CHAPTER I
INTRODUCTION

1.1 Background of the Research

English is an international language that is widely used for communication. With English as an international language, it is very necessary to learn English. That way, we can use this international language to make it easier for us to communicate with other people from different cultural backgrounds and countries. There are four language skills that are very important to master, namely speaking skills, reading skills, writing skills and listening skills. These four language skills are interrelated to produce perfect skills. Language skills are divided into two types, namely receptive skills and productive skills. Receptive skills include reading skills and listening skills because the process of reading and listening involves receiving information. Meanwhile, productive skills include speaking skills and writing skills because the process requires activities to produce words, sentences and utterances. According to Putri & Muamaroh (2022) in the 21st century, students are required to be able to master 21st century learning skills that can help students face challenges.

One of the important tools used in the learning process is teaching materials. Teaching materials are the core of a curriculum to achieve learning goals. This teaching material serves as a means to achieve goals in the learning process. English teaching materials have an important role as a source of activities in the foreign language learning process used by students and teachers in the classroom learning process. According to Ratmanida & Suryanti (2020) in the teaching material, there are many lessons that students can use for basic understanding such as vocabulary, grammar, and also how to pronounce a word correctly.

In learning English, English textbooks have an important role as guidelines used in the learning process to support students' English language skills. The English textbook aims to help students learn English, therefore

the textbook must be in accordance with the curriculum and must be by the student's learning objectives (Okeeffe, 2013). In the teaching process, textbooks play an important role as the core source of knowledge and the source of every learning activity carried out in class. As time goes by, students in the 21st century are required to have skills that can help them to think at a higher level in order to solve problems (Rinekso, 2021). Therefore, several important factors must be considered in adapting teaching materials for English language learning, English teaching materials must be presented in a form that is easy for students to understand, English learning materials must contain language interactions that can stimulate students, English teaching materials must contain material that can make it easy for students to develop skills, English teaching materials must contain clear learning focus, English language teaching materials must contain authentic material whose truth can be verified, English language learning materials must support each other in developing skills and understanding, English language teaching materials must be presented in an attractive form (Howard & Major, 2004).

Along with the development of the times, this 21st century skill is very important for students to master. 21st century skills and knowledge are very important for students to master because the increasingly widespread technology and information requires students to be able to keep up with the times (Rakhmawati & Priyana, 2019). With these 21st century skills, students will find it easier to learn, especially in language learning. To support English learning, appropriate English teaching materials are needed to be used as references in English learning. There are four skills that students must have in 21st century learning, namely communication, critical thinking, collaboration and creativity (Khoiri et al., 2021).

Students really need 21st century skills, therefore schools must train students to master communication, critical thinking, collaboration, and creativity to become successful people in work and life (Azhary & Ratmanida, 2021). Schools as the main place in education are expected to

be a suitable place for a good learning process to take place. Teachers are required to be able to support students in mastering 21st century skills. Teachers need textbooks as supporting tools for students to become learning tools that can make it easier for students to learn languages. Textbooks are very useful for students, with the flexibility of textbooks students can use them wherever and whenever to practice language skills. 21st century students are required to be able to develop their potential in the learning process carried out at school (Chalkiadaki, 2018). English textbooks as the main reference in the learning process can make it easier for students to learn English and also master 21st century learning skills.

Furthermore, there are a lot of research related to textbook analysis has done by some researchers. For instance, research conducted by Indar et al., (2023) who analyzed content from English for *Nusantara*, Rani Arba'ati (2015) who analyzed English textbooks according to the 2013 curriculum, the importance of speaking skills in English classrooms (Rao, P, 2019), an analysis of speaking materials of a student textbook (Putri & Muamaroh, 2022). However, the research are missing about 21st century learning skills. It is shown that research related to analysing textbook material viewed from textbook analysis and 21st century learning skills types is still not thoroughly studied. 21st century learning skills are important to have in textbooks. Textbooks have a very important role in the learning process as a core source of knowledge and a source of activities carried out in the learning process in class. That way, the presence of textbooks can help students to master 21st century learning skills.

