CHAPTER 1

INTRODUCTION

1.1 Research Background

In this period, the students should be mastering 4Cs, there are Collaborate, Critical thinking, creativity, and communication. The importance of skill development in this 21st century, for students, is that it can help students develop their abilities in groups, why should it be in groups? because everything is done in groups, our work/tasks will be easily resolved rather than doing it alone, starting with actively collaborating, being critical in receiving the information they receive and not immediately using them without prior analysis, creative in producing essays both oral and written in the end, students are brave and able to convey in communicative language. (Hoir et al., 2019)

Material development is critical to the success of the educational process. Material development is critical among teachers and learners in education, particularly in teaching elevation. Media serves as a link between educators and pupils. It is impossible to have a high-quality learning process without the use of as many media as feasible. Many academics believe that textbooks are the primary instructional resources in most schools (Rakhmawati & Priyana, 2019). The textbook is one of the many types of material growth that expands with the era. According to (Byrd, 2001), textbooks display content and activities that can be used to determine what occurs in the classroom. As a result, teachers have a clear picture of what they will do in the classroom from the textbooks.

This study is necessary to determine whether the textbook "Bahasa Inggris tenth grade curriculum 2013" meets the requirements for learning a language. The textbook was chosen because it is the primary resource for teachers in Cirebon's senior high school, and practically all of the learning materials are based on it. According to the Indonesian Ministry of Education and Culture, the book was amended three times in 2014, 2016, and 2017.

Textbook and 21st-century skills are the variables in this research. As the importance of material development, the design of the textbook should

compatible with the era. Meanwhile, responding globalization era has become a challenge for students and teachers as global citizens. Human life is influenced by information communication and technology in various aspects. The latest education system is needed to face it. 21st-century skills have become the biggest consideration to be applied. Therefore, the teacher is responsible to prepare the student to become a global citizen. This study aims to investigate 21st-century skills in the senior high school textbook entitled "Bahasa Inggris tenth grade curriculum 2013"

The most talked-about topic in learning and teaching nowadays is 21st-century skills. The availability of those abilities should be incorporated into the learning process as well as the coursebook as primary sources. Students must be taught and introduced to a set of 21st Century Skills. Language classes should assist learners to build abilities that will enable them to discover and retrieve relevant and valuable information, arrange it, and evaluate its accuracy, relevance, usefulness, and efficiency in addition to strengthening their communication skills (Bouzid, 2016, p. 100). The twenty-first century and the integration of twenty-first-century skills are significant because it is important to give students with learning materials that can help them and expand their knowledge of English and other skills that they will need in their future careers.

Until the era, the sorts of material development are expanding, and neither of them is a book of courses. Textbooks, according to (Byrd, 2001), offer material and assignments that can be used to figure out what is going on in the classroom. As a result, the textbooks in the classroom have already given teachers a big picture of what they do.

According to (Meliawati & Hamied, 2020), the previous study used the content analysis approach to evaluate the English textbook English for SMA / MA / SMK / MAK tenth grade. The goal of this research was to see if the English textbook English for SMA/ MA/ SMK/ MAK tenth grade meets the textbook evaluation criteria and explains how English textbooks relate to the 2013 English curriculum material.

Based on the findings of study and analysis, it can be concluded that this textbook is categorized as "good," having received an average score of 90

percent on the National Education Standards Agency's seven criteria (BSNP).

The researcher focuses on the 4C skills of 21st-century skills in the textbook Bahasa Inggris Tenth Grade in this study. There are four types of skills: critical thinking, creativity, collaboration, and communication. Those are examples of 21st-century skills that are centered on learning. The skills are only taken by the researcher because another skill is not relevant to the learning situation (Rakhmawati & Priyana, 2019, p.10). The total number of skills in the twenty-first century is eleven. When all of the abilities are used in the textbook, the information becomes difficult, and the students struggle.

1.2 Identification of the Issues

.   The researcher can narrow the scope of his or her investigation by identifying the problem. The following is a list of the study's definitions: The use of 4C skills in the textbook "Bahasa Inggris tenth grade curriculum 2013," if the 2013 curriculum textbook is appropriate for using 4C skills, and how 4C skills relate to the textbook. Because the researcher could identify the textbook with 4C skills, the researcher should investigate how the 4C skills are applied in the textbook "Bahasa Inggris tenth grade curriculum 2013."

1.3 Focus of the Research

        This study focuses on material provided by the Ministry of Education and Culture in the student textbook "Bahasa Inggris" based on the 2013 curriculum. However, the researcher limits 21st-century skills such as critical thinking and problem-solving skills, communication skills, collaboration, and creativity and innovation skills to those connected to learning and motivation. Other skills are unaffected by the researcher (21st-century skills). The researcher only looks at reading skills in the textbook. To see if the textbook reading material corresponds to the student's learning needs.

