

CHAPTER I

INTRODUCTION

This chapter covers background of the study, identification of the problems, research questions, research objective, research significance, and scope of this study.

1.1 Research Background

Education is considered a process of transferring knowledge and value through the learning process. Furthermore, education will lead the newer generation through knowledge and value that has been transferred through the learning process. Besides, education will enlighten people with knowledge and value, education will give people a high career opportunity. Moreover, in the teaching and learning process, some aspects are used to make the teaching and learning process more effective. The aspects that should be fulfilled to support the process such as syllabus, lesson plan, learning materials, and textbook. Tok (2010) divided instructional materials into two named keys in TEFL Programs, those two forms are Printed and non-printed materials. Printed materials refer to textbooks, workbooks, whereas non-printed materials refer to audiotapes, computer-based materials, and videotapes. Even though the teacher's roles are important, but those aspects are also essential in supporting the teaching and learning process.

In Indonesia, the implementation of the 2013 Curriculum is intended to produce human resources and ready to enter the industrial era 4.0, this is known as

education in the 21st century. Astuti et. al (2019) explained that the purpose of education in the 21st century are as follows: 1) preparing people in a dynamic and unpredictable world, 2) fostering creativity, 3) respecting individual differences, 4) producing innovators. Based on the National Education Board (BNSP) the National Education of Indonesia intends to prepare the education to be integrated with the purpose and aspects of 21st-century education. According to Jerald (2009) in 21st education, he defined that skills and knowledge work together; furthermore, skills and education explained are the foundational knowledge (academic knowledge and skill, mathematics, reading, and writing, etc.), literacies (the ability to function the academic knowledge into real-life challenges), competencies (ability to call on skills, literacies, and other capacities to be successful across many facets of life). Solid education not only requires a strong foundation or core but also the ability to apply the knowledge to the real world. Thus, both are important to construct a solid education to develop human resources into broader competencies such as critical thinking and problem solving (ibid).

21st-century skills known as 4C skill in which believed to make the biggest impact on students to succeed in school and workplace or careers. Ministry of Education and Culture of Indonesia defined 4C skills of 21st-century skill's characteristics are as follows: Communication, Collaboration, Critical thinking and problem solving, creativity, and innovation. Consistent with the principle and policymaker towards the importance of 4C skills in 21st Century education, textbooks as an instrument used by the teacher in teaching and learning processes

should fulfill the 4C skills enhancement to succeed the program of the policymaker and produce competent human resources.

In the teaching and learning process, the most common instructional materials given by the teacher to their students are the print ones, commonly in the form of a textbook. The textbook as an instructional play an important role in the teaching and learning process since the textbook is the primary agent that conveys the knowledge to the students (Abdel Wahab, 2013). Besides the instructional materials, the textbook also helps teachers in arranging teaching and learning processes (Amrina, 2018). Furthermore, the textbook is essential to make the teaching and learning process effective and successful to transfer the knowledge and value to their students. However, the textbook used should be in line with the learning objectives that should be achieved by students, meaning that textbooks as a prominent source of knowledge should have the same learning objective with the syllabus and lesson plan prepared for efficient and effective teaching and learning processes.

A previous study on 4C skills representation has been conducted by Dharma and Aristo (2018) which focused on analyzing English textbooks to examine the relevance to the 2013 English curriculum. The study aimed to examine the relevancies of the materials of the textbook that used in the tenth Grade in an SMK in Sintang with 2013 curriculum which the criteria includes, the integration of four skills in learning English (listening, speaking, reading, writing), the inclusion of two main components of language, the integration of scientific approach, and the integration of character value and cultural awareness. In addition, the finding of the

research reveals that the materials in the textbook are relevant to the 2013 curriculum and syllabus issued by the government.

Another study conducted by Rakhmawati and Priyana (2019), aimed to reveal the integration of 21st century skills in English Textbooks and find out how it's integrated. The English textbook entitled "Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X". The 21st century skills include critical thinking and problem solving, communication, collaboration, creativity and innovation, information and communication technology (ICT), media literacy, leadership and responsibility, productivity and accountability, social and cross-cultural, initiative and self-direction, flexibility, and adaptability. However, the finding of this research reveals that 21st century skills are not equally represented. So that, teachers are suggested to find out other materials to make the skills equally represented.

Nowadays teaching and learning processes, there are many kinds of textbooks with different titles distributed by the teacher to their students. Textbook distributed of course has been published by a local publisher or foreign publishers. Teachers and students are the consumers, both have potentially conflicting about what a good textbook should be; moreover, textbooks do not only represent the visible heart of ELT Programs but also have considering the advantages of students and teachers when used in the classroom (Sheldon, 1995). Besides, consistent with the goals of National Education of Indonesia in which preparing the human resources that ready to compete in industrial era 4.0, four C's skills should be integrated into the teaching and learning process, especially in the textbook; since

textbook become a prominent instrument to transfer knowledge and value to the students.

Based on the explanation and considering previous studies on textbook analysis, the researcher then taking focus on examining the implementation of four C's skill in Senior High School's English Textbook to examine the representation of 4C skills (communication, collaboration, creativity and innovation, critical thinking and problem solving) to reveal whether or not the textbook in line with BNSP purpose to integrating 21st century education to Indonesian education, especially in the textbook of Eleventh Grade Senior High School's English Textbook. The textbook analyzed entitled "Bahasa Inggris SMA/MA/SMK/MK Kelas 11" published by the Ministry of Education and Culture Indonesia,

1.2 Problem Identification

4C skills are believed to give the biggest impact on students to succeed in school and workplace and career. Furthermore, the textbook is the commonly used instrument to be used to teach students in school including Junior High School. Based on the observation towards the eleventh grade of junior high school English textbook that is issued by the Indonesian Ministry of Education and Culture, there are some problems appeared as follows:

1. The Textbook used has never been analyzed whether the content of the textbook fulfilling the goals of National Education of Indonesia in the 21st Century.

2. Since the 21st Century skill (known as four 4C skills) need to be integrated. The 4C skills as the 21st century skills is one of the concerns of BNSP which integrating 21st century education to Indonesian education. The integration of 4C skill has never been analyzed whether the integration shows some skills are dominant to be integrated or integrated equally. The 4C skill include skills of communication, collaboration, creativity and innovation, critical thinking, and problem solving. Moreover, Rakhmawati and Priayana (2019) find that the integration of 21st century skills is not equally represented.

Considering the problems identified, the present study aimed at examining the implementation of four C's skill in Senior High School's English Textbook, especially in the textbook of Eleventh Grade Senior High School's English Textbook. The textbook analyzed entitled "Bahasa Inggris SMA/MA/SMK/MK Kelas 11" published by the Ministry of Education and Culture Indonesia.

1.3 Research Question

Related to the background of the study, the research problems for the present study were formulated as follows:

- 1) What 4C skills are represented in Eleventh Grade Senior Highschool's textbook and how are the skills inserted?
- 2) What is the dominant 4C skill represented in Eleventh Grade Senior Highschool's textbook?

1.4 Research Objectives

The purposes of the study are to figure out:

- 1) To analyze what 4C skills are represented in Eleventh-grade Senior High School's textbook and figure out the strategy of skill insertion.
- 2) To analyze the dominant skill of 4C skill represented in Eleventh Grade Senior High School's Textbook

1.5 Research Significance

The present research was expected to present theoretical and practical significance toward the representation of 4C skills in the textbook of Eleventh Grade Senior High School's English Textbook entitled "Bahasa Inggris SMA/MA/SMK/MK Kelas 11" published by the Ministry of Education and Culture Indonesia. Therefore, the following parts were the elaboration of the theoretical and practical significance of researching the use of videoconferencing.

1.6.1 Theoretical Significance

Theoretically, research findings are expected to confirm the implementation of 4C skill represented in Eleventh Grade Senior high school's Textbook in which is used in the teaching and learning process to achieve the learning objectives following

1.6.2 Practical Significance

Practically, the findings of this study were expected to be beneficial for the students, lecturers, and other researchers.

1. For teachers

This research is expected to be beneficial for the teachers in providing a deeper understanding in choosing textbooks as learning materials. As well as

contributing helps to provide teachers with deeper knowledge about the representation of 4C skill in the textbook used.

2. For students

The students are expected to be assisted effectively in the classroom during the teaching and learning process through an appropriate textbook that would be beneficial and appropriate in achieving learning objectives. Moreover, students become enhanced and affect their success during the teaching and learning process and also in the workplace further.

3. For other researchers

This research is expected to be a first-hand reference for further research about the use of rewards on EFL teaching and learning particularly. Furthermore, it is expected that the other researchers could design more intensive research by investigating other moderator and intervening variables.

1.6 Research Scope

This study is focused to find out what kind of 4C skills are represented in the textbook “Eleventh Grade Senior High School Students. This study also describes how the 4C Skill represented in the Eleventh Grade Senior High School textbook issued by Mi Ministry of Education and Culture Indonesia.

1.7 Definition of Key Terms

Definition of key terms is provided to avoid misunderstanding and confusion of the readers about this research study. Furthermore, the definition of key terms provided is classified into two definitions which are conceptual definition and operational definition.

1.7.1 Conceptual Definition

The conceptual definition is defined as something that relates to the mind or mental concept or imaginary ideas. This research provides conceptual key terms that are defined as follows:

1. 4C Skills

4C Skills consist of communication, collaboration, critical thinking and problem solving, and creativity and innovation. 4C skills are also known as 21st century skill that helps students to learn; moreover, these skills are vital to the success of the students in school and beyond. In addition, 21st century skills need to be mastered to be able to compete in the 21st century (Sipayung, et. al., 2018). 4C skills include communication, collaboration, creative thinking, and collaboration (Kembara et. al., 2018). So that, 21st century skills empower students' communicative competence, the ability works within-group or partner, become creative thinkers, and become creative and innovative.

