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THE REPRESENTATION OF 21st CENTURY SKILLS IN AN INDONESIAN EFL TEXTBOOK

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Abstract
Textbooks play an important role in language teaching practices as the core source of knowledge. Meanwhile, the 21st century demands students having more advanced skills to solve the multifaceted and complex life situation. In fact, there are still limited studies evaluating textbooks based on the inclusion of 21st century skills. Looking at the gap, this study aimed to analyze the representation of 21st century skills in an Indonesian EFL textbook. A content analysis research design was applied in this study. The subject of the study was an EFL textbook used by grade 7 students. The results of the study revealed that there were 12 out of 15 of the 21st century skills presented in the textbook. The most dominant skills were communication and collaboration. The representation of the skills was done through some learning tasks such as goals, inputs, procedures, teacher/learner roles, pictures and notes. Yet, the textbook did not include global awareness, media and economic literacy. It also provided insufficient topics and materials about information, communication and technology (ICT). Therefore, it is suggested for further revision to consider the inclusion of global awareness, ICT, media, and economic literacy in the materials.

Keywords: textbook evaluation, 21st century skills, Indonesian EFL textbook

Introduction
A number of advantages are provided by textbooks. According to Brown (2001) textbooks are the most obvious and common form of material that can support language instructions. Correspondingly, textbooks assist teachers and students to study knowledge of the target language. Most language teachers use textbooks for helping their students to understand language features, expressions and functions. In addition, they use textbooks as a guideline for conducting well-organized teaching practices. Next, textbooks are not only used as a guide for teachers and students but also functioned as a tool to make both of them well-engaged in the learning activities (Margana & Widyantoro, 2017). Through textbooks both teachers and students always stay to be connected and bounded in a single event namely learning activity. Moreover, textbooks can be employed as a standard source of information, instruments and key components of language teaching practices since textbook itself provides the core learning materials

containing a plenty of language inputs for language learners (Graves, 2000; Tomlinson, 2011; Richard, 2001). In the same way, Harmer (2007) mentioned some benefits of textbooks for language teaching practices such as satisfactory language control, CD-ROMs (for extra resource materials and useful web links), suggestions, alternatives, extra activities, illustrations and interesting topics. With such benefits, it is logical that textbooks are exist till now. Then, certainly many teachers still rely much on textbooks due to its ability to support the success of language instructions.

As it is believed that textbooks serve a great contribution to the success of teaching practices, Indonesian Ministry of Education and Culture launched standard textbooks for all subjects, including English. They are intended to be used as the main learning sources by all public schools in Indonesia. The standard textbooks are called '*Buku Sekolah Elektronik (BSE)'* or electronic school textbooks since the formats are in form of e-books/pdf files. BSE are based on the recent curriculum, the 2013 curriculum. They are designed and revised several times following the revision processes of the 2013 curriculum. Likewise, BSE is free of charge. It is distributed to all public schools and each school can use the textbooks flexibly either directly in form of e-books or changing them to be printed books.

Commonly, many teachers believe that BSE is good textbooks because they are produced by government. However, they have to evaluate the textbooks because every textbook potentially has weaknesses such as its language content, instructions, and mismatch with students' needs (Yusuf, 2008). Talking about textbook evaluation, many experts agree that there should be criteria for evaluating textbooks such as layout, design, organization, methodology and language features (Williams, 1983; Sheldon, 1988; Cunningsworth, 1995). Likewise, there are two common approaches for evaluating textbooks namely impressionistic overview and in-depth evaluation (Cunningsworth, 1995). The former relates to how textbooks are evaluated at glance simply by looking at their strengths and weaknesses while the latter refers to how textbooks are evaluated in more detail assessing their purposes/aims, language content, language skills, organization, topics and methodology. Thus, the present study focuses on the second approach, in-depth evaluation. Unlike other studies evaluating textbooks based on cultural representation (Setyono & Widodo, 2019; Parlindungan, Rifai & Safriani, 2018; Dinh & Sharifian, 2017; Tajeddin & Teimournezhad, 2015) or gender representation (Yang, 2011; Lee, 2014; Mukundan & Nimehchisalem, 2008), the present study tries to evaluate an EFL textbook based on the inclusion of 21st century skills.

Driven by the advance development of technology, globalization and digitalization, today's education demands its graduates to be more competent to survive in this competitive era (Brown, Lauder & Ashton, 2008; Barrot, 2018). Looking at the situation, it is urgently needed to prepare students by equipping them with 21st century skills. Likewise, English textbooks play an important role to be a tool for promoting 21st century skills to students. To achieve better results of fostering students' 21st century skills, the promotion should be done earlier in the secondary school level. Consequently, integrating 21st century skills into grade 7 (the first grade of junior high school) English textbook is significantly important since through this way the teachers can help their students to survive in 21st

century era by possessing higher level of cognitive skills and learning capacities (Law, 2014; Joint Research Centre-European Commission, 2010).