1.4 Research Question

1) How are the 4C Skills of "Bahasa Inggris" Textbook implemented in reading skills?

2) How is the relevance of"Bahasa Inggris" Textbook with 4C skills especially on Reading tasks?

1.5 Aim of Study

The following are the research objectives, which are based on the research questions:

1) The implementation of 4C skills with a reading job in the textbook "Bahasa Inggris 10thGrade" is to know-how.

2) To comprehend how the textbook "Bahasa Inggris tenth Grade" relates to 21st-century competencies.

1.6 Significance of The Research

Theoretically, The findings of this study could perhaps serve as a guide for future researchers who desire to do similar or related research.

In practice, the findings of this study can be used to inform the development of textbooks for use as English teaching tools in the future. This study may potentially provide important information for teachers and students who utilize the textbook "Bahasa Inggris." The last, as a contribution and consideration for a publisher of the ministry of education and culture's "Bahasa Inggris tenth grade curriculum 2013" course book.

1.7 Theoretical Foundation

1.7.1 21st Century Skills

The sophistication of the 21st era has transformed the world's horizons as if without a space divider and time. Rapidly developing technology brings people into the digital world. Millions of information spread widely, quickly, and easily, so that in the end all sectors must be able to actualize themselves to keep up with the demands of the times. No exception sector Education is a vehicle for determining the progress of a nation and state. Paradigm21st-century learning has created the needs of the 21st-century human generation who are entering a knowledge-based society brings the challenges of the Indonesian nation to face the era of the ASEAN Economic Community (AEC). This essentially refers to the meaning that education has should be designed as a space that can create superior HR

productivity and highly competitive, directed to transform with a more dynamic, critical, and technology. Schools as educational agents present themselves as places where things happen learning interactions that allow students to learn anything, anywhere, anytime, and with anything. Through technological sophistication and ease of information dissemination, learners will gain broad insight, more than they get in books or the learning process. Other information in cyberspace can widely enrich students' scientific treasures, thus enabling them to come up with critical ideas and creativity. In developing 21st-century skill learning, the world of education must also pay attention to the negative impact of the rapid development of increasingly sophisticated technology. For example cases of excessive use of online games that can make students lazy to study and often waste time, promiscuity on social media, cyberbullying, SARA, etc. So that morals are formed and become a superior generation while still supporting technological progress Herianingtyas (2017, p.274-275).

According to Baihaqi, (2017) The 21st Century Skills program focuses on one goal, which is to prepare a brilliant generation in the 21st century with ambition and synergy. This program means 21st Century Skills is focused on being able to be formed for everyone since childhood to advance education in Indonesia with a program called Life Transformation. Lessons at 21st Century Skills focus on a variety of skills, including Life and Career Skills, Learning and Innovation Skills, and Information and Technology Skills, in addition to mathematics and English. And this program aims to foster learning methods and hone children's innovation skills, using the 4C formula, which includes Creativity Innovation, Critical Thinking and Problem Solving, Communication, and Collaboration, and Entrepreneurship is one of the most important things to learn from an early age.

The term "skills of the twenty-first century" is often used to refer to a set of essential abilities that proponents feel schools should teach to help children succeed in today's society, such as cooperation, digital literacy, critical thinking, and problem-solving. There are 21st-century skills standards (Alismail, 2015);

1. Emphasizes 21st-century skills, content knowledge, and competence.

2. Promotes comprehension of fundamental disciplines as well as 21st-century transdisciplinary concepts across and among them.

3. Prioritizes profound understanding above superficial information.

4. Introduces students to real-world data, tools, and experts that they will encounter in college, on the work, and in life—students learn best when they are actively involved in solving problems.

5. Allows for multiple mastery measures.

According to the 21st-Century skill consists of 12 skills. These 12 skills are categorized respectively. According to Trilling & Fadel (2017) about "21st-Century skills" the skills found in this list are:

1.7.2 Learning and Innovation Skills: Learning to Create as a Group Learning and creativity abilities are increasingly being recognized as characteristics that separate pupils who are equipped for more demanding life and career environments in the 21st century. It is impossible to overestimate the importance of improving English learning and innovation skills.

1.7.2.1 Communication skills empower students to connect competently and respectfully with others in our global and digital world, particularly across cultures, in diverse and international businesses and communities. In speaking tasks Good communication skills especially in English have been mentioned that will make it easier for us to talk to outsiders or terms that will be used by people in English. In speaking especially speaking task, communication skill always appears in all types of speaking as long as that task include a direction that should interact with other people.

1.7.2.2 Creative skill Because many of the fastest-growing jobs and emerging businesses rely on workers' creative capacity, allows students to think outside the box, question the herd, and produce amazing work. The ability to speak English will also make it easier for a person to improve his creativity. For example, in using questions to the speaker, especially the speaker is familiar with English. According to Trilling & Fadel (2017), creativity is adaptations made regarding a matter. Creativity is thinking big

6

that will produce new innovations. In speaking especially speaking tasks, creativity skills always appear in types of speaking as long as that task needs an innovation like making something new.

