



A Study on 21st Century Skills Integration in the English Textbook for Senior High School

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This study aims to reveal the 21st century skills that are integrated in the English textbook and to find out how those skills are integrated. The data were gathered using checklists and analyzed by calculating the number of occurrences of each skill of 21st century and identifying the strategies used in its integration. The results showed that there are 11 skills integrated in the textbook namely critical thinking and problem solving, communication, collaboration, creativity and innovation, information and communication technology (ICT), media literacy, leadership and responsibility, productivity and accountability, social and cross-cultural, initiative and self-direction, and flexibility and adaptability. Those skills are integrated through Nunan's task components namely goals, inputs, procedures, teacher roles, learner roles, settings, and other strategies including notes, quotes, and points to ponder. The implications is to raise the awareness of textbook writers and publishers to design and publish textbook that provide learning materials which integrate the skills of 21st century. In addition, this study is also expected to help English teacher to be able to give examples of the implementation of 21st century skills in daily life to their students and show willingness in promoting those skills as the students nowadays have faced the globalization era.

Keywords: skill, evaluation, analysis

INTRODUCTION

Learning materials are essential in the teaching and learning process. Among many learning materials, textbooks often become the only learning materials which are used by the teachers in the classrooms. Many scholars believe that teachers mostly depend on textbooks as the main teaching resources in classrooms. Byrd (2001) claims that textbooks presents content and activities that can shape what happens in the classroom. Therefore, teachers already have a big picture of what they are going to do in the classroom from the textbooks. Teachers have high dependency in using textbooks as the main resources of teaching and learning process. It is because textbooks help them to prepare the lesson Brown (2000). Thus, textbooks do not only help teachers in teaching the lesson in the classroom, but they are also used in pre-teaching activities as textbooks can be used as flexible syllabi for teaching and learning process. It is in line with Richards (2001) stating that textbooks provide ideas on how to plan and teach lessons. Meanwhile, on the learners' side, textbooks provide major source for them in order that they can enrich what they learn from the teachers. Therefore, textbooks play an important role as main learning resources that are beneficial for both teachers and learners.

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In Indonesia, generally, textbooks have functions as the two sides of the same coin. In one side, textbooks are designed to provide learning materials which are suitable with teaching and learning activities. Therefore, teachers can use textbooks to help them achieve the learning objectives. Another side, textbooks are also designed in response to the changes of curriculum system. On the other words, when a new curriculum is applied, a lot of new published textbooks are also launched. Therefore, there are numbers of publishers publishing textbooks which are implementing the latest curriculum system. Richards (2001) reckons that despite the technological advance, textbooks will remain central to all language teaching contexts. This is because textbooks offer teaching and learning resources for both teachers and learners which also present the purposes of the curriculum.

Nowadays, there has been a challenge for students and teachers to respond to demand as global citizens. As information communication technology spreads its influence on various aspects of human life, it becomes clear that educational systems must consider the importance of 21st century skills. Therefore, teachers are responsible for preparing students that are compatible with the 21st century. As textbooks play important roles in teaching and learning, teachers use textbooks to help students learn effective 21st century skills that will enable them to function appropriately and effectively within a global community of English language speakers.

There are some other research studies related to textbook evaluation conducted by some researchers. One of them was conducted by Kinasih (2014). She conducted a study on textbook evaluation to find out whether the textbooks are relevant to the Curriculum 2013 and to find out how the criteria proposed by Curriculum are fulfilled or not by the textbooks. In this research, she finds out that *Look Ahead* had met the criteria of good textbook with 86%, meanwhile *Pathway to English* is categorized as a fair textbook with 67%. The aspects that she analyzed are the appropriateness of the content, language, presentation, and layout of the textbooks. Another research was conducted by Sulistiyaningrum (2014). She evaluated the total of 33 texts in English textbook entitled *Contextual English for Grade XI of Senior High Schools*. She found that the textbook has integrated 18 values proposed by Kemdiknas (2010).

