# THE ANALYSIS OF 4C SKILLS REPRESENTATION IN ELEVENTH GRADE SENIOR HIGH SCHOOL'S ENGLISH TEXTBOOK

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The present study aimed to analyze what 4C skills are represented in Eleventh-grade Senior High School's textbook, dominant 4C skills represented, and the strategy of skills' inserting. The textbook that was analyzed was entitled "Bahasa Inggris SMA/MA/SMK/MK Kelas 11" issued by the Ministry of Education and Culture Indonesia. This research used document analysis research design. Moreover, the subject includes text, images, and instructions contained in the textbook. The object examined includes the representation of 4C Skills (communication, collaboration, creativity and innovation, critical thinking and problem solving) in the textbook. The data was obtained through the checklist method to mark the representation of 4C skills in the textbook's activity. Then, continued by in-depth methods to find out the strategy of skill inserting through the activity. The representation of the 4C skill can be seen through the instruction given in activities in the textbook. Furthermore, the textbook's dominant 4C skill is critical thinking and problem solving appear in 59 of 142 activities (41.55 percent), communication appears in 46 activities of 142 (32.39 percent), creativity and innovation appear in 20 activities of 142 (14.08 percent), and collaboration appears in only 17 activities of 142. (11.97 percent).

*Keywords: Textbook, Textbook Analysis, 4C Skills*

## 1. INTRODUCTION

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 a teaching and learning materials in which consists of materials and classroom instruction plays an important role in the teaching and learning process since the textbook is the primary agent that conveys the knowledge to the students (Mohamed AbdelWahab, Mohamed, & Moosavi, 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 et al.,(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.

A textbook analysis research has been conducted by Hapsari, (2017). The researcher intended to analyze the content of the English textbook "When English Rings a Bell" for seventh-grade junior high school due to suitability and impressionistic analysis (based on Cunningsword theory) in the implementation during the 2013 curriculum. The research used content analysis with the descriptive qualitative approach which found that the textbook impressionistic score scored 70% and the summative score of 60%. Moreover, the textbook could be considered to be suitable enough to be implemented in the teaching and learning process. Assa'adah, (2018) conducted research intended to examine the compatibility of the learning material of the textbook to be implemented in the classroom. The document analysis was used by the researcher; in addition, the researcher finds out that the textbook material meets almost all the materials suggested in the 2013 curriculum intended for seventh-grade senior high school.

Research on textbook analysis was done by Widodo, 2015 The researcher was researching analyzing textbooks on college academic writing in the ELF context of Indonesia. Moreover, the analysis concerning three main features of the textbook, are (1) goals and organization, (2) content input, model, and exercise, (3) the suitability of the textbook viewed from aims, beliefs about writing, the roles of the teacher, the role of the students, and the roles of the textbook as a whole. The research analyzed three phases; moreover, each

phase aimed to analyze a main feature of the textbook. In addition, the researcher found that the textbook analyzed, reflecting three main features of the textbook, the textbook has a clear goal and organization. In terms of content, input, model, and exercise of the textbook are relevant. The last regarding goal, belief about writing, the roles of the teacher, the roles of the students, and the roles of the textbook as a whole, the textbook found to be suitable.

Farichin, (2019) conducting a research entitled "Cunningsworth-Based Theory of Textbook Evaluation on When English Ring's A Bell For Eighth Grade Of Junior High School Published By Ministry Of Education And Culture". In addition, the textbook analysis was done through reflecting the textbook towards Cunningsworth theory of textbook evaluation in which consisted of 8 criteria that are 1) Aims and approaches, 2) Design and organization, 3)Language content, 4) Skills, 5) Topics, 6) Methodology, 7) Teacher's Books, and 8) Practical Considerations. The researcher in this research analyzed the finding by using content analysis in which involves 3 systematics steps, those are 1) referring criteria for English textbook evaluation issued by Cunningsworth's theory, 2) deciding on the subjects, that is "When English Rings a Bell", 3) analyzing the textbook and interpreting the findings and stating conclusions. Moreover, the researcher found that the textbook fulfilled all of the criteria reflected in Cunningsworth's theory of textbook evaluation.