2. Textbook

According to the Cambridge dictionary, a textbook is defined as a book that contains information in detail regarding a subject which intended to be used for people that are studying. Moreover, Brown (2001) stated that a textbook is a text

that is used in the educational curriculum.

3. Textbook Analysis

Textbook analysis or textual analysis is a method for studying content in communication to interpret the characteristics of recorded visual messages (Frey et. al, 1999). Furthermore, Krippendorff (2004) defined textbook analysis defined through textbook analysis will allow the researcher to test out theoretical problems to provide some improvement in understanding the data; moreover, textbook analysis is a systematic and objective research method that can be used to describe and measure phenomenon.

1.7.2 Operational Definition

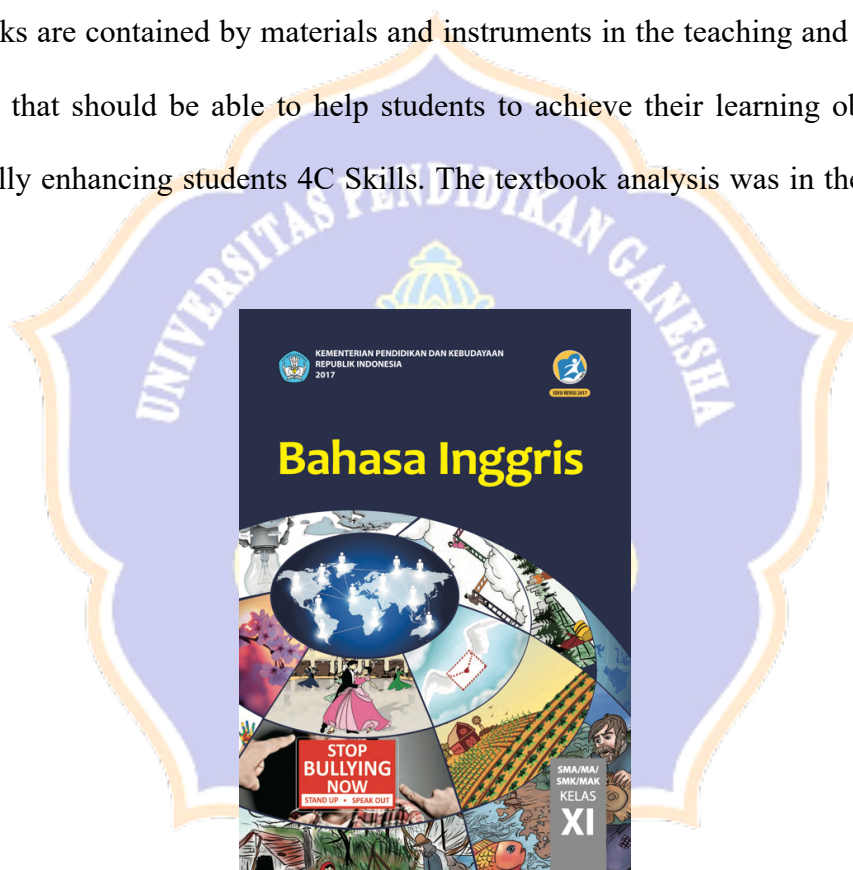
In this research, the researcher defines operational key terms to help the reader to understand the research easily. Key terms are defined as follows:

1. 4C Skills

Referring to the conceptual definition above, the 4C Skills in this study can be defined as the skills which consist of communication, collaboration, critical thinking, and creativity represented in the English Textbook. 4C skills are also known as 21st-century skills in which are believed to make the biggest impact on students to succeed in school and workplace or careers. In this research, 4C skill implementation is examined especially the representation of 4C skills in English Textbook since textbook is an instrument to be used to teach by the teacher to transfer knowledge and values in the classroom.

2. Textbook

The textbook in this study is defined as the textbook used in teaching English entitled Bahasa Inggris SMA/MA/SMK/MK Kelas 11 and published by the Ministry of Education and Culture Indonesia. The textbook is used as resource material for the teaching and learning process that plays an important role in transferring knowledge and values from the teacher to their students. Moreover, textbooks are contained by materials and instruments in the teaching and learning process that should be able to help students to achieve their learning objectives especially enhancing students 4C Skills. The textbook analysis was in the picture below.



Picture 1.1
Cover of the analyzed textbook

3. Textbook Analysis

Textbook analysis can be defined as an investigation and analysis of the textbook entitled Bahasa Inggris SMA/MA/SMK/MK Kelas 11 and published by the Ministry of Education and Culture Indonesia to identify the students' 4C skills.