Based on those research studies, the textbook evaluation research identify the worthiness of textbook based on some criteria proposed by curriculum and some theories from experts. It is also aimed to find out whether the textbooks are relevant to the curriculum and how the criteria proposed by curriculum are fulfilled. Regarding some aspects to be evaluated, the researcher focuses on the integration of characters (values) in the English textbook. Besides those aspects in evaluating textbooks, there are some other aspects which can be analyzed. One of them is the integration of 21st century skills as it is important to provide the students with learning materials that are able to facilitate them to enrich their knowledge about English and other skills that are needed in their real life.

METHODS

This study is classified as content analysis or document analysis which is categorized as descriptive qualitative research Ary et al. (2010). It emphasizes on describing messages on the English textbook in details. This study focuses on analyzing document which is in the form of the English textbook in a systematic and replicable manner. The researcher and two English teachers were the subjects of this study. They evaluated the English textbook to gain the data. The researcher provided a guidance as the research instrument consisting some aspects that were evaluated. The data of the research study were taken from an English textbook used in senior high school (SMA/MA). The English textbook entitled "Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X." The textbook was chosen because it was developed by implementing 2013 Curriculum. It was written by Widiati et al. (2016); 484 (???) and published by Ministry of Education and Culture in 2016.

There were two kinds of instruments used in this research. The primary instrument was the researcher. As the first instrument, the researcher analyzed the data, starting from the data collection until the data report. As the main instrument, the roles of the researcher also cover planning, collecting, analyzing and reporting the research findings Bogdan and Biklen (1982). On the other hand, the secondary instrument was also used in this study. It was the checklist which can be used to help the researcher in identifying and evaluating the data. It helped researcher to identify the values and 21st century skills that were integrated in the textbook.

The data were collected from an English textbook for grade X senior high school. The data were gathered based on the evaluation done by the researcher and two English teachers using the checklists as the research instrument to gather the data. They evaluated the textbook together by discussing each task and deciding which values and 21st century skills that are integrated in the task based. They also referred to the theories related to the values and 21st century skills as well as the integration strategies (Nunan's task components).

RESULTS AND DISCUSSION

Based on the analysis of the English textbook, it was found that there are 11 skills of 21st century integrated in both textbooks. Four of them are 21st century skills which are related to learning and innovation skills namely critical thinking and problem solving skills, communication skill, collaboration skill, and creativity and innovation skill. The other skills are also shown and integrated in the textbook. The following table shows the integration of 21st century skills in the English textbook.

Critical thinking and problem solving skill

Most of the tasks in this textbook integrate critical thinking and problem solving skill. There are 346 tasks integrating this skill.

TABLE 1 | Number of Occurrences of 21st Century Skills Integrated in the Textbook

No.	21st Century Skills	Strategies							Total
		G	I	P	TR	LR	S	Others Q PTP	
1	Critical thinking and problem solving	115	2	110		-		2	346
2	Communication	52	4	18	3	39		1	117
3	Collaboration	31	3	67		61	46	1	209
4	Creativity and innovation	24	2	27		29	2		84
5	Information and communication technology (ICT)	7	5	2		5			19
6	Media literacy	2	1	1		1			5
7	Leadership and responsibility		7		9			3	19
8	Productivity and accountability		1	3		1		4	9
9	Social and cross cultural	1	6			1			8
10	Initiative and self-direction	17	6	8		25		2 1	59
11	Flexibility and adaptability	7	2	4		4			17
	Total	256	39	240	12	283	48	9 5	892

Note:

G: Goals

TR:Teacher Roles

Q:Quotes

I: Inputs

LR:Learner Roles

PTP:Points to ponder

P: Procedures S:Settings

The integration of critical thinking and problem solving skills through the inputs can be seen from this following example.

Vocabulary exercise

Complete the following sentences using the words in the box.

Remember to use the correct forms of verbs.

e-pal sound

half-sister (be) into

mother tongue attend

slip back magnificent

run

1. Saidah has many favorite writers and books. She frequently saves her pocket money to buy best seller books. She ___ really ___ reading

2. Saidah has many favorite writers and books. She frequently saves her pocket money to buy best seller books. She ___ really ___ reading
In the next letter to Caroline, Alia wrote: "I like scuba diving. So if some day you visit Indonesia, I will take you to go scuba diving in Bunaken National Marine Park. The place is amazingly beautiful. Doesn't that ___ cool?"