Based on the explanation above, researcher are interested to analyzing "English for *Nusantara*" textbook viewed from textbook analysis and 21st century learning skill types. "English for *Nusantara*" Textbook Analysis and 21st Century Learning Skill Types (Chunningsworth Analysis, Trilling and Fadel's Perspective) is the title of the research. The reason for choosing the topic because the language contents presented in the textbook is very important. Therefore, the researcher chose this topic to identify the

language contents in the "English for *Nusantara*" Textbook viewed from a good textbook by Chunningsworth theory and 21st century learning skill types.

1.2 Identification of the Phenomena

Based on the research background above, the main focus of this research is analyzing the textbook viewed from textbook analysis and 21st century learning skill types. Before using textbooks, teachers need to choose the textbooks that are good quality and appropriate for students to master 21st century learning skills. Because of this phenomenon, the researcher have to analyze "English for *Nusantara*" textbook that supports the students in mastering 21st century learning skill. This phenomenon is important to investigate because textbooks play an important role as the main source of language learning that must support students to master 21st century learning skills.

1.3 Delimitation of the Research

The scope of this research focuses on the textbook analysis and 21st century learning skill types. The researcher only uses information from an English textbook entitled "English for *Nusantara*" for VII grade junior high school, published by the Ministry of Education, Culture, Research and Technology in 2022. English for *Nusantara* textbook has 6 chapters which have learning objectives in each chapter and there are three units in each chapter.

1.4 Research Question

Based on the research background, this research problem is formulated as follows:

1. How are the contents of English for *Nusantara* textbook viewed from textbook analysis?

2. What are the types of 21st century skills existed in "English for *Nusantara*" Textbook?

1.5 Aims of the Research

The aim of this research is to find the following:

1. To analyze the contents of English for *Nusantara* textbook viewed from textbook analysis
2. To analyze the types of 21st century skills existing in "English for *Nusantara*" Textbook

1.6 Significance of the Research

1.6.1 Theoretically

This research provides knowledge and insight into the content in the "English for *Nusantara*" textbook viewed from textbook analysis and 21st century learning skill types.

1.6.2 Practically

a. For the Students

By using the "English for *Nusantara*" textbook, it is hoped that students can learn it easily. With the contents in this textbook, it is hoped that it will help students to master 21st century learning skills.

b. For the Teacher

To inform English teachers to choose appropriate English textbook. This textbook will be useful for students and teachers to be able to predict whether the contents in the "English for *Nusantara*" textbook can help students master 21st century learning skills or not.

c. For Another Researcher

For future researchers, this research provides information about the contents in textbooks, these findings can be used as a reference for conducting research. Therefore, other researchers can use this research as a reference.

1.7 Theoretical Foundation

1.7.1 English Language Teaching and Learning

When someone provides information or skills to another person, the activity is called a teaching activity. Usually this teaching activity is carried out by a teacher to students to provide information or teach a skill to students. Teaching is defined as providing new knowledge, helping someone to understand and learn something (Brown, 2007). Based on the definitions, it can be concluded that teaching is a process carried out by teachers to help students to acquire and understand knowledge.

In Indonesia, English is a foreign language. The important thing for learning English as a foreign language is studying linguistics. With a good understanding of linguistics, it can make it easier for teachers to convey English language learning to students easily so that students can understand clearly. In all languages, there are linguistic rules that can be learned to make language mastery easier. By mastering English, a person can understand and communicate with people from various countries and different cultures, thus opening up opportunities to expand social networks.

In the teaching process, the important thing that is highlighted is the teacher. In the 21st century, teachers are required to be able to provide good teaching to students. Teaching activities are carried out by teachers to guide students in each learning process (Brown, 2007). When learning activities take place, the teacher as a facilitator is responsible for the learning process. Good teaching is teaching that contains direct interaction between students and teachers.

In this modern era, the teaching process is not only teacher centered which requires the teacher to explain every teaching process, instead teaching is student-centred and the teacher only acts as a facilitator in the teaching process. Even though teaching is not teacher-centered, the teacher is still responsible for organizing the activities that will be carried out during the teaching process.

1.7.2 English Language Material

In language learning, materials have an important role. Material includes everything that can be used to facilitate learning a language and English learning material must include activities that can help students understand the learning material. One of the English language materials is textbooks. A textbook is often equipped with several supporting components such as a student's book and a teacher's book. Apart from that, there are other media that can be used as material for learning English, such as cassettes containing English learning audio and also CD ROMs. To support the learning process, quality teaching materials are needed (Javid, 2021). This means that the existence of good textbooks can support students in the learning process at school easily.

