

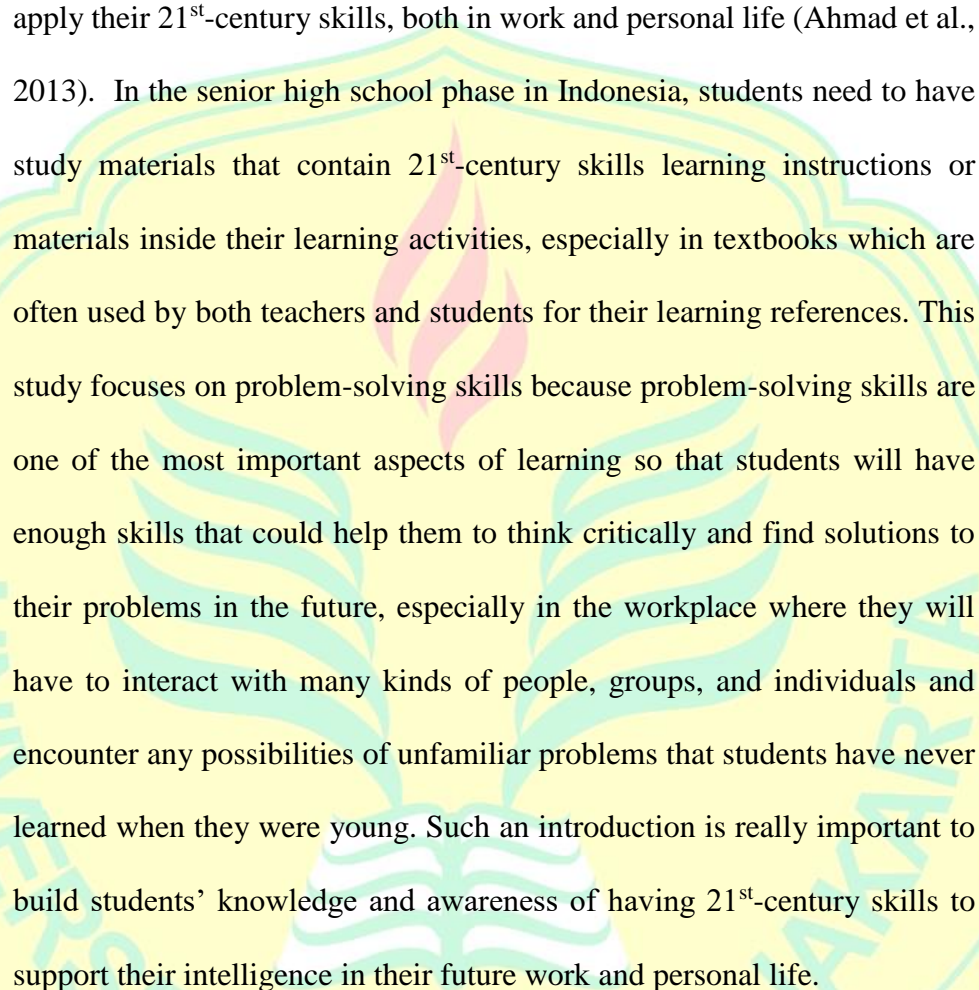
CHAPTER I INTRODUCTION

This chapter discusses the background of the study, research questions, the purpose of the study, the scope of the study, the subject of the study, the object of the study, and the significance of the study.

1.1 Background of the Study

In today's era, we are often expected to have mastered at least one of the skills from 21st-century skills, not only in academic life but also in work life such as critical thinking, collaborative, and problem-solving skills. It is also important to start introducing 21st-century skills to students and the benefits of having 21st-century skills, especially in senior high school. 21st-century skills or what is also called Soft Skills are a combination of important skills such as interpersonal and intrapersonal skills, emotional characteristics, attitudes, and values (Care et al., 2018). 21st-century education is different from the previous education system which is the 20th-century education. The differences are in its virtue of shifting learning goals, and technologies that affect how students behave, perform, and produce. The globalization era also affects some learning environments. In 21st-century education, the assessment within the provision is seen as playing a constructive role-supporting teaching and learning, as well as giving feedback to the education system and its performance (Care et al., 2018).

In the globalization era, especially in the work environment in Indonesia, almost all workplace requires their applicant or future workers to

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have several skills from the 21st-century skills, and workers would choose highly skilled workers for their own company. Workers are required to efficiently select knowledge from the amount of various information and apply their 21st-century skills, both in work and personal life (Ahmad et al., 2013). In the senior high school phase in Indonesia, students need to have study materials that contain 21st-century skills learning instructions or materials inside their learning activities, especially in textbooks which are often used by both teachers and students for their learning references. This study focuses on problem-solving skills because problem-solving skills are one of the most important aspects of learning so that students will have enough skills that could help them to think critically and find solutions to their problems in the future, especially in the workplace where they will have to interact with many kinds of people, groups, and individuals and encounter any possibilities of unfamiliar problems that students have never learned when they were young. Such an introduction is really important to build students' knowledge and awareness of having 21st-century skills to support their intelligence in their future work and personal life.

As what had stated above, problem-solving is one of the 21st-century skills that has an important role in students' academic life. Problem-solving and critical thinking are closely related to Four Cs. According to Smith (2010), the link between critical thinking and problem-solving in education is obvious. To learn something well, we should have the ability to think well. Critical thinking and problem-solving contribute to someone's career success and also success in higher-level education (Smith, 2010).