(Page 9)

This task asks the students to find the correct words to be used in some sentences. Critical thinking and problem solving skill can be seen from how the students find the correct words which are suitable with the sentences. They also should consider the correct form of verbs in the sentences. For instance, in number 1 the answer is **she is really into reading**. From this task, the students should be able to think critically about why

be into can be used as **is into**. They should also know that **is** is used because the subject of this sentence is **she**. Therefore, this skill is needed in doing this task.

Communication skill

Communication skill is mostly found in the speaking and writing tasks as they should be able to perform their ability in verbal and non-verbal communication. In this textbook there are 117 tasks found integrating this skill. Here is an example of communication skill which is integrated through the goals of the tasks.

Writing

Write down the inside parts of the congratulation cards based on the cover. Two cards have been done for you as examples. Write at least two sentences.

1. Tomy has just been promoted to be the branch manager of Jepara Ukir Company in London
2. Your sister has graduated from a culinary arts program in Padang, West Sumatra. She wants to be the best chef and plans to open her own restaurant.
3. ...

(Page 29-32)

This task asks the students to be able to write congratulation cards based on some different situational context. The students are given some pictures showing the context in which they should write the congratulation cards. This task integrates

communication skill because they should demonstrate effective written communication in a variety of contexts. In this task, there are several contexts such as occupation, graduation, and the like.

Collaboration skill

Collaboration skill is found in various tasks in this textbook. This skill is integrated in some tasks which ask the students to work effectively and respectfully in team. They should be able to work with others to accomplish the goals. There are a total of 209 tasks integrated this skill in this textbook. This is an example of collaboration skill found in the settings of the task this textbook.

Writing

Collaborative story writing

Your teacher will assign you to sit in a big circle and ask you to write a story collaboratively with your classmates. Follow his/her instructions:

Step 1:

- Prepare a piece of paper. Choose a story to write.
- Write a sentence to start your story. Think of a sentence that can be easily continued by your classmate.
- Give your paper to your classmate on your right and get another piece of paper from your classmate on your left.
- Read your classmate's sentence. Continue writing another sentence. Try to connect your sentence and your classmate's, then, give the paper to your classmate on your right.
- Continue the activities until your paper arrives back to you.

Step 2:

- Read the story that you have written with your classmates. What do you think? What's good and not good about it?

Step 3:

- Rewrite your story. Don't forget to include connecting words and phrases. Use clear references, too.

(Page 191)

It can be clearly seen that the task requires the students to work collaboratively as it is mentioned as collaborative writing. This task integrates collaboration skill as they should take part in finishing the task. In addition, they also need to value individual contribution. This is seen from the task saying *try to connect your sentence and your classmate's. Then, give the paper to your classmate on your right.* This means that in finishing the task, there should be contribution done by all the students. After they have finished it, they should check the result of the writing and decide what is good or not good from the writing. This shows that they should value the others' work and each contribution done by every student.

Creativity and innovation skill

There are various tasks in this textbook which help the students generate new ideas to develop their creativity. There are

84 tasks which integrate creativity and innovation skill. Here is one of the examples of creativity and innovation skill in the task which is integrated through the goals and the procedures of the tasks.

Making poems

Look at the lyrics of the song again. Do you think they are beautiful? Song may look like poems. Now, you are going to create your own poems. First of all, write poems about the given topics. Then, you can make up poems from the topic of your choice. Write on the given lines.

1. Topic: friend/ best friend
2. Topic: mother/ teacher
3. Topic: beautiful morning and how you feel
4. Topic: (your choice)

(Page 201-202)

In this task, the students should create poems based on some topics given. They can also decide their own topic besides some of the topics presented. This task helps them to be creative and innovative. This is because they should make poems by their own.