The quality of teaching materials can be seen from the overall contents of the teaching materials themselves. A teaching material that is presented attractively will more easily attract students' interest in studying with textbooks. Apart from that, there are many types of English teaching materials which can be classified into three types. The first is printed teaching materials, for example, textbooks, workbooks, and worksheets. The second is non-printed teaching materials such as audio materials, videos containing learning materials, podcasts, and cassettes. The third is teaching materials that can be accessed independently, both online and offline.

Chunningsworth (1995) explains several roles of teaching materials, especially textbooks, namely as a source of presenting material both orally and in writing. Apart from formal language teaching materials,

there are many other English teaching materials that can be used for language learning such as English newspapers, films English language and songs in English can be teaching materials that can be used by students so that the learning process is not too stiff and monotonous.

1.7.3 English Textbook

One of the media that can be used by teachers in the English teaching and learning process is English textbooks. English textbooks are reference books that contain a collection of material. Teaching materials as a source of teaching and learning process activities must be in accordance with the curriculum currently used (Khoiri et al., 2021). A textbook provides direction and guidance for teachers in carrying out each learning activity in class.

Making English textbooks a source of language teaching and teacher activities in the learning process is an effective way. Teachers can use English textbooks as a reference in guiding students in the English learning process. To support teachers in providing language learning, a textbook must be designed by experts in the field. Apart from that, English textbooks also play a role in helping students more easily understand the material taught by the teacher. In this way, to support a good teaching and learning process it must also be supported by the use of good teaching materials.

English textbooks as a medium in English learning activities used by teachers and students to support the language learning process, teachers must be able to choose English textbooks that suit students' needs. Teachers must choose textbooks that can support students in practical English language activities in everyday real life. According to Depdiknas (2008) Textbooks have three important functions. The first function is the textbook as a reference used by the teacher in carrying out each activity in the learning process which can make it easier for the teacher to provide instructions to students in each activity. The second function is that textbooks can be used

by students as a reference in determining each learning activity. The third function is the textbook as an instrument that can be used to assess the achievement of the teaching results that have been implemented.

1.7.4 English Textbook Analysis

English textbook analysis is needed in this era. English textbooks are one of the learning resources used by teachers, and analysis of English books is really needed. Describing the entire contents of a textbook is a form of analyzing a textbook (Melati, 2021). Examining a textbook by analyzing is carried out by a researcher with the aim of finding out the quality of the textbook. Analysis of English textbooks is one way that can be done to find out how the language content of textbooks is used in language learning. In the curriculum, textbooks have a very important role (Dharma & Aristo, 2018). Textbook analysis is an analysis carried out with the aim of determining the quality of a textbook, and to inform the findings of the analysis that has been carried out.

To support English learning, textbooks are needed that can be used easily by teachers and students. A textbook has an important function to create progress in subjects and to help students develop students' thinking skills. Textbook analysis can be an objective means of describing and measuring a phenomenon. To support teachers and students in the language learning process, many publishers try to provide good textbooks. However, not all textbooks published are in accordance with students' needs and are of good quality. Therefore, textbook analysis is very necessary to evaluate published textbooks. Teachers can use textbook analysis as a reference in choosing textbooks that will be used in learning activities in the classroom.

An understanding of the criteria for a good book is very necessary in the process of analyzing books (Indar et al., 2023). Chunningsworth (1995) put forward eight criteria regarding book assessment. The recommended criteria are: a) aims and approaches, conformity between

textbooks and students' needs is very much needed in textbooks and in using textbooks practicality is needed which can make it easier for those who use textbooks, b) design and organization, appropriate supporting components such as student books and teacher's books are needed in a textbook and a textbook must be organized in a layout that is easy to understand, c) language content, textbooks must use language appropriate to the student's level of proficiency, and textbooks must cover important elements of language learning such as grammar, vocabulary and pronunciation, d) skills, textbooks should cover four language skills namely writing, reading, speaking and listening, e) topics, textbooks must have varied topics to enable students to expand their knowledge, f) methodology, textbooks should provide clear and precise instructions, g) teacher's book, teacher books must include supporting components that can support teachers as facilitators and motivators in the classroom, h) practical consideration, textbooks must be easy to obtain and textbooks must be strong enough to be used in the long term.