1.7.2.3 Critical thinking (Hard thinking) skills enable learners to evaluate the material that is presented to them on a daily basis, including information connected to creativity. When someone uses English well, the person can already understand what the meaning of the word in English is. So when he is in the world of work in which there are English terms or the use of English language rules, he will easily solve problems or solutions to be faced. The highest level in work let alone in business. In task, Critical thinking is a way to find solutions to problems that students can do when they don't have a teacher or guidelines. The essential abilities are in keeping with today's educational idea, which is considerably more about methods of thinking that include creative and critical approaches to problem-solving and decision-making (OECD, 2006). In the criteria of speaking that I had explained before, the third is interactivity. At least there is a possibility of interaction, i.e. questions, opinions, suggestions, and comments. Students should be able to build critical thinking by using English on opinions, questions, suggestions, and comments. English speaking ability is very necessary for critical thinking to build discussions between students or superiors. The ability to speak English also facilitates students' fluency in exploring their curiosity in solving the problem. Critical thinking in foreign language education entails language activities that encourage students to interpret, discuss the use of foreign languages in training, apply writing conventions, apply cultural knowledge, solve problems related to the topics discussed, reflect on language use, and create discourse. This is a non-critical standard that divided into 12 items:

a) Fun

b) Exciting

c) Feels good

d) Attention Getting

e) Popular

f) Patriotic

g) Free

7

h) Chic

i) Spontaneous

j) Advantageous

k) Easy

l) Deeply moving / felt

1.7.2.4 Collaboration related to cooperative relations. Collaboration is how to cooperate with a friend. In the world of work, it usually takes a way to work in a team. This skill is very useful for working in teams (Trilling & Fadel, 2017). So in the speaking task, it appears in Game and types of speaking that needs teamwork.

1.7.3 Digital Literacy Skills: Info-Savvy, Media-Fluent, Tech-Tuned Relationships' ability to receive information through technology is referred as as digital literacy. This covers how someone who is proficient in English will be able to work more effectively on digital literacy. Through technology, someone will be able to receive information from all around the world. All the more reason for our twenty-first-century kids to learn how to access, assess, use, manage, and add to the vast amount of information and media that they now have at their fingertips (Trilling & Fadel, 2017, et.al). In general, digital literacy capabilities are capabilities that are based on communication.

1.1 Information literacy: Understanding facts, figures, statistics, and data. Can convey and speak by the symbols used. In speaking tasks always appear in giving direction on the map as a figure. Information literacy is related to media literacy. According to Trilling & Fadel (2017), if students have digital information literacy skills, they will have media literacy skills immediately.

1.2 Media literacy: Understanding the methods information is published. Understand and can talk about what information is in the media. In a task especially a speaking task, its skill will appear in a task that uses media to facilitate the task.

1.3 Technology literacy: Understanding the machines. It will appear in the task that using technology. (e.g.Trilling & Fadel. et al., 2017).

1.7.4 Work-Ready, Life-Ready: Career and Life Skills People should have these job and life skills in order to prepare for work and future life. Increase FLIPS as professional and life skills, especially speaking ability. Work-Ready, Life-Ready: Career and Life Skills People should have these job and life skills in order to prepare for work and future life. Increase FLIPS as professional and life skills, especially speaking ability.

1.4 Flexibility: Deviating from plans. (In task appear when the answer needs something to deviate from planning or wide answer.)

1.5 Leadership: Motivating. (the task have motivated learners)

1.6 Initiative: Strategies, and plans on one's own (the task makes the student have to do without instruction). The initiative covers all student actions, in particular, flexibility and leadership at Stauffer (2020) on one of the Aeseducation articles. This means that the initiative relates to all skills and especially in speaking itself, appears in actions that can be seen. Students with a more prominent manifestation of initiative behavior, showed higher levels of creativity when completing tasks (Novlkova, Novkovl & Berisha, 2020).

1.7 Productivity: Maintaining efficiency (the task need the student to make something new the easier way)

1.8 Social skills: Meeting and networking with others for mutual benefit (e.g.Trilling & Fadel. et al., 2017). Students should be able to able to communicate engagingly, have a range of pitch and vocal qualities, and be able to speak in an educated manner that is understandable to common sense. Social skills can be determined by what people say when people say it, and how people say it. So, social skills have related to communication skills and flexibility but social skills are deeper than communication.

Teaching English in the 21st-century certainly has several challenges that are different from teaching English when it was in earlier times. Some core skills must exist in teaching English for the Communication, collaboration, critical thinking, and innovation in the 21st century (4Cs).

These are often considered essential skills for 21st-century learners (Halvorsen, 2018). Therefore, in this analysis, the researcher would analyze the course book "Bahasa Inggris 10[th]Grade curriculum 2013" to know if the reading task is appropriate with 4Cs skills in 21st-Century skills or not.

1.7.5 Textbook

Textbooks are books that provide descriptions of materials concerning specific subjects or fields of study that are organized systematically and have been chosen for assimilation based on specific goals, learning orientations, and student development. Muslich (2010, p.50).

According to Tarigan (2009:13), textbooks are standard volumes prepared by professionals in certain subjects for instructional objectives, and they are supplied with teaching facilities that are harmonic and easy to comprehend by users at school and in college. such that a teaching program can be supported

Then there are textbooks, which are required reference books for use in primary and secondary schools, as well as universities, and contain learning materials aimed at improving faith, piety, noble character, and personality, mastering science and technology, increasing sensitivity and aesthetic abilities, and improving kinesthetic abilities and health. based on national norms of education (Permendiknas Nomor 2, 2008).

Titles, basic competencies or topic matter, supporting information, exercises, and assessments (Prastowo, 2012:172). Furthermore, the contents must refer to the fundamental competences that have been determined based on the appropriate curriculum. Despite the fact that textbooks are written and compiled by a team of experts, they are not always good and accurate in terms of structure and content. Sitepu (2012:3) adds to this by stating that "not many textbook writers are aware of the necessary factors that must be included in textbook authoring." Furthermore, when it comes to textbooks as sources of study, publisher editors are less diligent in editing the book in terms of content, language, images, and designs during the publishing process.

When teachers and students read high-quality textbooks, they are more likely to achieve their learning goals. Teachers and students were more easily able to attain learning objectives as outlined in the curriculum when they used a high-quality textbook. As a result, the quality of the textbook influences student learning performance.

1.7.6 Relevance

According to KBBI, relevance means relationship, connection. While According to Sukmadinata, relevance consists of internal relevance and external relevance. Internal relevance is the suitability or consistency between components such as objectives, content, delivery, and evaluation processes, or in other words, internal relevance concerns the cohesiveness between components. Meanwhile, external relevance is conformity with demands, needs, and developments in society. From that statement, the researcher concludes that relevance is the harmony between the two components of society that occurs as a result of the meeting between different objects or subjects that are brought together so that they experience compatibility with one another.

According to Yus, (2013) Relevance theory is a rather wide-ranging framework (or 'research program' – see below) for the study of cognition, divided primarily to provide accounts of communication that is psychologically realistic and empirically plausible. So, the researcher has analyzed the relevance of reading tasks in the textbook *Bahasa Inggris tenth grade* with 4C skills.

1.7.6 4Cs Skill

The researcher used a 4Cs skill in this investigation. to evidence is the textbook "Bahasa Inggris tenth Grade curriculum 2013" exactly in reading material relevant or not with 4Cs skills. 4Cs skills consist of :

1.7.6.1 Communicative (communication)

Communication is a language exchange process that takes place in the human world. Therefore communication always involves humans both in and intrapersonal, group, and mass context. Communication researchers prove that until now language is recognized as the most effective medium in communicating in an interaction between individuals as well as outreach and coaching

activities, teaching and learning processes, workplace meetings, and others. (Muhtadi, 2012)

1.7.6.2 Collaborative (collaboration)

According to certain studies, students learn better in small groups when they are actively involved in the learning process. Students who work in small groups learn more about the teaching content and remember it longer than students who get the teaching material in other formats, such as a lecture, independent of the teaching content (Warsono and Hariyanto, 2012: 66-67).

1.7.6.3 Creativity and innovation

According to Yeni Rachmawati and Euis Kurniati (2010: 30-31) children's creativity can develop well if supported by several factors such as the following: 1) Provides good mental stimulation Stimulation is given to cognitive and personality aspects as well as children's psychological atmosphere 2) Creating a conducive environment A conducive environment needs to be created to make it easier for children to access whatever they see, hold, hear, and play with to develop their creativity. 3) The role of the teacher in developing creativity. A creative teacher will provide the right stimulation for children so that their students become creative. 4) Participation of parents Parents referred to here are parents who give children the freedom to carry out activities that can develop creativity. Innovation is an idea, item, event, or approach that a person or group of people (society) perceives as novel, whether it be in the form of an invention or a discovery. Innovations are carried out to attain certain objectives or to tackle a specific problem (Sa'ud, 2008: 3).

1.7.6.4 Critical Thinking and Problem Solving

Every human being must have the skills to think. Thinking is a natural nature that is carried out at all times in all activities of life. Thinking alone is divided into several levels ranging from the simplest which only requires memory, to the highest level and requires contemplation. Critical thinking is a directional and clear process used in mental activities such as solving problems, making decisions, persuading, analyzing assumptions, and conducting scientific research.

The ability to argue in a systematic manner is referred to as critical thinking. Critical thinking is the ability to analyze the weight of one's own and others' perspectives in a systematic way (Elaine B. Johnson, 2009: 182).

From these theories, the researcher has to know if the 4Cs skill has correlated with the textbook Bahasa Inggris tenth grade curriculum 2013 and also know if it's relevant with 4Cs skill or not by conducting the researcher itself as a data to completing this research.

1.7.7 Instrument

The research instrument is the most important and strategic position in all research activities. The research instrument depends on the type of data needed and the research problem. The existence of research instruments is a very integral part and is included in the research methodology component because the research instrument is a tool that is used to collect, examine, and investigate data about a problem that is being studied. In this case, it can be concluded that an instrument is only a tool that researchers will use to collect accurate data (Nasution,2016). There are several instruments in qualitative research to help the researcher collect data, the researcher uses a checklist and document analysis of Textbook *Bahasa Inggris tenth Grade curriculum 2013* to gain the data analysis.

No	Jenis Metode	Jenis Instrumen
1.	Angket (questionnaire)	a. Angket (questionnaire) b. Daftar cocok (checklist) c. Skala (scale) d. Inventori (inventory)
2.	Wawancara (interview)	a. Pedoman wawancara (interview guide) b. Daftar cocok (checklist)
3.	Pengamatan/observasi (observation)	a. Lembar pengamatan

		b. Panduan pengamatan
		c. Panduan observasi (observation sheet atau observation schedule)
		d. Daftar cocok (checklist)
4.	Ujian atau tes (test)	a. Soal ujian (soal tes atau tes)
		b. Inventori (inventory)
5.	Dokumentasi	a. Daftar cocok (checklist)
		b. Tabel

1.7.8 Reading skill

Because it is a literacy skill, reading is an important ability. It indicates that if someone wants to master a particular skill, the first thing he needs do is learn to read. Someone can gain more knowledge and understand particular concepts through reading (Pustika, 2015). The purpose of this study is to correlate reading ability with the 4Cs skills in order to determine the relevance of the textbook Bahasa Inggris tenth Grade Curriculum 2013 and how it may be implemented.

1.7.9 Document Analysis

A systematic technique for assessing or evaluating documents, both printed and electronic (computer-based and internet-transmitted) material, is known as document analysis. Document analysis, like other qualitative research methodologies, necessitates the examination and interpretation of evidence in order to gain understanding and develop empirical knowledge (Corbin&Strauss,2008;seealsoRapley,2007).

Newspapers, minutes of meetings, personal notebooks, and letters are examples of public and private materials obtained by qualitative researchers regarding a location or study participants, and they can be found in document analysis. Document analysis is a type of qualitative research in which the researcher interprets documents to give them voice and meaning

in relation to a certain evaluation issue (Bowen, 2009). Evidence is the subject of documents, and evidence suggests facts (Buckland, 2013).

1.7.10 Qualitative Descriptive

Descriptive research is a method of gathering data based on criteria that support object research, then analyzing the factors to determine their significance (Arikunto, 2010:151). Qualitative research is study that focuses on the individual being studied's thoughts, perceptions, views, and trust, all of which are difficult to quantify numerically. The theory employed in the research was not pushed to get the whole image about something according to the human perspective that was explored in this study (Sulistyo-Basuki, 2006: 24). As a result, the qualitative descriptive approach method is a form of data processing that involves examining elements linked with the research topic and presenting data in greater depth on the research object.

1.7.11 Checklist Instrument

According to Arikunto (1995: 135) Checklist is a list that contains subjects and aspects to be observed. The checklist can ensure that the researcher records every little thing that is considered important. The researcher in this study employs a checklist to collect data by assessing the reading material, particularly in each task in each chapter involving reading material.

1.7.12 2013 Curriculum

According to Nasution, H.F.(2016), The 2013 curriculum is character-based and competency-based. Because the competency-based curriculum is an outcomes-based curriculum, curriculum development is focused on achieving the SKL competencies. Similarly, competency attainment is used to assess learning outcomes and curriculum objectives. The curriculum's success is defined as all pupils achieving the competencies outlined in the curriculum paper. The simplicity and thematic-integrative character of the 2013 curriculum are its defining features. The 2013 curriculum is designed to equip a generation to meet future challenges. As a result, the curriculum is designed to anticipate future changes.

1.8 Previous Research

The researcher takes some related studies as the contrast and guidance of this research.

First, according to (Nurhikmah, 2016), the feasibility of content and presentation, the result of this study could be concluded that the feasibility of Content 89.58 percent for completeness, depth, social function, generic structure, linguistic feature, relevance, and development of life skills and diversity insight from 6 chapters of the entire textbook of "Bahasa Inggris Untuk SMA-MA/SMK Kelas X" published by Yrama Widya. The feasibility of the presentation textbook "Bahasa Inggris Untuk SMA-MA/SMK Kelas X" published by Yrama Widya was determined to be 88.88 percent for the criteria of systematic, chapter equilibrium, learner 14 center, development of initiative, creativity, and critical thinking, development of self-reliance students, development of learners' ability to evaluate themselves, introduction part, content part, and closing part. The writer decided that this textbook satisfied the standard of a good textbook in Indonesia based on the BSNP assessment rubric based on the research findings of "The Analysis of English Textbook Used in the First Grade of Senior High School Based on Curriculum 2013."