Information and communication technology (ICT) skill

In this textbook, there are several tasks which integrate ICT skill. This skill relates to the ability of the students to create information based on the use of digital technology and communication tools or networks. This skill requires the students' ability to use technology as a tool to research, organize, evaluate, and communicate information, use digital technology such as computers, media players, and the like, and apply a fundamental understanding of the ethical/ legal issues surrounding the access and use of the information technologies. This skill is integrated in 19 tasks. The example of ICT skill is shown in the listening task following. This integration is done through the inputs.

Listening

Open these two links. Discuss with your classmates to respond to these questions.

(Page 91)

In this task, the students should use digital technology. They should open the two links on Youtube. After that, they should watch the video and also listen to the song. This integrates ICT as they students should use digital technology to find out and create information. After watching the video, they should discuss some questions related to the song in the video. Therefore, the task helps the students in getting information by watching video from the internet.

Media literacy skill

Besides ICT skill, this textbook also integrates media literacy skill. This is related to the students' ability in analyzing media and creating media products. This skill is found in 5 tasks.

One of the examples of media literacy skill which is integrated through the input is presented in the following task.

Independently, read newspaper or internet articles about a biography and pay attention to the uses of the simple past tense and the present perfect tense. Also, you can ask your classmates about their past activities and activities that started in the past but continues until now.

(Page 107)

According to the task above, this task also integrates ICT as it also asks the students to find articles on internet. Another skill which is integrated in this task is media literacy skill. As seen from the task, the students should read newspaper, also. This shows that newspaper becomes media used by the students in doing this task. The students should read newspaper about a biography and pay attention to the uses of some tenses. Therefore, newspaper can be used as a media where the students can get information and use it in learning activity.

Flexibility and adaptability skill

This skill requires the students to be able to adapt to varied roles, responsibilities, schedules, and contexts, and also work effectively. Being flexible can be shown by incorporating feedback effectively, dealing positively with praise, setbacks, and criticism and understanding, negotiating, and balancing diverse views and beliefs. There are 17 tasks which integrate flexibility and adaptability skill. This skill is found in the following example. This example shows the integration of flexibility and adaptability skill which is integrated through the goals and the procedures of the tasks.

Interview with an inventor

1. Work in pairs, one of you will be the interviewer. Another will be the interviewee.
2. Discuss a popular person (it can be an inventor, popular people in the past like actresses, actors, athletes, etc.) who is going to be interviewee. The interviewee will pretend to be this person.
3. As an interviewer, you are going to prepare some questions that cover questions about his/ her past activities (for example past experiments, albums, films, etc.) and the recent and continuing activities.
4. As an interviewee, prepare to answer the questions with some accurate details. While the interviewer is preparing the questions, you can find information about the person you are pretending to be. Of course you can add any fun details to the answers.

(Page 105-106)

Flexibility and adaptability skill is shown in the task as it requires the students to do this task by adapting to some roles that they should play. In this case, the students should play roles as an interviewer and an interviewee. This task also helps the students to be responsible with the part or role they play, for example the famous person whom they will choose, what kind of information they need to prepare, and the like. By doing this

task, the students can learn to be flexible in finishing the task and also adaptable in any different situations responsibly.

Initiative and self-direction skill

Initiative and self-direction skill requires the ability to manage goals and time, work independently, and be self-directed learners who are capable to go beyond basic mastery skills, demonstrate initiative to advance skill levels, demonstrate commitment to learning, and reflect critically on past experience in order to inform future progress. This textbook also integrates initiative and self-direction skill. There are 59 tasks are found in this textbook. This integration which is done through the goals and the inputs of the tasks is presented in the following reflection.

Reflection

At the end of this chapter, ask yourself the following questions to know how well you have learned.

1. Do you know how to tell or write a recount (past events)?
2. Do you give information about who, where, and when at the beginning?
3. Do you tell or write the events in the order they happened?
4. Do you have personal comments to end the recount?
5. Do you know the type of sentence patterns that you can use to tell about the past events?
6. *If the answer is 'no' to one of these questions, see your teacher and discuss with him/ her on how to make you understand and be able to tell or write about past events.*

(Page 119)

Reflection is always presented in every chapter of this textbook. In this task the students are to think about what they have done in every chapter. There are some questions that they can refer to as presented above. This help the students to learn about their needs relating the lesson. They should refer to themselves to understand in which part of the lesson that they need to improve or in which part that they have already understood.