Textbook analysis is very important to do to determine the quality of the textbook used. By using the criteria of a good textbook according to Chunningsworth's theory, it can be easier to analyze a textbook to determine whether the book is in the good category or not.

1.7.5 The Role of Textbook in English Language Teaching

In English classes, English textbooks have an important role for both teachers and students. Textbooks have a basic role in language classes as a source of initial knowledge for students to understand new learning material (Emily & Mclaughlin, 2014). In the teaching and learning process, textbooks play a very important role. Therefore, assessing and evaluating textbooks is important to ensure textbook quality. English textbooks used in the English learning process have an important role, and a good textbook is a textbook that meets all the necessary criteria in a

textbook (Richards, 2015). Therefore, choosing a textbook is a must for teachers to find a good textbook to use as a learning reference.

Textbooks act as basic learning resources that can be used by students to understand new material. English textbooks act as reference guides used by teachers as a reference for every English learning activity in class. English textbooks must contain language skills that students can practice. Chunningsworth (1995) mentions several roles of language teaching materials, namely: a) language teaching materials act as learning resources, b) language teaching materials act as references for learning activities, c) language teaching materials act as references that can be used by students in learning grammar, language, pronunciation and others, d) language teaching materials act as a stimulus for students to think of new ideas for carrying out activities during language learning in class, e) language teaching materials act as a reference for achieving a predetermined learning goal, f) language teaching materials acts as a source of learning material that teachers can use.

In learning English, textbooks have an important role for teachers and students. English textbooks really support every learning process in class, textbooks help teachers to direct students in every activity, and students can use textbooks as a reference for every English learning activity.

1.7.6 Language Skills

Language skills are divided into four skills, namely listening, speaking, reading and writing.

1. Listening

    Listening skills are key to receiving messages effectively. In the initial steps of the learning process in class, one of the important skills that students have is listening skills (Gestanti, 2017). With good listening skills can support students in obtaining good information. Good listening skills aim to support students in language learning in

class to be able to obtain information from spoken text well and accurately. According to Tyagi (2013), there are five stages in the listening process. The first stage is listening, after listening it continues with understanding, then remembering, evaluating and the final stage responding.

2. Speaking

Speaking skills are an important part of everyone's life. To carry out communication, it must be done through speaking. According to AL-Garni & Almuhammadi (2019), in the process of learning and teaching English, speaking skills have a very important role. Speaking skills enable a person to communicate effectively. To be able to convey information verbally so that it can be easily understood by listeners, you must have good speaking skills. When learning a second or foreign language, a person's speaking skills can be seen as to how well the learner uses the newly acquired language. Speaking skills are considered the most important skill in learning a foreign or second language among the four language skills.

3. Reading

Reading is a language skill that is included in receptive skills. In processing information, the most important thing to do is read (Ismail et al., 2017). Having good reading skills can help students absorb information and knowledge easily. Learning English as a foreign language, students must master reading skills. With good reading skills, students will more easily absorb correct information by reading. Unlike in everyday life, reading skills play a role in obtaining certain information through reading texts.

4. Writing

Writing is an activity carried out to make notes or information that is heard or read. In language learning, writing is one of the important skills that must be mastered (Yulianti et al., 2019). Writing skills are skills that have great challenges. To write correctly, you need a strong memory, good and correct language mastery, and critical thinking skills. In writing, things that must be paid attention to are the content of the writing, the organization of the writing, correct grammar, and correct vocabulary. To write well, it must be done sequentially between planning, creating and studying in order to create good writing.

1.7.7 The 21st Century Skills

In the 21st century technology is developing very rapidly. The 21st century is a transition from traditional learning to more modern learning. 21st century skills require students to be more advanced in thinking and able to solve life situations (Rinekso, 2021). In this era of globalization, 21st century skills are very important for the current generation to master so they are able to face every change and challenge that occurs in the current era.