Second, this textbook, titled "Bahasa Inggris," is well-designed, according to Safitri and Tyas (2019), and fosters students' autonomy in learning and using the language. Furthermore, this textbook provides advantages. It can effectively cover the coursebook evaluation checklist (contents, grammar focus, level, material, and technique) that the researchers utilized in this study. Although this textbook is adequate, it does have one flaw: there is no CD included for the listening assignment, so teachers must discover and record their own audio. When teachers locate their audio, they may be unable to determine whether the material is appropriate for their students' level. Another issue will arise if the teachers receive different listening materials for the same chapter, resulting in differences in students' ability and readiness to take the National Final Examination (UNAS), particularly in the listening section, and the problem will worsen if the teachers do not carefully locate and conduct listening activities.

Third, Meliawati and Hamied (2020) discovered that the assessed textbooks met 66.7 percent of the English as a Foreign Language criterion (EFL). According to Cunningsworth and Harmer, there are eight textbook evaluation criteria: (1) objectives and approaches, (2) design and organization, (3) linguistic content, (4) skills, (5) themes, (6) methodology, (7) practical considerations, and (8) instruction. Then there's the fact that 33.3 percent of these textbooks don't match the requirements for being an excellent EFL textbook.

Fourth Muniroh (2018) has a paper titled "A Content Analysis of the English Textbook "When English Rings a Bell" for Junior High School Grade VII. This is about how to use a checklist and the criteria for textbooks that will be examined. Published by the Ministry of Education and Culture of Indonesia in the year of 2016," this is about how to use a checklist and the criteria for textbooks that will be evaluated. BNSP is used as a criterion in the textbook.

Fifth is Hidayat (2020) entitled "Evaluasi Buku Teks Pelajaran Bahasa Inggris Kelas XI Bahasa Inggris 2 di Sekolah Menengah Kejuruan". He stated that Textbook evaluation is very necessary to help the teacher determine which books are right to use. Furthermore, book evaluation will also help book authors in designing textbooks that fit the criteria of good textbooks. Therefore, the researcher designed this evaluation study to find out whether the textbook titled "English 2" was following the criteria of a good textbook or not. Cunningsworth's good textbook criteria, which comprised eight criteria, included aims and approaches, book design and organization, language content, skills, themes, methodology, teacher's books, and political issues, were employed by the researchers.

The goal of the study was to see if the English textbook Bahasa Inggris tenth grade met the textbook evaluation criteria and to explain how the reading task in English textbooks relates to the 4C competencies.

1.9 Theoretical Framework

a. Frame of Thought

The research frame of thought illustrates by using the figure below:
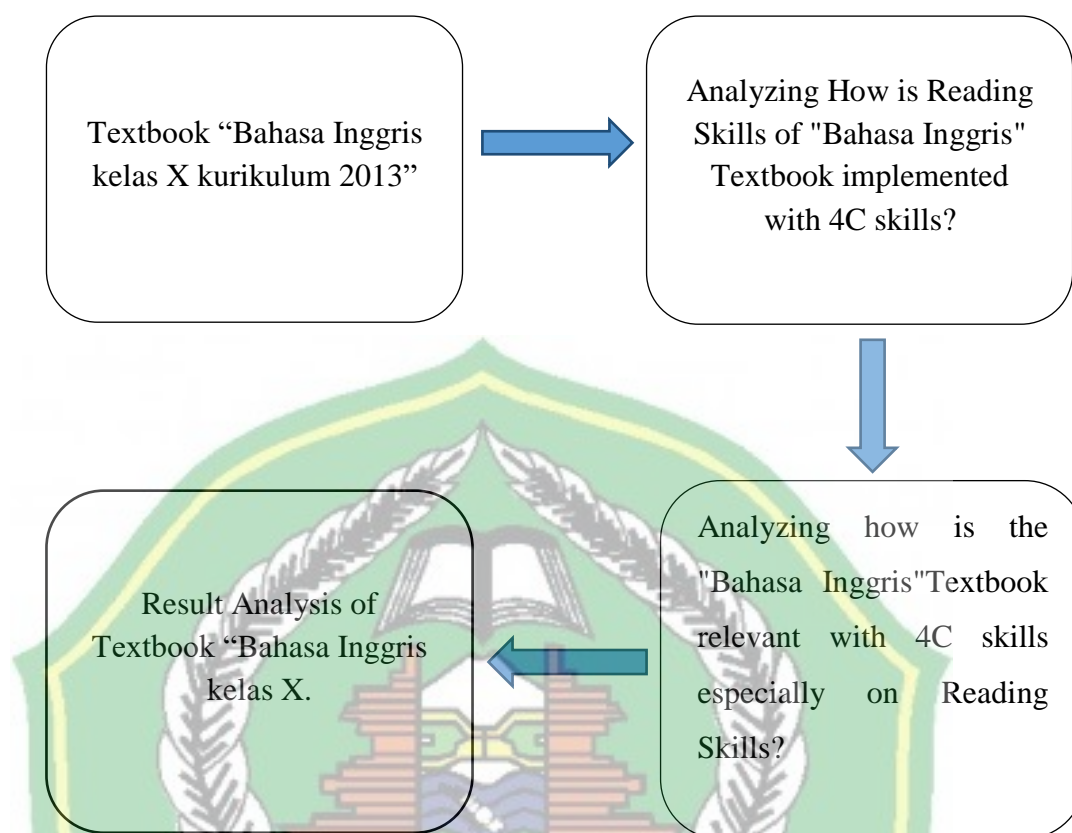
1.10 Methodology

