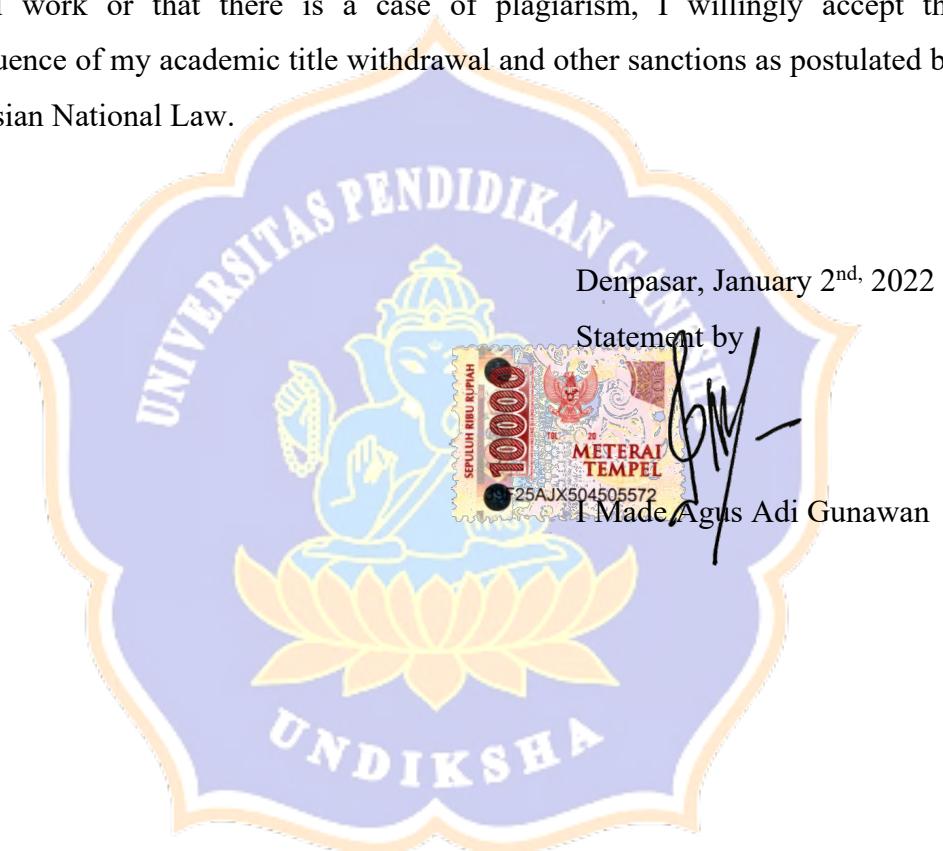


Prof. Dr. I Gusti Putu Suharta, M.Si
NIP. 19621215 198803 1 002

STATEMENT LETTER

I hereby honestly state that this Post Graduate Thesis in Education that is written as a partial requirement for the degree of Master in Education is my own work. All of the information contained in this thesis which is derived from the work of others had been given an award by citing the name of the source authors correctly according to the academic norms, rules, and ethics.

If it is discovered in the future that a portion or the whole thesis is not my original work or that there is a case of plagiarism, I willingly accept the consequence of my academic title withdrawal and other sanctions as postulated by Indonesian National Law.



ACKNOWLEDGMENTS

The completion of this postgraduate thesis will not be possible without the support of others. Because of this, I would like to address my gratitude. First of all, to the Almighty God, *Ida Sang Hyang Widhi Wasa*, who guided, directed my path up to this point, and made all things possible.

My deep appreciation should go to

1. Prof. Dr. I Nyoman Jampel, M.Pd. as The Rector of the Ganesha University of Education for the moral support and facilities, before and during the completion of my study in the university.
2. Prof. Dr. I Gusti Putu Suharta, M. Si. as The Director of the Post Graduate Study Program, Universitas Pendidikan Ganesha for his support, motivation, and encouragement so that I could keep going and finalize this thesis.
3. Prof. Dra. Luh Putu Artini, MA., Ph.D., as the head of Master Degree in English Education Study Program, Universitas Pendidikan Ganesha.
4. My principal supervisor, Prof. Dr. Ni Nyoman Padmadewi, M.A., and my second supervisor, Dr. IGA. Lokita Purnamika Utami, S.Pd., M.Pd., whose patience, expertise, encouragement, and gentle guidance have kept me focused on the task at hand. I could not thank them enough for their dedication, consistency, and commitment.
5. My beloved parents, I Nyoman Suwiyadnya. and Ni Nyoman Jati; my lovely siblings, I Wayan Agus Purnayasa, S.Kom, and Ni Komang Sri Widyastut; my best friend, Ni Putu Santhi Widiaستuti, S.Pd., M.Pd., and Ni Komang Tri Anggarini, S.Pd., and for all of my principle and staffs of my workplace for their endless supports and loves to encourage me during my study and the process of finishing this thesis.
6. A long list of my friends, whom I cannot possibly be mentioned one by one, since their friendship, supports, motivation, and encouragement have been invaluable and helped support me through the end of this academic journey.