According to Trilling & Fadel (2009) there are three sets of skills that are urgently needed in the 21st century:

- Learning and Innovation Skills
- Digital Literacy Skills
- Career and Life Skills

The first is learning and innovation, there are four categories that educators call "4C". The "4Cs" referred to in the learning and innovation sector are communication, critical thinking, collaboration, and creativity (Soderlund, 2020). Second, digital literacy skills consisting of information literacy, media literacy, and information and communication technology

(ICT) literacy. In the 21st century, digital developments are developing very rapidly, therefore, to keep up with the times, students must prepare themselves so as not to be left behind by digital advances (Trilling & Fadel, 2009). A person's digital literacy level in the 21st century must be increased. There will be many demands on a person's ability to access information accurately whether at school, at home, at work, or in the surrounding community. To strengthen communication, critical thinking, collaboration and creativity skills, students must master digital literacy well.

Third, career and life skills. According to Robinson & Kay (2013), career and life skills include several aspects, namely the ability to adapt well that a person must have to study, to work and also to become a citizen in the 21st century. The 21st century requires today's students to be prepared to develop a level of initiative. and high skills at school. With social networks that students can easily access to socialize with foreigners from various countries, students must have good social skills and must also be fluent in understanding diverse cultures.

1.7.8 Types of 21st Century Learning Skill

21st century learning is focused on skills that can support students to prepare students to face the future. In 21st century learning, there are four skills that students must have, namely communication, critical thinking, collaboration and creativity or what is often known as "4C" (Khoiri et al., 2021).

The following is a further explanation regarding the 4C skills:

a.   Communication Skill

One of the most important skills in the 21st century is communication skills. Communication is defined as the exchange of messages that are clear and easy to understand (Soderlund, 2020). With good communication skills, it will be easy to convey information and also easy to understand information. An ability to

express an idea or message is part of communication skills (Pardede, 2020). Thus, it can be concluded that communication skills are the ability to convey information accurately and clearly.

According to Trilling & Fadel (2009) to communicate clearly, students should be able to :

- Express thoughts effectively using oral and written communication skills

- Listen well to be able to decipher meaning and knowledge

- Utilize various existing media and technologies by knowing their effectiveness

- Communicate effectively in diverse environments

b.   Collaboration Skill

Collaboration is a skill where in practice there is interaction and cooperation carried out to achieve a common goal. The ability to work together with other people to complete group tasks is a collaboration skill (Septiyanti & Fajriah, 2021). In the learning process carried out in the classroom, collaboration is a form of cooperation between students to help each other and complete the tasks given by the teacher to achieve predetermined goals.

According to Trilling & Fadel (2009) to collaborate with others, students should be able to :

- Demonstrate the attitude and ability to work together effectively and respect the team

- Have a willingness to work together in team discussions to achieve common goals

- Appreciate and be responsible for the results created together in the team

c.   Critical thinking Skill

A very important skill to instill in 21st century learning is critical thinking skills. Analyzing, evaluating, expressing ideas and solving problems requires critical thinking skills as a high level of thinking (Erdogan, 2019). To analyze a problem from various points of view before taking a solution, you must think critically. Therefore, critical thinking skills are closely related to problem solving. 21st century students are required to have critical thinking skills in order to analyze problems correctly and be able to solve every problem.

d.   Creativity Skill

Creativity is an important skill to master in the 21st century. A person's ability to develop and implement ideas is a creative skill. Apart from that, the ability to be responsive to new, different perspectives is also part of creativity skills (Septiyanti & Fajriah, 2021). According to Piirto (2011), ways that students can think creatively is create new ideas using idea generation techniques, and try to analyze and evaluate the ideas you have and then elaborate and refine them to improve creative efforts.

1.7.9   English For *Nusantara* Textbook

English for *Nusantara* Textbook is a type of textbook published by the Ministry of Education and Culture that is used by grade 7 in several junior high schools throughout Indonesia, both in public and private schools to assist learning in the *Kurikulum Merdeka*. English for *Nusantara* textbook has 6 chapters which have learning objectives in each chapter and there are also three units in each chapter.

English for Nusantara textbook starts from chapter 0 The beginning which is designed to support students' initial process as a basis for learning English. Chapter 1 About Me, Chapter 2 Culinary and Me,

Chapter 3 Home Sweet Home, Chapter 4 My School Activities, and finally Chapter 5 This is My School. This English for *Nusantara* Textbook is presented very attractively because it is presented in a colorful form and is also equipped with other modern supporting elements such as barcodes in each chapter which contain additional explanations of the material. Apart from that, the English for *Nusantara* textbook also has a wordbook at the end of each chapter.