1.10.1 Source Data

This research will focus on the English textbook "Bahasa Inggris tenth grade curriculum 2013." The Indonesian Ministry of Education and Culture issued the textbook in 2013. The material and activities in the book are based on the 2013 curriculum. All unit materials are based on a scientific approach: (1) observing and questioning, (2) gathering information, (3) associating, and (4) communicating. The textbook is chosen by the researcher since it is essential for teaching. The relevance of the book as a teacher's guide piqued the curiosity of the researcher, who decided to explore it using the 4Cs skills.

This research is important to make sure whether or not the textbook entitled "Bahasa Inggris tenth grade curriculum 2013" is in

line with the need in learning a language. Textbooks are the main resource for teacher in senior high school and almost all the material of learning follow the book, so the researcher is interested in analyzing reading task with 4C on them. Based on the ministry of education and culture Indonesia, the book has been revised three times exactly in 2014, 2016, and 2017.

1.10.2 Research Design

Because the researcher wanted to examine a senior high school textbook called "Bahasa Inggris tenth grade curriculum 2013" in terms of 21st-century abilities, the research was qualitative. according to Kothari (2004, p.3), Qualitative research works with data in the form of words or pictures rather than numbers and statistics. Furthermore, because the data was in the form of words and documents, it was qualitatively analyzed. Then, in order to describe the data, content analysis is required for this study. In addition, content analysis is a method for assessing qualitative data. According to Heriati, R., content analysis refers to a variety of studies, including language studies, that are concerned with examining the content of a specific issue through classification, tabulation, and evaluation (2017, p.32)

1.10.3 Steps of the research

There are four steps of this study. The researcher adopts steps from (Rakhmawati & Priyana, 2019). There are:

1) The researcher read the book and find out part to be analyzed

2) The researcher makes a checklist based on 21st learning (focus on 4c)

3) The researcher analyzes it.

4) The researcher makes a summarize based on the result

Based on the steps above the researcher has four steps of this study :

1) The researcher read the textbook bahasa inggris tenth grade and choose reading task as part to be analyzed

2) The researcher make a checklist instrument based on 4C criteria based on 21st learning

3) The researcher analyzes a percentage of reading tasks that are relevant to the 4C skill.

4) The researcher makes a conclusion based on the result

1.10.4 Data Collection Techniques

The researcher collected the data used document analysis:

i. Document analysis

Document analysis as usual consists of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. Document analysis is a type of qualitative research in which the researcher interprets documents to give them voice and meaning in relation to a certain evaluation issue (Bowen, 2009). This research used document analysis adapted by checklist instrument to collect the data by Arikunto(1995: 135) and supported with 4C criteria by Muslich (2010) theory to analyze the reading task.

Table 1.2 Example of Table to Identifying Reading Task

Reading Instruction Chapter 1	Critical Thinking			Communication			Collaboration			Creativity			Score
Task 1	1	2	3	1	2	3	1	2	3	1	2	3	
	Checklist & criteria 4C	Checklist & criteria 4C	Checklist & criteria 4C	-	-	-	-	-	-	-	-	-	
Task 2	-	-	-	-	-	-	-	-	-	-	-	-	Score

												-
Task 3	-	-	-	-	-	-	-	-	-	-	-	Score
Chapter 1	Total score each criteria in a task	Total score each criteria in a task	Total score each criteria in a task	-	-	-	-	-	-	-	-	Total score from all task
	Total Score											