Another research regarding textbook analysis is done by Muzairita (2020) in who analyzed the reading material of a textbook; moreover, the research entitled "An Analysis of Reading Materials in Textbook "When English Rings A Bell" For Junior High School". This research aimed to analyze the relevance of the corresponding textbook. Moreover, the relevancy mentioned covers the appropriateness of the material and the syllabus. The data was collected through interviews and document analysis. However, the findings showed that the reading material in the textbook is not appropriate since the materials of the textbook tend to be hard to be understood by the students without the teacher's further explanation. Furthermore, teachers felt difficult to transfer knowledge to their students by just using the textbook.

Sari (2019) researched textbook analysis in which aimed to know the quality of the textbook Headline English issued by Srikande Empat. Sari's research entitled "An Analysis of Textbook Entitled "Headline English" Published by Srikandi Empat of Seventh Grade of Junior High School". Sari used content analysis in which analyzed and made inferences of the corresponding text in the textbook. Furthermore, Sari found that the quality of the Headline English textbook was 93,75%, meaning that the textbook has a good quality reflected the elements contained by the textbook. Furthermore, the elements contained in the textbook are content eligibility, presentation eligibility, language eligibility, and graphic eligibility. All four elements mentioned were scored above 90% that can be said that the textbook has a very good quality.

Study regarding textbook analysis that has been done by the previous study shows that the textbook analysis is done through doing document analysis and content analysis in which are collected and tabulated in form of an observation sheet in which the findings reflected several theories. Furthermore, two of the previous study reveal that English textbooks implemented have represented the 21st century skills; however, both of the findings showed the inequality of the presentation of 21st century skills that required teachers to find out other external material to support the representation of 21st century skills. Moreover, the other two researches showed that in Indonesia Education two textbooks implemented are compatible to be implemented in a classroom due to the appropriateness to the criteria of the 2013 curriculum. However, the representation of 21st century skills in national textbooks has not been examined. Therefore, the present study examined the representation of 21st century skills in the Eleventh Grade Senior High School textbook published by the Ministry of Education and culture to reveal the appropriateness with the BNSP Purpose in integrating 21st century skills in National Education

In teaching and learning processes, there are many kinds of textbooks with different titles distributed by the teacher to their students to be used as reference of materials and classroom instruction. 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, 1988). 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

## 2. RESEARCH METHOD

In conducting this study, the researcher used textbook analysis as the design of this study. Moreover, the checklist method and in-depth method to analyze the skill representation. Moreover, in order to draw clear explanation toward phenomenon that found in this study, qualitative is used to explain the phenomenon that occurs when analyzing the representation of four C's skills in eleventh-grade senior high school textbox entitled "Bahasa Inggris" published by Ministry of Education and Culture of Indonesia. Where, The subjects of this study were the texts including images in the English textbook entitled "Bahasa Inggris" for the eleventh grade of senior high school. The textbook is published by the Indonesian Ministry of Education and Culture in 2017. Further, the four C's skill in the texts (including images) of the aforementioned textbook was determined as the object of the study. This study focused on the kinds of four C's skills that are represented in the English textbook and the way the four C's itself portrayed in both visual and verbal materials in the textbook. The object of this study is the 4C skills which consist of critical thinking, creativity, collaboration, and communication.

Instrument validity, validity is an important criterion of a good research instrument that refers to the area to which the research instrument measures what should be measured. To prove the validity with the expert agreement is to use the expert index agreement which introduced by Gregory (2007); furthermore, it is done by making contingency tables on two experts, with the first category that is "not relevant" and "less relevant". Furthermore, in this research, instrument validity is measured by using Gregory's formula to show the relevancies of used instruments. Despite validity, reliability of research instrument also need to be measured. In deciding a research instrument, a great instrument is assumed as having valid criteria; however, a valid test must also be reliable. Brown, (2004) states that a reliable test is consistent and dependable. Reliable instrument provided good consistency to the result. (Cohen, Manion, & Morrison, 2017) state reliability is essentially a synonym for consistency and explicability over time, over instruments, and a group of respondents. It is concerned with precision and accuracy; some features, (i.e., height), can be measured precisely, while others, (i.e., musical ability), cannot. The research instrument reliability is measured using inter-rater reliability in which is intended to measure the reliability of an instrument by looking at the match of 2 raters. Moreover, 0 is given if the rater score does not match, and 1 score is given if both raters have a matching agreement.

## 3. FINDINGS AND DISCUSSION

The representation of communication skill is integrated in form of activities that enables students to communicate with their friends such as reading passage with their partners, doing a presentation, conducting discussion, communicating their feelings or wants, giving self-reflection. Representation of communication skills in the textbook communication skill is represented through the reading passage that has been provided in form of conversation in the textbook. Moreover, through reading the conversation that has been given, students are learning about how to present the passage communicatively. The conversation can be read

communicatively if the students can apply communication fundamentals. Communication fundamentals as introduced by Stanfield (2017) as cited in Miller (1996) suggested that are 8 communication fundamentals including empathy (for listening and respect), pausing (to improve listening and clarifying skill), introspection (to improve self-understanding), turn-taking (to improve self-regulation skill), established procedures (to include non-verbal communication), conversation skills (for productive dialog), respectful vocabulary (to avoid heated communication), practice in a natural setting (to raise confidence in different a situation)

Communication skills lead students towards enhancement of communicative competence. Communication skills should be implemented through activities that occur in the textbook. The representation could be in form of instruction or tasks that need to be done. The representation of communication skills in the textbook, Discussion activity refers to communication activity which specifically refers to the example of interpersonal communication. Interpersonal communication skills refer to communication skills that occur when we are engaged face to face with a person or people. Interpersonal communication began when people exchange their ideas or thought with another (Joshua, 2014). Moreover, in interpersonal communication, both people that communicate are sending and receiving information. Regarding the representation of communication skills in an English textbook, especially the representation of interpersonal. Discussion required students to communicate and exchange ideas with others.

Students' communication skill is also enhanced through an activity where the students are asked to perform their project. Presenting a project is quite similar to performing interpersonal communication since when students present their project such as building up a conversation, doing a presentation through PowerPoint, or making an educational video, students will try to communicate with others. Moreover, the communication can be done between students and a single person or it can be a student that presenting a project in front of groups.

The implementation communication skill as can be seen from the activity above is in form of interpersonal communication where students are required to build up a conversation and then communicate with others in which in this condition is their partner. Moreover, from the instruction of the activities in the "share" part, students are required to perform their conversation that has been built with their partner in from of the class; in addition, students interpersonal communication is not only built through building conversation but also through the way they communicate. Moreover, students' communication skill is also enhanced through performing conversation in form of teacher and classmates.

Through building conversation, students' interpersonal skills especially in giving a response and receiving information are enhanced. Moreover, in this activity, communicative competence is fundamental in which producing conversation and practicing in the natural situation slightly occurs. another practice for interpersonal communication can be seen in section practice where students are asked to complete dialogue with a correct response about some materials e.g., suggestions and offers.

Presentation is a means of communication in which can be adapted into various speaking situations; moreover, in presentation, presenters tend to be persuasively sending a message to their audience that can be a single person or a group of people. The instruction of presenting a project in the textbook is in form of asking students to perform conversation in front of the class, presenting presentations to educate audiences, making educational videos, etc. The reenacting conversation project requires students to be prepared for a role-playing conversation. Moreover, students will try to practice their communication skills through role-playing in front of their classmates. As mentioned before, this will also be able to practice some fundamentals of communication. Moreover, the fundamentals that occur in this activity are turn-taking (where students improve self-regulation), conversation skills (making the dialog productive), respectful vocabulary (word choice to maintain politeness), and practice in a natural setting. Through this activity, students' communication skill is enhanced and some pointer to the community is also enhanced. So that, this will be beneficial to make students communicate more effectively and confidently. Body language will help to enrich the correct meaning that is going to be delivered. Students can attract the interlocutor through gestures

that students made during conversation; moreover, speaking that followed by body language can help in giving clues about a topic that is spoken. So that, the message becomes well-delivered.

Communicating skill is not only enhanced through spoken but also can be done through written form. In the textbook, there is an activity that is repeated at the end of the meeting called "Formative Assessment". Furthermore, in formative assessment, students need to write down their self-reflection toward the lesson. In this section, students will learn how to communicate about what has been learned by them during the lesson. (Sarma, 2015) argued that people communicate through a written form to send a message, order, or instruction in writing through letters, circulars, manuals, reports, memos, bulletin, etc. Moreover, communication through a written form such as a report or formative assessment in which giving the students the to write their reports regarding the lesson that has been learned. Students in giving feedback toward their lesson progress, not only in form of formative assessment. In the textbook, there are several materials named "enrichment" where the students enrich their knowledge through faced with daily phenomena that can occur surrounding the students. Moreover, the enrichment part of the book also contains an activity named "Personal Journal Writing". Personal Journal Writing is quite similar to formative assessment since students are asked to give feedback toward their lesson. However, in this activity students are given extra exercise in which students are asked about their opinion towards the daily phenomena that could be happened surround the students e.g., bullying, losing things, self-evaluation such as being grateful, etc.

Enrichment is an extra chapter with some extra materials from the textbook. The enrichments' part gives students an extra understanding of some topics. In addition, instead of giving extra understanding, in the enrichments part, some activities enhance students' communication skills that are discussion, personal journal writing, and communicating feelings or wants. In addition, communicating feelings or wants is an activity in pre-reading activities that require students to communicate students' hope or wants, and share thought. Moreover, in this activity students are learning to communicate what students want and what students are thinking about some topic or case.

Collaboration means distinct advantages over individual problem solving. Collaborative competence allows people to work within a team and do transferring idea or solution for such problem. Through collaboration among individuals, it will help to problem solve, collaboration brings people close together, collaboration helps people learn from each other, collaboration is such an open channel for new communication, boost morale across organization, leads to higher retention rates, efficient while working (Moseley, 2020). In the textbook, collaboration skill in enhance through working in a group or partner (pairs). Moreover, students are put in group or pairs to do such an ideas exchange among other, solving problem together.

The implementation of collaboration in the textbook in Chapter I, as can be seen in Pre-activity, students are asked to works with their partner in order to read the conversation then analyze the conversation. In this section, students will exchange ideas with their partner to solve the problem, in this activity in which analyze the the conversation and find out the interpersonal transaction that occurs in the conversation. Moreover, with their partner, students are trained to avoid working individually and working to analyze the conversation. In enhancing collaborating skills, is not only inserted to exchanging ideas in order to perform project presentation such as conversation, role play, etc. but also can be formed in form of working together to build a conversation that can be finalize into a written project. Furthermore, this activity is implementing the enhancement of collaborating skills in part of "Writing Connection" that comes up in Chapter I, in this activity students are asked to build a conversation about suggestions and offers; however, there is theme or topic provided. Therefore, through this activity students with their partners are performing collaborating activity through discussion with partners to form a conversation about suggestion and offers.

Creativity and innovation teach students to be more adaptive during their growing processes and providing innovative solution. Students could be faced with several problem and requirement during the lesson in which could be a project to be done. Moreover, projects that need to be done by students divided into two individually and in pairs or groups. Even though students are working in a group, students need to think for solution or problem solving towards

the problem solve. Dehaan (2009) argued that individually generates new idea to be contributed in such intellectual domain called creativity. In addition, creativity and innovation of the students are enhanced through contributing ideas and innovation as a way out to solve the problem. So that, creativity and innovation is essential in order to face a problem and comes up with solution or invention that can solve the problem. In the textbook, the creativity and innovation of the students are enhanced commonly through project-based learning. In this situation, students are required to make a project regarding to the lesson; moreover, in completing the project, their creativity and innovation skill is really trained since the project need to be comes up with creative idea to be implemented. The project is not about making something done; however, the supposed to be producing something creative and innovative instead of getting it done.

Another activity that could enhance students' creativity and innovation is about making project that such as producing presentations. Moreover, making presentation need to be produced with creativity and innovation in order to be able to catch audience attention because when a presentation comes in bored design or less creative audience attention tend to evade the presenter presentation. In addition, these kinds of presentation can be said it is not interesting. So that, students' creativity and innovation is enhance since the students are required to make creative presentation that could be presented to audience; moreover, the presentation is also used to educate people instead of producing project to fulfill the task given.

Apart from making presentation that need to be creative to educate people, another option of the activity is. Making poster or a pamphlet. Furthermore, posters in pamphlet making will also enhance students' creativity and innovation. Students need to be creative in designing posters or pamphlets as the project. Moreover, some related figure or image or illustration is going to be put in that poster or pamphlet; so that, the poster of the pamphlet will be looked more creative. Another activity instead of making pamphlets, posters, videos, and presentations is making a cause-and-effect tree. In cause-and-effect tree, students are asked to make a tree that could explain about cause-and-effect of something that happened. In this activity student's creativity and innovation enhance to make a creative cause-and-effect tree that could explain a phenomenon but is still good to be looked at by the audience.

Critical thinking and problem solving as defined by Scriven and Paul, (1987) defined critical thinking as a process in which actively conceptualize, applies, analyze, synthesize, and evaluates collected information. Furthermore, students are required to conceptualize, apply, analyze, synthesize, and evaluates the information that has been collected. Furthermore, critical thinking and problem solving consist the ability to communicate with the problem in order to get the way out of the problem. On the other hand, critical thinking and problem solving skills of the students will enhance students higher order thinking of the students. Bloom's Taxonomy domain is the history of the emergence of HOTs (Chou, et. al. 2018). Bloom's Taxonomy consist of six levels of skill in which are formed as a pyramid those are, remember, understand, apply, analyze, evaluate, and create.

In the textbook the insertion of activity that could enhance students critical thinking and innovation seemingly well integrated. The activity that inserting students critical thinking such as analyzing passage. Analyzing as defined by Schriven and Paul is process of critical thinking. In addition, the analyze that student required to analyze passages or conversations and then continued to break it down and find several aspects of language contains. Apart from analyzing passage students critical thinking and evaluation could be enhance through evaluating information that has been collected. Moreover, students are given explanation towards some topic and then in part of "Building Blocks" students are required to evaluate the information that has been collected such as giving an information about some expression of "Suggestion and Offers" in Chapter I, then students asked to remember the expression given that will be continued to practice of analyzing passage that contain the expression given.

Another way to insert the critical thinking and problem solving is in part of "Active Conversation". in Active Conversation section, students are asked to work in pairs and then practicing group works and then faced with some case such as "Passive smoking is a silent killer". Moreover, in this section, students need to actively conceptualize the way of thinking to make a good structure of argument, apply knowledge that has been experience or collected into research in accordance with the phenomenon, synthesizes some theories that students get

from sources, and then evaluates the information that has been collected to build an argument regarding the case. Thus, in this activity Scriven and Paul theories is well implemented in term of the insertion of critical thinking and problem solving.

Critical thinking and problem solving skill in the textbook is inserted through activity where students are required to make project in form of presentation, movie project, postcards, pamphlet, posters, and cause-and-effect tree. In this activity, students are required to think critically to produce a project that fulfilling the needs or requirements. In making presentation, movie project, postcards, pamphlet, posters, cause and effect tree students need to create presentation that could attract audience attention; moreover, they need to look for information, analyzing the collected information, evaluating the information that has been collected to be put in the project. However, not only the appearance of the project need to be considered but the content should also be concerned. In addition, it can be said that students critical thinking and problem solving are really integrated in this part of activities.