1.8 Previous Research

Similar research has been carried out by various previous researchers. The same research regarding material analysis methods was carried out by Ratmanida & Suryanti (2020), Aritonang & Besral (2021), Firmansyah (2020). The three of them conducted research with different aims. Ratmanida & Suryanti (2020) conducted research which aimed to determine the quality of speaking material in English textbooks. The results of the research showed that the textbooks did not meet the criteria based on the theory used by the researchers. Firmansyah (2020) conducted research with the aim of analyzing the quality of speaking material using national education standards. The results of the research showed that the textbooks studied based on BSNP meet the criteria for a good textbooks. Aritonang & Besral (2021), the research was carried out by analyzing textbooks using Dat Bao theory. Based on the analysis, It can be concluded that the speaking material in the textbooks analyzed is not in accordance with the theory used by researchers.

The same research was carried out by Akbarjono et al (2021), Deby et al (2017), Arifah et al (2018). The three of them conducted research to select appropriate textbooks. Akbarjono et al (2021) in their on two English language textbooks published by the government and an English textbook published by Private/Erlangga which was researched based on the 2013 curriculum. The research results show that textbooks published by the Government are in the good category for use in carrying out the
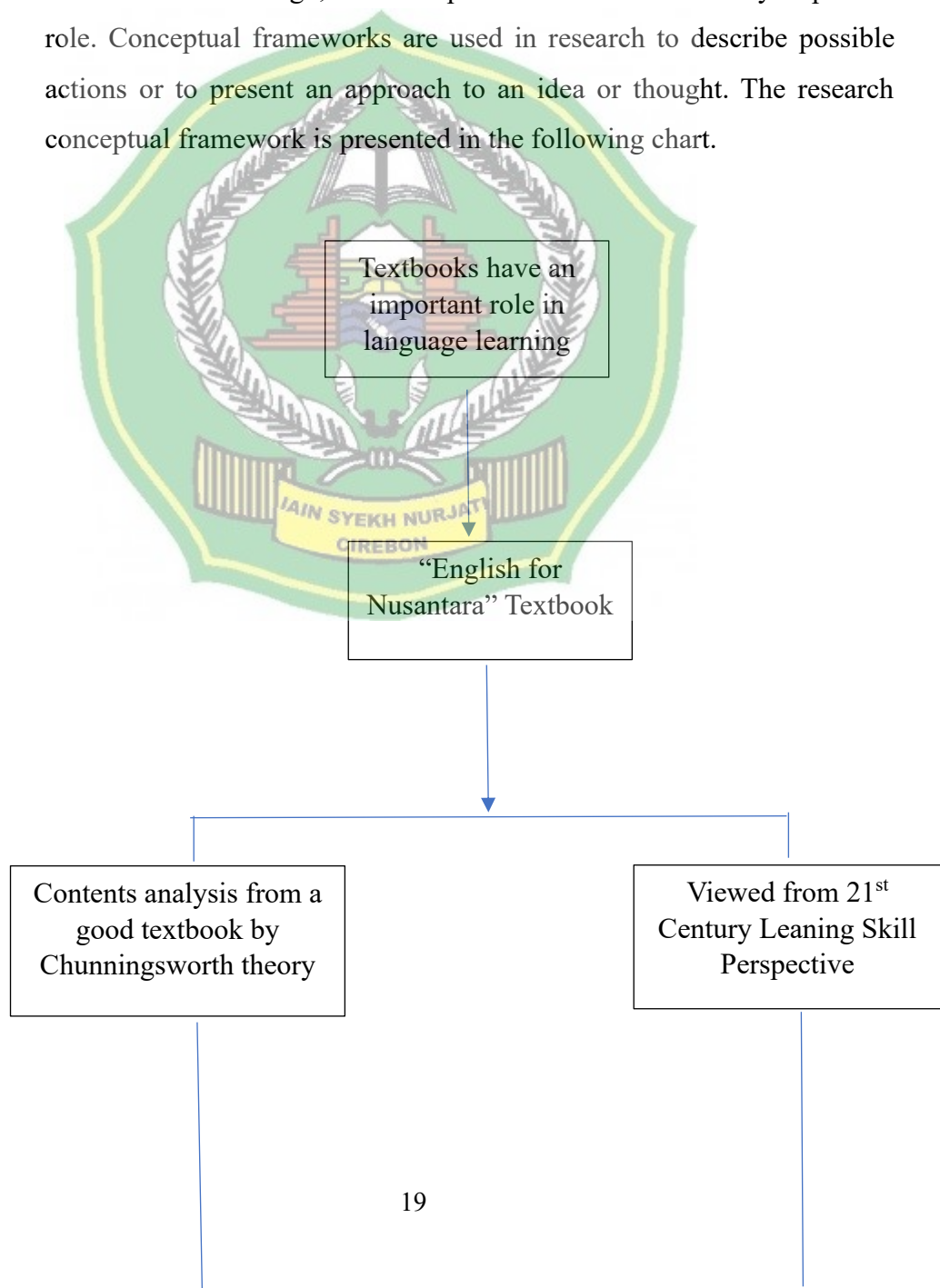
teaching and learning process. The same research conducted by Deby et al (2017) the research aims to determine textbooks that are in accordance with the 2013 curriculum. The results of the research that has been carried out show that the textbooks analyzed can be categorized as appropriate to the 2013 curriculum. Other research has been carried out by Arifah et al (2018), this research was carried out with the aim of finding out that textbooks reflect the competencies contained in the 2013 curriculum, and the results of the research show that the textbooks analyzed can be categorized according to each core competency and basic competency item in the 2013 curriculum.