Two previous related research supports this study. The first study focuses on revealing the 21st century skills that are integrated in an Indonesian EFL textbook for senior high school grade ten (Rakhmawati & Priyana, 2019). The results show that the evaluated textbook has integrated the 21st century skills especially the learning and innovation skills. In addition, the textbook also integrated some other values which are related to other aspects such as information, media, technology skills, life and career skills. The integration strategies are mostly done through some parts of the textbook including the goals, inputs, procedures, teacher roles, learner roles and settings. Then, the second study investigated to what extent the three Moroccan ELT textbooks helped students to build up the 21st century skills (Bouzid, 2016). There were seven skills considered as important to be integrated into the textbooks; (communicate clearly, cross-cultural understanding, think critically, think creatively, work collaboratively, and use ICT effectively). The results of the study revealed that the textbooks did not provide a sufficient number of activities that would help fostering the aforementioned skills among learners. In addition, the three textbooks relied on traditional activities that were conventionally used in ELT textbooks to develop reading, writing, listening and speaking skills.

Since the first study concerns about a senior high school English textbook and the second study was done in Moroccan context, the current study takes another part of this research area by revealing the integration of 21st century skills in an Indonesian EFL textbook (BSE) for the first grade of junior high school (grade 7) entitled "*When English Rings a Bell*". The result of this study is expected to be used as a practical consideration for further alteration and the research questions are presented as follows.

1. What are the 21st century skills integrated in the English textbook *"When English Rings a Bell"?*
2. How are the 21st century skills integrated in the English textbook *"When English Rings a Bell"?*

A Brief Overview of the Textbook

The textbook is designed for the first grade of junior high school (grade 7) with an eye-catching title "*When English rings a bell*". It is stated in the cover that the textbook uses the curriculum 2013 with the latest revision (2017 revision). Referring to the most updated curriculum in Indonesia, the textbook includes four competencies of 2013 Curriculum, namely spiritual, social, knowledge, and skill competence. Besides, the textbook also includes character values which are instilled in 2013 Curriculum such as honesty, tolerance, discipline, perseverance, creativity, independence, democracy and so forth. Since the textbook is based on the curriculum 2013, it is expected that the textbook applies Scientific Approach (SA) consisting several steps, namely observing, questioning, collecting information, associating, and communicating (Fauziati, 2014; Kemdikbud, 2013) which is promoted in the curriculum 2013. Although the textbook explicitly holds the Scientific Approach, the organization of the learning materials suits to the idea of Genre-Based Approach (GBA) (Feez & Joyce, 1998; Emilia, 2011) because it is preceded by stimulating students' knowledge (Building knowledge of the field

in GBA, observing in SA) and ended by presenting the students' works (Independent construction of the text in GBA, communicating in SA). In terms of the content aspect, there are eight chapters included in the textbook which embed language in use in a specific social context. The chapters' names are in form of expressions such as *"Good morning. How are you? It's me! What time is it?"* In general, all of the learning activities in every chapter cover the four skills of English (listening, speaking, reading, and writing).

The 21st Century Skills

Globalization forces everybody to survive in this complex and competitive era. However, many students graduating from secondary schools, technical colleges and universities were still lacking some basic and applied skills such as communications, critical thinking, work ethic, collaboration, technology and leadership (Trilling & Fadel, 2009). This situation demands schools to promote the 21st century skills to students since education plays a vital role in developing students' knowledge, skills, and attitude (OECD, 2018). A number of teaching techniques can be done for promoting 21st century skills to students. Yet, it should be definitely supported by relevance learning materials. Therefore, integrating 21st century skills in English textbooks also becomes the focus in the promotion of 21st century skills.

Moreover, a number of organizations already have introduced frameworks for 21st century learning. The frameworks describing skills needed in 21st century can be the reference for teaching 21st century skills as well as evaluating the integration of 21st century skills in textbooks. Ruiz-Primo (2009) conducted a study on comparing some frameworks for 21st century learning and this thorough study has been reviewed by Jia, Oh, Sibuma, LaBanca and Lorentson (2016). From these studies, there are five well-known organizations designing frameworks for 21st century learning, namely Partnership for 21st Century Skills (2009), AASL Standards for the 21st Century Learner (2007), ISTE's National Education Technology (2000), NCREL's enGauge framework (2002), and National Research Council (2008). Jia et al. (2016) summarize the frameworks for 21st century learning introduced by those organizations as follows.

Table 1. The summary of 21st century frameworks by Jia et al. (2016)

Frameworks	Components and Descriptions
Partnership for 21st Century Skills (2009)	Consists of four major components, namely 1. Life and career skills (describe skills which are necessary for daily life such as flexibility, productivity, leadership and responsibility). 2. Learning and innovation skills (consist of four sub skills namely critical thinking, creativity communication, and collaboration. This is also called 4Cs). 3. Information, media and technology skills (include skills which are used in the field of technology such as IT and media literacy). 4. Core subjects (the main subjects suggested for schools such as math, English, science, health literacy, civic literacy and environmental literacy)

AASL Standards for the 21st Century Learner (2007)	Consists of four goals 1. Inquire, think critically, and gain knowledge (learners are demanded to always absorb new knowledge through the use of their critical thinking as well as the use of inquiry-based learning). 2. Draw conclusions, make decisions, create new knowledge (with the prior knowledge, learners are expected to be able to make decision/ conclusion/ interpretation about some certain issues and it results on new insight). 3. Share knowledge and participate ethically and productively (learners are also required to share their knowledge along with their perspectives in order to contribute to the enrichment of information/resources). 4. Pursue personal and aesthetic growth (learners should be always maintaining their curiosity in acquiring new knowledge).
ISTE's National Educational Technology Standards (2000)	Provides two standards, for teachers and students Students' standards (NETS-S 1. Being communicative and creative 2. