

## CHAPTER 4

### CONCLUSION & SUGGESTION

#### 4.1 Conclusion

The first research question examines how the "Bahasa Inggris" Textbook's 4C Skills are applied to reading skills. The textbooks are based on the 2013 tenth grade curriculum, changed in 2016 and 2014. The first semester English textbook produced by the Ministry of Education and Culture has 15 chapters, while the second semester has 9 semesters. To determine the implementation of 4C skills with reading Task that has a fair and good category, the researcher utilized a checklist and formula from (Pusat Perbukuan, 2005 in Muslich 2010, p. 357-362) and (Pusat Perbukuan, 2011). It signifies that textbooks are still usable in the 21<sup>st</sup> century.

Second, the 4C skills in the 21<sup>st</sup> century, as portrayed in a reading exercise from a Ministry of Education and Culture textbook. Both books have a solid category in learning and innovation skills, or 4C skills, with a high percentage of Critical thinking, Communication, and Creativity, but a medium amount of Collaboration skills. Overall, these texts are excellent and still relevant in the twenty-first century. As a result, both of these books should include more cooperation exercises to make it easier for students to accomplish something and to get more enthusiastic about learning English, particularly in terms of reading skills.

#### 4.2 Suggestion

The following are some ideas for people who want to perform a similar study or portion of their education.

This study can reveal what sorts of books are qualified for pupils, especially in Senior high school, in the case of a teacher. However, there are certain flaws in the two works that were examined. Teachers may use this data to uncover these flaws, and they'll need to come up with a creative strategy to fix them, particularly in the textbook's digital literacy abilities.

Students interested in Reading can learn what abilities they will need to advance to the next level. Students must practice reading skills such as literacy, vocabulary, and grammar in order to improve their reading abilities.

This study may be valuable just for the reader to gain an overview and to reflect the 21st century of reading tasks in future research. This research could be utilized as a starting point for further research. Other issues not mentioned in this study, such as the production of activities and the

necessity to analyze students' skills using a 21st-century textbook, may increase the limitations of future research.