Other research has been carried out by Afrihadi et al.,(2020), this research aims to find out whether the speaking material in the textbook meets the criteria for good speaking material as proposed by the National Education Standards, and the results of the research show that the textbook can be categorized as 'good' for use as teaching material in teaching speaking. The next previous research was carried out by Waloyo (2022), this research was conducted with the aim of explaining the description of two English textbooks and analyzing the 21st century skills represented in speaking assignments in vocational high school textbooks. The results show that both books have almost excellent category in learning and innovation skills or 4c skills like have lot of percent of Critical thinking, Communication, Collaboration and Creativity. The same research was also carried out by Rakhmawati & Priyana (2019), the results showed that there are 11 skills integrated in the textbook namely 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, and flexibility and adaptability. Meanwhile, other research conducted by Rinekso (2021) the research conducted aimed to analyze 21st century skills in Indonesian EFL textbooks, and the research results showed that

there were 12 of the 15 21st century skills presented in textbooks, and the most dominant skills were communication and collaboration. In line with the explanation above, the researcher shows the gap between this research and previous studies. This research analyzes the material in the "English for *Nusantara*" textbook viewed from textbook analysis and viewed from the perspective of 21st century skills.

1.9 Frame of Thought

In research design, the conceptual framework has a very important role. Conceptual frameworks are used in research to describe possible actions or to present an approach to an idea or thought. The research conceptual framework is presented in the following chart.

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┌─────────────────────┐
│ Textbooks have an   │
│ important role in   │
│ language learning   │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│   "English for      │
│ Nusantara" Textbook │
└─────────────────────┘
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┌──────────────────────────┐   ┌──────────────────────────┐
│ Contents analysis from a │   │   Viewed from 21st │
│   good textbook by   │   │ Century Leaning Skill   │
│ Chunningsworth theory   │   │   Perspective   │
└──────────────────────────┘   └──────────────────────────┘

<table>
<tr><td>Quality of English for
Nusantara textbook viewed
from Textbook Analysis
dan 21st Century Learning
Skill Perspective</td></tr>
</table>

Quality of English for
Nusantara textbook viewed
from Textbook Analysis
dan 21st Century Learning
Skill Perspective

From the chart above that has been explained previously in this conceptual framework research shows as follows, this research lead to English textbook. The textbook analysis is divided into two part, namely analyze contents in the textbook viewed from a good textbook by Chunningsworth theory and viewed from 21st century learning skill types.

The researcher used an "English for *Nusantara*" textbook in the activity of analysing the content. Therefore, the aim of this research is to analyze the English for *Nusantara* Textbook for the seventh grade of junior high school viewed from textbook analysis and 21st century learning skill types.