Critical thinking and problem solving are also enhanced in the enhancement part of the textbook. in the enrichment part, there are activities where students' understanding is enhanced through deepening understanding of several topics. Deepening could enhance students understanding since deeping understanding gives students chance to analyze and understand the topic deeper. In this activity, students are asked about lesson that students have learned from stories. So that, in accordance with HOTs as the, deepening understanding are part of critical thinking enhancement. Finding solutions to cases enhances students' critical thinking and problem solving skills. In this activity, students are required to give solution by thinking critically towards some cases. The cases proposed are cases that are surrounfd the students. Moreover, when students are thinking about solution to be proposed, students actually train critical thinking and problem solving to give best solution of the problems. The case's analogy in this activity offers students about side effect of something. Solution that need to be prepared by students not only about the after effect of action but also the effect before the action if the actions is taken.

Limited studies towards the representation of 21st century skills (communication, collaboration, creativity and innovation, critical thinking and problem solving) is done in limited studies. Ait Bouzid (2016) find out that the representation of 21st century skills that is concerned to be applied in the textbook or material in the teaching and learning process. The concern towards the skills representation will draw the attention of teachers, policymakers, school inspectors, and stakeholders. The studies found that from three books that analyzed by the researcher namely Gateway English 2, Insight into English 2, and Ticket to English 2, all of the textbooks the skills are represented in; however, two skills (think creatively and think critically) in which in this research named creativity and innovation, and critical thinking and problem solving are not well integrated. In addition, the skills are applied in minimum number.

In the present study, from the textbook entitled "Bahasa Inggris SMA/MA/SMK/MK Kelas 11" issued by the Ministry of Education and Culture Indonesia, two skills that mentioned to be come in minimum number in Ait Bouzid (2016) research comes not in minimum number. Furthermore, critical thinking and problem solving is the skills that enhanced for the most through the activity. Moreover, the finding of skills representation found that critical thinking and problem solving become the skills that represented the most in which come in 59 of 142 activities, meaning that the percentage of skill representation is 41,55%. The next skill represented is communication that represented in 32,39% of the activity (46 of 142 activities). The third skill is the creativity and innovation that come in 20 activities of 142 (14,08%). The skill that come in minimum number is collaboration in which only represented in 17 activities of 142 activities (11,97%). So that, it can be said that in this research, two skills that comes in minimum number in previous study, found differently in present study.

The difference representation of the study is regarding to the to the emergence of HOTs and LOTs. HOTs (Higher Order Thinking Skills) that formulated in accordance of taxonomy blooms including analyzing, evaluating, and creating. This is skills category reflected to Scriven and Paul (1987) in which critical thinking and problem solving including conceptualize, applies, analyze, synthesize, and evaluates, can be found that critical thinking and problem solving is being immerge by the ministry of education through representation in teaching and learning material that put in textbook. So that, it can be said that the emergence of HOTs by the ministry

of education make the representation of critical thinking and problem solving as part of HOTs is represented as the highest number through form of activity in the textbook.

Think creatively is also the came in minimum number in Bouzid studies. This is quite the same with the present research since creativity and innovation are the third places in skills representation. The creativity and innovation in the textbook are formed in building conversation, making projects such as movies, presentations, pamphlets, and posters to educate people. From the representation it can be seen that creativity and innovation is only represented in out of classroom project. However, the skill that comes up in second place is communication in which activity is used to present the skills mostly inside of classroom activity such as communicating ideas, discussion, making conversation and presenting the conversation. Therefore, creativity and innovation are represented in minimum number since the books seems to be focusing on inside classroom activities.