1.10.5. Data Analysis Techniques

The researcher only uses one technique of collecting data. According to Bowen, 2009, Documentation is the way how the researcher collects the data. As a method of triangulation—'the combination of methodologies in the study of the same phenomenon,' document analysis is frequently employed in conjunction with other qualitative research methods (Denzin,1970,p.291). The qualitative researcher is expected to use several (at least two) sources of evidence to seek convergence and confirmation by combining various data sources and methods. Interviews, participant or non-participant observation, and physical artifacts are examples of such sources (Yin, 1994). Focus on the material in the textbook titled "Bahasa Inggris tenth grade" as documentation and the researcher would analyze it. Observation is a complicated process made up of a variety of biological and psychological processes. Processes of observation and recall are two of the most important (Heriati, 2017, p.37). A checklist was used to observe the data in this investigation. The steps are as follows:

1. The textbook that will be examined has been chosen by the researcher.

2. The researcher has read the textbook and observed it.

3. Using a checklist, the researcher examined the reading materials in the textbook 4Cs skills to determine the applicability of the textbook reading materials to 4Cs abilities in 21st-century skills acquisition.

4. The data was collected and examined by the researcher.

5. Based on the findings, the researcher draws a conclusion.

The data was analyzed by looking into the coursebook, which was based on the 4Cs Skills in 21st Century skills learning. The results of the checklist have been taken into account by the researcher before coming to a conclusion on this study. The coursebook is the sole document required for this study. The study looked into the book's reading ability using the 4Cs skills. The steps from the study are modified by the researcher (Heriati, 2017). The steps are as follows:

1. Using the 4Cs skills to classify the reading materials in textbooks.

2. Gathering data from the data source and entering it into the checklist table to generate a comparison between textbook materials and 4Cs skills.

3. Identifying 4Cs skills requirements in reading materials.

4. Assessing the textbook materials for their relevance to the 4Cs skills

5. Summarizing the findings of the study

To collect the data, several instruments are required. According to (Ary, 2010, p.421), the researcher is the primary instrument utilized in qualitative research to acquire data, which is generally done through direct observation, document analysis, or interviews.

Document analysis is the first data collection technique used. This study employed document analysis and a checklist to determine whether or not a textbook was relevant to 21st-century abilities.

Document analysis is a type of qualitative research in which the researcher interprets documents to give them voice and meaning in relation to a certain evaluation issue (Bowen, 2009).

Based on the quality of the images and the substance, the aforementioned conclusion clearly states that this textbook is valuable. From the standpoint of visual appeal, this textbook has a high level of aesthetic appeal. According to Deuri (2012), a good textbook should be appealing with a natural color scheme that allows the material to be seen clearly. Many graphics and vivid layouts are presented in Kebudayaan (2014), which can grab and maintain students' attention. Furthermore, these images might assist students in visualizing the topic or object being described as well as completing the exercises.

The study's second instrument is a checklist, which is the most cost-effective and reliable way of determining the textbook's relative applicability under a certain scope. The only checklist used to see if 21st-century abilities are exactly 4Cs skills on reading material from the textbook "Bahasa Inggris"

Based on Permen Nomor 2 Tahun 2008 Buku 8, Permen 11 Tahun 2005, and Permen Nomor 2 Tahun 2008. (Pusat Perbukuan, 2005 in Muslich 2010, p. 357-362). The following are the checklist indicators:

a) the category "Poor" will be assigned, if the relevance of the materials (concepts, principles, processes, examples, and exercises) in the textbook based on fundamental competency in the twenty-first century, skill achieves the range of fulfillment score 0-25 percent.

b) The category "Sufficient" will be assigned if the textbook's materials (concepts, ideas, processes, examples, and exercises) are relevant to basic 21st-century skills and earn a fulfillment score of 26-50 percent.

c) The category "Fair" will be assigned if the textbook's materials (concepts, ideas, processes, examples, and exercises) are relevant to basic 21st-century skills and earn a fulfillment score of 51-75 percent.

d) The category "Good" will be provided if the textbook's materials (concepts, ideas, processes, examples, and exercises) are relevant to basic 21st-century skills and earn a fulfillment score of 76-100 percent.

The textbook will be given compliance of the relevancy of the data result. The total number of the category has been satisfied, hence the overall indicator has been met. The sum points were then calculated by multiplying it by 100 percent. The following is the conformance percentage formula used in the evaluation process:

$$\frac{RELEVANCE\ MATERIALS}{TOTAL\ OF\ MATERIALS} X100 = Result$$

Table 3. 1 The conversion of the fulfillment of conformity materials into four proposed categories (Pusat Perbukuan, 2011)

1.11 Research Timeline

No.	Activities	Month														
		August					September					October				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	Creating a background of study.															
2	Development of a research theory as a support															
3	Finding an instrument of research															
4	Finding a research method															

No	Activity													
5	Read and identify the content of course book		█	█										
6	Looking for 4C skill relate to the Reading skill in the course book				█	█								
7	Making data collection						█							
8	Analyse the course book based on 21st century skill							█	█	█				
9	Finalization of research													█