1.10   Research Method

1.10.1 Research Design and Steps of the Research

Regarding the objectives of this research, the researcher use qualitative research which carried out using library research with content analysis for data collection techniques. According to Krippendorff (1989) content analysis requires a thorough systematic reading process of text, images and problems. Content analysis is in-depth research in discussing the content of information. In this research, the researcher analyze the contents in English textbook entitled "English for *Nusantara*" for junior high school. The researcher chose a content analysis design because of the researcher want to analyze the contents in the textbook "English

for *Nusantara*" viewed from textbook analysis and 21st century learning skill perspective.

The textbook analysis indicators are in accordance with the theory of a good textbook by Chunningsworth (1995) as follows:

a. Aims and Approaches

Aims and Approaches include alignment between the objectives of the textbook and students' learning needs, the suitability of the textbook to the learning situation, and the textbook is practical in its use.

b. Design and Organization

Design and Organization includes the completeness of a textbook and the arrangement of the textbook contents based on the level of difficulty.

c. Language Content

Includes material contained in textbooks including grammar material and clear pronunciation.

d. Skills

Include four language skills, namely speaking skills, reading skills, writing skills, and listening skills.

e. Topics

The textbook has a variety of topics and the topics in textbook help students enrich their experience in learning English.

f. Methodology

The textbook provides clear instructions for each skill and contain advice/help to make it easier for students to learn.

g. Teachers' books

In the teachers' book there are instructions for teachers in carrying out teaching and learning activities.

h. Practical Consideration

The textbook easy to obtain, strong and long lasting.

1.10.2 Sources and Types of Data

The primary data source of this study was an English textbook "English for *Nusantara*" published by the Ministry of Education, Culture, Research and Technology in 2022, Chunningsworth theory of a good textbook and 21st century learning skills theory. In accordance with the objectives of this research, the researcher used qualitative research which is carried out using content analysis for data collecting technique. In this research, the reseacher analyze the textbook viewed from textbook analysis in accordance with the theory of a good textbook by Chunningsworth and 21st century learning skill types in accordance with the theory of Trilling and Fadel.

1.10.3 Data Collection Techniques and Instruments

To conduct research, data collection techniques and instruments used by researcher in conducting research are important things that must be considered. According to Suharsimi & Arikunto (2010) document analysis is carried out by reading and taking notes, but document analysis is not only done by collecting and writing quotes but also finding the results of the document analysis that has been carried out. This research includes a type of research instrument because the writer can get the information herself with little or no other people's involvement.

The data collection of this study is all contents in English textbook for junior high school students entitled "English for *Nusantara"* published by the Ministry of Education, Culture, Research and Technology in 2022. To simplify the process of analysis, the researcher use several procedures in collecting data:

1. Read and understand the content in the book "English for *Nusantara*" published by the Ministry of Education and Culture in 2022.

2. Identify the contents in the "English for *Nusantara*" textbook.

3. Select data regarding the proposed problem formulation analyzed according to the criteria of a good textbook by Chunningsworth theory and the 21st century learning skill types.

1.10.4 Data Analysis Techniques

Researcher analyze English textbook entitled "English for *Nusantara*" for junior high schools published by the Ministry of Education, Culture, Research and Technology in 2022. In this research, the researcher use Miles and Huberman's theory in analyzing the data, so there are three steps to do:

1. Data Reduction

In this step the researcher first selected the content in the English for *Nusantara* textbook. Next, the researcher analyzed the content in the textbook based on Chunningsworth's criteria for a good textbook and researcher analyzed the types of 21st century skills contained in the English for *Nusantara* textbook by carrying out checklists in accordance with the 21st century learning skill criteria.

2. Data Display

The second step data display. In this step the researcher displays data in accordance with Chunningsworth's criteria for a good textbook and displays data on the type of 21st century skills found in the English for *Nusantara* Textbook.

3. Drawing Conclusions

After completing data reduction and displaying the data, the final step in analyzing the data in this research is drawing conclusion. In this step the researcher concludes research results based on research problems with the theory of a good

textbook by Chunningsworth and 21st century learning skills by Trilling and Fadel.