The integration of 21st century skills in the textbook that is analyzed in this research is 4C skills in which including communication, collaboration, creativity and innovation, critical thinking and problem solving. However, Rakhmawati and Priyana (2019), analyzing the 21st century skills that need to be involved in the integration to the textbook including 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. The analysis comes in broad aspects of skills. In addition, the present research only analyzing the 4 skills that was analyzed is in accordance with the skills that proposed by the US Ministry of Education, Apple, Microsoft, and 20 other organization and expert in order to raise proactive employees who can work initially within a group (Gymboree, 2017). Furthermore, this is also proposed by Astuti et. al. (2019) that argued that the 21st century skills are including 1) preparing people in a dynamic and unpredictable world, 2) fostering creativity, 3) respecting individual difference, 4) producing innovators. Moreover, the 4C skills is contained all aspects in 21st century skills.

In conclusion, the present study is examined the representation of 21st century skills in Eleventh Grade Senior High School textbook published by the Ministry of Education and culture to reveal the appropriateness with the BNSP Purpose in integrating 21st century skills in National Education with in checklist method and in-depth method applied that is introduced by McGrath (2002) since it is could reveal the finding of the corresponding data needed. The present study found that critical thinking and problem solving become the skills that represented the most in which come in 59 of 142 activities, meaning that the percentage of skill representation is 41.55%. The next skill represented is communication that represented in 32.39% of the activity (46 of 142 activities). The third skill is the creativity and innovation that come in 20 activities of 142 (14.08%). The skill that comes in minimum number is collaboration in which only represented in 17 activities of 142 activities (11.97%).

## 4. CONCLUSION AND SUGGESTIONS

The representation of 4C skill in Eleventh Grade Senior Highschool's textbook as formulated in findings, the 4C skill in which including communication, collaboration, creativity and innovation, critical thinking and problem solving are represented in the textbook. The representation of the 4C skill can be seen through the instruction given in activities in the textbook. In order to find out this research question, the checklist method is used to mark the representation of the 4C skill in the textbook.

The representation of 4C skills in the textbook is obtained through in-depth analysis that has been done after the checklist method. In-depth analysis is done through deep evaluation and careful examination of representative features especially 4C skills representation in the textbook. Communication skills is represented through performing project that is done through communication occurrence through reading dialogue, presenting role play, building conversation with transactional expression, presenting project e.g., presentation, movie, poster, pamphlet that can be used to communicating ideas and educating people.

Collaborating skill is represented through pairs or group work where the students could work collaborate with partners, pairs, or groups. Moreover, in part of collaboration students

are required to finish tasks or produce project within pairs or groups. Creativity and innovation skill is represented through facing students with a task that required the students to create or invent something. The invention needs to be creative and fulfilling such criteria given. The invention that students need to come up with e.g., presentation, poster, pamphlet, postcards, conversation, and educational video. Critical thinking and problem solving skills of the students are enhanced by facing students with cases that need to be solved. The case that needs to be solved by the students is some cases that come surround the students. Moreover, students need to think critically and try to relate phenomena to solve the problem given. The dominant skill that found in the textbook is critical thinking and problem solving become the skills that represented the most in which come in 59 of 142 activities, meaning that the percentage of skill representation is 41,55%. The next skill represented is communication that represented 32,39% of the activity (46 of 142 activities). The third skill is the creativity and innovation that come in 20 activities of 142 (14,08%). The skill that comes in minimum number is collaboration in which is only represented in 17 activities of 142 activities (11,97%).

Based on the result of the study, there are some suggestions that can be proposed by the researcher, due to the representation of 4C skills, some skills are not well represented in the textbook. So that, there will be needed some further examination to make sure the 4C skill implemented does not have much differentiation in terms of number or representation. Moreover, the representation of 4C skills that nearly to be equal seems to be needed to make the skill enhancement optimized.  So that, if the 21st century skills optimized skill of the students allows the human's resources to be able to compete in globalization era. Moreover, for another researcher, it is expected to be able to add more participants to enrich the data findings and add more discussion about it to enrich the findings to become more complex and accurate in describing the phenomenon, especially the representation of 4C skills in the textbook through activity.

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