Social and cross-cultural skill

This skill requires students' ability to respect cultural differences and work effectively with others from a range of social and cultural backgrounds, respond open-mindedly to different ideas and values, and also interact effectively with others. Some tasks which integrate social and cross-cultural skill are found in some reading passages which show different culture, for instance the story from other country. In this textbook, there are 8 tasks which integrate the social and cross-cultural skill. There is one task which is integrated through the goals of the tasks. The integration is also done through the two inputs of the tasks and another task is integrated through the learner roles. An example of the integration of social and cross-cultural skill through the input text is shown in a story originated from Japan entitled 'Issumboshi' (Page 157-160). In this story, there is some information that can be found which represents social

and cross-cultural skill such as the culture in Japan, the religion or belief in Japan which is called Shinto, and the like. This skill can help the students enrich their knowledge about other cultures which are different from theirs to get positive value from them.

Productivity and accountability skill

Productivity and accountability skill is also found in this textbook. This skill helps the students to learn about hard work and being dependent. Productivity and accountability is the ability of managing projects given to the students even when they face some obstacles and pressures in producing high quality products. There are a total of 9 tasks integrating this skill. This is found in the following dialog about B. J. Habibie. This example presents the integration of productivity and accountability which is done through the input.

Rima : He worked and stayed in Germany, right?

Nadia : He did. But he never forgets his country. He once made us proud for his achievement in making planes avowed by the world.

Rima : He relinquished his good job in Germany to develop his own country.

Nadia : He promised that he would share his knowledge to everyone needing it.

...

(Page 140)

According to the dialog, it can be seen that Rima and Nadia talk about the hard work done by B. J. Habibie for this country. This dialog gives good example of this skill that can be learned by the students. Therefore, they can be more motivated to study harder for their future and for those in need.

Leadership and responsibility skill

Lastly, another 21st century skill which is integrated in this textbook is leadership and responsibility skill. According to P21 this skill requires the students to be able to influence and guide others to accomplish the tasks, inspire others to reach their best through some good examples and selflessness, demonstrate integrity and ethical behavior in using influence and power, and act responsibly in the community. This textbook provides some tasks which show the examples of the integration of leadership and responsibility. In this textbook, there are 19 tasks showing the integration of this skill. It is mostly taught by the text entitled Cut Nyak Dhien. Here is the excerpt in the following.

After her husband died, Cut Nyak Dhien continued to resist the Dutch with her small army until its destruction in 1901, as the Dutch adapted their tactics to the situation in Aceh...

(Page 146)

From the excerpt. It can be seen that the input text integrates leadership and responsibility skill. It shows that Cut Nyak Dhien has shown leadership skill in becoming a leader of her small army although her husband has died. Being the

leader of an army makes her responsible and show integrity in fighting against the Dutch army.

A total of 11 skills are found on the findings. There are three main skills related to 21st century skills. They are learning and innovation skills, information, media, and technology skills, and life and career skills (P21, 2009). The four skills which are classified as learning and innovation skills are critical thinking and problem solving skill, communication skill, collaboration skill, and creativity and innovation skill. Information, media, and technology skills include information literacy, media literacy, and information, communication, and technology (ICT) skill. The other skills included in life and career skills are flexibility and adaptability skill, initiative and self-direction skill, social and cross-cultural skill, productivity and accountability skill, and leadership and responsibility skill. Among those 11 skills, there are 4 skills that are frequently integrated in this English textbook namely critical thinking and problem solving skill, communication skill, collaboration skill, and creativity and innovation skill. Those 4 skills are included in learning and innovation skills. This shows that this textbook has integrated all skills that are primarily needed in learning and innovation skills. 21st century skills are necessary to be integrated in English textbook because students should be prepared to get ready in facing globalization era. Alismail and McGuire (2015) claim that the Common Core State Standards and Partnership for 21st Century Skills emphasize that education should focus on both core academic subject mastery and 21st century skills development. This is because these skills are expected to help students to be ready for college and career life as the 21st century skills are not only related to learning and innovation skills but the other aspects such as information, media, and technology skills, and life and career skills.

Besides those 4 skills, information, communication, and technology (ICT) skill has now become an important skill that need to be promoted especially in learning materials. It is also important to know whether the textbook has provided activities that help learners build skills which match the needs of the 21st century as it can be used to explore the types of activities that are used to promote these skills and decide what ways should be used in promoting the 21st century skills effectively in future textbooks Bouzid (2016). Integrating ICT skill is needed not only to get the students ready welcoming digital era. This skill is also important as it can be linked to the other 21st century skills.

Many technological tools can support different skills such as problem solving, critical thinking, collaborative learning, and the learning environment. This can be done by using portfolios, WebQuests, Google site, Digital Storytelling, e-Portfolios, Blog, Vlog, and the like to support these skills. Those tool offer students the option of working in collaborative groups, which may increase student motivation and develop critical thinking Alismail and McGuire (2015). Trilling and Fadel (2009) emphasize future skills for the 21st century are necessary in order to prepare active citizens who are able to face the challenges of a global society, able to be innovative in

order to solve complex problems, and use the power of technology to change the world for the better. This research study aims to analyze the 21st century skills that are integrated in the English textbook. In integrating the skills, there are some strategies used. Based on the findings, the integration is done through goals, inputs, procedures, teacher roles, learner roles, and settings. Those strategies are components of tasks proposed by Nunan (2004). Besides those strategies, there are several integration strategies found in the English textbook. They are points to ponder and quotes. These task components are considered to be effective as these incorporate the six key elements of task identified by Nunan. Therefore, they are able to develop their language use, improve their communicative competence and consolidate their content mastery Min (2016).

CONCLUSION

Based on the findings and discussions, there are some conclusions that can be drawn. First of all, this study analyzed an English textbook for grade X students of senior high school through a content analysis method. There are two objectives in this research. The first one is to find out what 21st century skills are integrated in the textbook. Secondly, this research also finds out how the integration is done in the English textbook entitled "Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X." It shows that the English textbook has integrated 21st century skills and the objectives of the research have been fulfilled.

Integrating 21st century skills in English textbooks is important as nowadays, students face global demand that require them to be able to deal with globalization era. The most important skills of 21st century which are needed by students are related to learning and innovation skills. This textbook also integrated some other values which are related to the other aspects such as information, media, and technology skills, and life and career skills. The integration strategies employed in integrating 21st century skills vary. Most of them are through the goals, inputs, procedures, teacher roles, learner roles, and settings. The integration is also done through other strategies, i.e.: quotes/ motivating words (from famous figures) and points to ponder (specific parts in the textbook consisting questions, statements, and the like).

There are also some implications based on the findings especially regarding the process of designing textbook. The

results show that there are various skills of 21st century integrated in this English textbook. Teachers should find other materials that can provide those skills since the integration is not done equally (in the same amount). It is also recommended that textbook writers and publishers publish English textbook that not only attempt to achieve the communication objectives which helps the success of students to succeed but also has a strong positive impact in showing and giving examples of good values in 21st century skills. The fact that there are many 21st century skills that need to be integrated should make textbook writers and publishers pay attention to this. Since there is some inadequacy especially in terms of skills integrated, there is a need to design textbooks that integrate them which are required to be integrated by curriculum. One of the ways in how to do that is creating collaboration between publishers and teachers or other parties such as teacher associations who are capable in this field.

There is a suggestion for future researchers who are interested in conducting a study under the area of textbook evaluation. This research only focuses on one English textbook. However, it is a strong suggestion for those who are interested in the relevant field to analyze more textbooks because there are still numerous textbooks which have not been evaluated yet. In addition, analyzing the other grades is also expected since this research only analyzed textbooks for tenth grade.

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