According to P21, critical thinking and problem-solving are defined in many ways. First, reason effectively. According to Smith, Reason effectively means when one's uses various types of reasoning such as inductive, deductive, etc. as appropriate to their situation. The second is to use systems thinking. This is when someone analyzes how parts of the entire interact with each other to produce overall outcomes in a complex system. The third one is to make judgments and decisions. This is when someone is effectively able to analyze and evaluate evidence, arguments, claims, and beliefs, analyze and evaluate alternative points of view, synthesize and make connections between the information and arguments provided, interpret information and conclusions based on the prior analysis, reflect critically on learning processes and experiences, and solving problems in terms of solving different kinds of problems from familiar to unfamiliar ones in both conventional and innovative ways, and identify and ask questions that clarify a variety of point of views and lead to better solutions (Smith, 2010).

The difference between critical thinking and problem-solving skills lies in how they work. Critical thinking skills are the ability to analyze and evaluate information to make a decision or judgment by processing information, analyzing, and looking at an alternative point of view before coming to conclusions and decisions. Problem-solving skills are the ability to identify, analyze, and solve problems effectively by breaking down complicated problems into smaller parts, analyzing them, and finding a creative and effective solution to conquer the problems (Paul & Linda, 2006). This study chooses problem-solving skills as the main focus

considering that problem-solving is one of the most useful skills in the 21st century because there are a lot of future problems that are unfamiliar and it is important to train students in problem-solving skills from an early age.

This study focuses on analyzing the learning instructions in the textbook "Pathway to English for Grade X Phase E". This textbook is written by Th. M. Sudarwati and Eudia Grace. The data source of this study was published by one of the well-known publishers in Indonesia, Penerbit Erlangga. This book was published in 2022. This textbook was provided to be a tool for students learning English as a second language, especially 10th-grade students. This textbook is in Phase E edition which is specialized for 10th-grade senior high schools in Indonesia. This book uses the latest curriculum that the Indonesian government released in February 2022 called Kurikulum Merdeka Belajar. This textbook has not been used in many schools in Indonesia due to the change of curriculum that is still progressing up to this day. However, this book contains some interesting and suitable materials and learning instructions. This book contains six units inside. Overall, this textbook seems to bring the latest issues in our country, the outbreak of Co-Vid 19 Pandemic to engage students in learning more since it is closely related to the pandemic that affected students' and teachers' academic life.

In this modern era, students are required to have 21st-century skills to support their academic and work life in the future. In Indonesian learning process still has many weaknesses, and one of the weaknesses is the lack of students' thinking skills (Supena, Darmuki, and Hariyadi, 2021). Therefore,

it is important to teach students as early as possible so students could earn the knowledge and have enough time to process and learn the ability to think critically. 10th grade or freshmen year is the first step of the Senior High School phase in Indonesia. In this phase, students are introduced to more advanced level problem-solving skills. Such knowledge is important to introduce in the first year of senior high school in Indonesia since senior high school is just a few steps into the real world of work life and adulthood.

In the past, multiple studies revolve around textbooks, such as a study by Ulya Safira Riadini and Bambang Yudi Cahyono (2021). This study analyzed a 10th-grade senior high school English textbook by the Ministry of Education and Culture of the Republic of Indonesia and focuses more on the cultural-related contents of the textbook. The study shows that the EFL textbook does not only reflect the target cultures but also source cultures and international cultures as well. There is also a study conducted by Jonas Jäder, Johan Lithner & Johan Sidenvall (2020). This study focuses on problem-solving in Mathematical textbooks from twelve centuries and shows that a smaller percentage of the tasks needed building a solution. This was particularly noticeable in the first sets of activities. Although problem-solving was mentioned in textbooks, this did not imply that a task solution had to be created without the aid of a ready-made template. Another study was conducted by Julianti (2019) about gender bias in the English textbook “When English Rings a Bell”. The study focuses on gender bias in the textbook. This study shows that despite on trying to avoid gender bias, female characters in the textbook are still represented traditionally in some

categories. There is also a study related to this topic which was conducted by Ayu (2018) which focuses more on the tasks and distributions of material from simple to complex. The result shows that the textbook has interesting tasks that suit the curriculum 2013 and has good distribution throughout the book.

Different from the study above, this study focuses on problem-solving aspects contained in an English textbook by an Indonesian publisher titled “Pathway to English for Grade X Phase E”. This study realizes the importance of problem-solving skills to students especially 10th-grade students in Indonesia to improve their skills in the future life.

1.2 Research Questions

This study seeks to answer two questions, which are:

1. To what extent do the learning instructions in the textbook “Pathway to English for Grade X Phase E” promote the student's problem-solving skills?
2. How do the learning instructions in the textbook “Pathway to English for Grade X Phase E” incorporate problem-based learning?

1.3 Purpose of the Study

The purpose of this study is to find the learning instructions used in the textbook “Pathway to English for Grade X Phase E” and determine if the learning instructions contain problem-solving skills and are suitable to bring out students' problem-solving skills by measuring them with a table

that contains indicators of problem-solving skills. This study also aims to find how the learning instructions in the textbook “Pathway to English for Grade X Phase E” incorporate problem-based learning.

1.4 Scope of the Study

Based on the statement above, this study would focus on the materials in the textbook “**Pathway to English for Grade X Phase E**” by Penerbit Erlangga. This study centered around the learning instructions inside of “**Pathway to English for Grade X Phase E**” which contains problem-solving aspects, one of the most important skills in the 21st-century skills.

1.5 Significance of the Study

This study was expected to provide contributions to students, teachers, and material developers.

1. Significance for student

Hopefully, this study could contribute to students as a reference for learning material to understand problem-solving skills better.

2. Significance for teacher

As significant for teachers in Indonesia, hopefully, this research could be a learning material for teachers to understand the

importance of problem-solving skills to students and to put it into practice.

3. Significance for material developer

Indonesian's material developer often seeks for references to improve their learning materials in the future. Hopefully, this research could contribute to the material developer as a learning material and to develop the material used to teach students.