TABLE OF CONTENTS

STATEMENT LETTER	v
ACKNOWLEDGEMENTS	vi
ABSTRACT	vii
ABSTRAK	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF PICTURES	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
1.1 Research Background	1
1.2 Problem Identification	5
1.3 Research Question	6
1.4 Research Objectives	6
1.5 Research Significance	7
1.6.1 Theoretical Significance.....	7
1.6.2 Practical Significance.....	7
1.6 Research Scope.....	8
1.7 Definition of Key Terms.....	9
1.7.1 Conceptual Definition.....	9
1.7.2 Operational Definition.....	10
CHAPTER II LITERATURE REVIEW	12
2.1 Theoretical Review	12
2.1.1 21 st Century Skills	12
2.1.2 2013 Curriculum in 21 st Century	17
2.1.3 Textbook Analysis	17
2.2 Empirical Review	22
CHAPTER III RESEARCH METHOD	28
3.1 Subject of the Research	28
3.2 Object of the Research	28

3.3 Research Design	30
3.4 Research Procedure	30
3.4.1 Planning Phase	29
3.4.2 Execution Phase	31
3.4.3 Ending Phase	31
3.5 Instrument Validity	32
3.6 Instrument Reliability	34
3.7 Data Collection Method.....	37
3.8 Data Analysis Procedure.....	38
CHAPTER IV RESEACH RESULT.....	41
4.1 Research Findings	41
4.1.1 The 4C Skills Representation in the Textbook	41
4.1.1.1 Communication.....	42
4.1.1.2 Collaboration	61
4.1.1.3 Creativity and Innovation	69
4.1.1.4 Critical Thinking and Problem Solving.....	78
4.1.2 The Dominant Skill Represented in the Textbook	100
4.2 Discussions	104
4.3 Research Implication	109
CHAPTER V SUMMARY, CONCLUSION, AND SUGGESTION	108
5.1 Summary	111
5.2 Conclusions	112
5.3 Suggestions	114
REFERENCES	116
APPENDICES	120

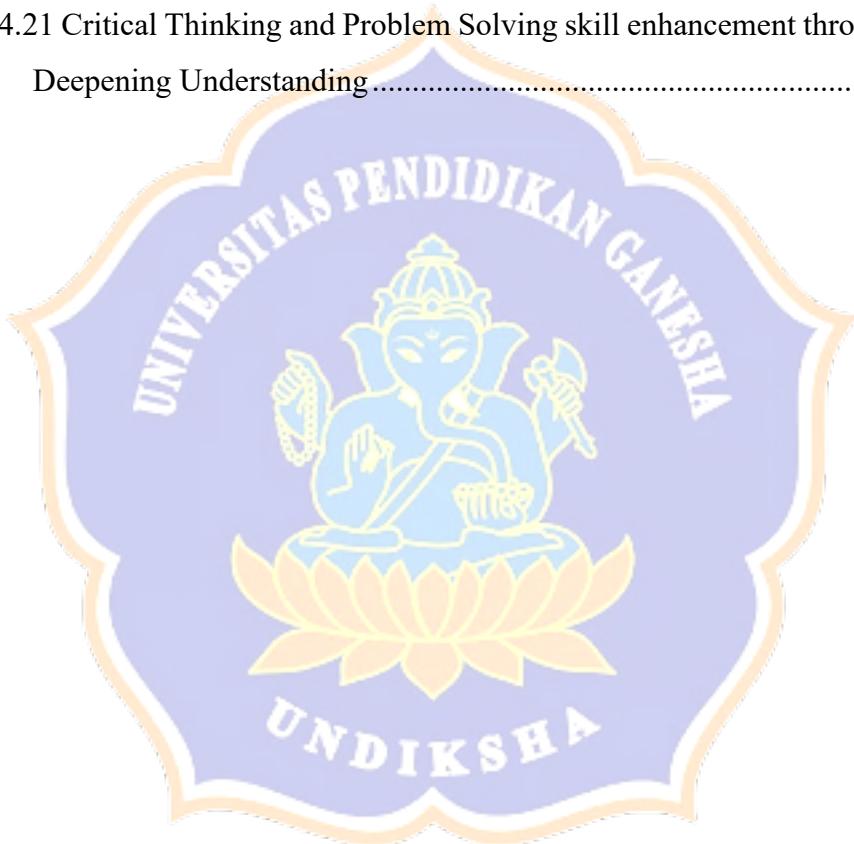
LIST OF TABLES

Table 3.1 Observation Sheet for 4C Skills Representation	30
Table 3.2 Observation Sheet for Dominant Skill Represented	30
Table 3.3 Observation Sheet for the Strategy of Skills' Inserting.....	30
Table 3.4 Instrument Validity	32
Table 3.5 Relevance category scoring	34
Table 3. 6 Instrument Reliability	35
Table 3.7 The Summary of Research Problem, Method of Data Collection, Instruments, and Source of Data	38
Table 4.1 Identification of Communication Skills through Reading Passage....	43
Table 4.2 Identification of Communication Skills through Discussion.....	44
Table 4.3 Identification of Communication Skills through Presenting Project..	47
Table 4.4 Identification of Communication Skills through Giving self-feedback.	53
Table 4.5 Identification of Communication Skills through Communicating Feeling/Wants	59
Table 4.6 Identification of Collaboration Skills in the Textbook	61
Table 4.7 Identification of Creativity and Innovation Skills in the Textbook....	70
Table 4.8 Identification of Critical thinking and Problem Solving Skills through Analyzing Passage.....	78
Table 4.9 Identification of Critical thinking and Problem Solving Skills through Correcting Passage	85
Table 4.10 Identification of Critical thinking and Problem Solving Skills through Making Project	88
Table 4.11 Identification of Critical thinking and Problem Solving Skills through Deepening Understanding	95
Table 4.12 Identification of Critical thinking and Problem Solving Skills through Finding Solution to Cases	97
Table 4.13 Skill Representation in the Textbook	100
Table 4.14 Percentage of 4C Skill Representation in the Textbook.....	102

LIST OF PICTURES

Picture 1.1 Cover of the analyzed textbook.....	11
Picutre 4.1 Communication Skill Enhancement through Reading Passage.....	43
Picture 4.2 Communication skill enhancement through Discussion	46
Picture 4.4 Communication skill enhancement through Presenting Project.....	50
Picture 4.5 Communication skill enhancement through Presenting Project.....	51
Picture 4.6 Communication skill enhancement through Reenacting Conversation	52
Picture 4.7 Communication skill enhancement through Reenacting Conversation	53
Picture 4.6 Communication skill enhancement writing Formative Assessment	57
Picture 4.7 Communication skill enhancement writing Personal Journal Writing	58
Picture 4.8 Communication skill enhancement writing Formative Assessment	61
Picture 4.8 Collaboration skill enhancement through Analyzing Passage with Partner	66
Picture 4.9 Collaboration skill enhancement through Think-Pair-Share Strategy	67
Picture 4.10 Collaboration skill enhancement through Pairs or Group Project..	68
Picture 4.11 Collaboration skill enhancement through Pairs or Group Project..	69
Picture 4.12 Creativity and Innovation skill enhancement through Building Conversation Project	75
Picture 4.13 Creativity and Innovation skill enhancement through Presentation Project	76
Picture 4.14 Creativity and Innovation skill enhancement through Cause-and- effect Tree Project	77
Picture 4.15 Critical Thinking and Problem-Solving skill enhancement through Analyzing Passage.....	82
Picture 4.16 Critical Thinking and Problem-Solving skill enhancement through Building Blocks.....	83

Picture 4.17 Critical Thinking and Problem-Solving skill enhancement through Practice Session.....	84
Picture 4.18 Critical Thinking and Problem-Solving skill enhancement through Case Study	88
Picture 4.19 Critical Thinking and Problem-Solving skill enhancement through Making Project	94
Picture 4.20 Critical Thinking and Problem Solving skill enhancement through Deepening Understanding	96
Picture 4.21 Critical Thinking and Problem Solving skill enhancement through Deepening Understanding	99



LIST OF APPENDICES

Appendix 1 Raw Data Analysis	118
Appendix 2 Data Category based on Research Question	124

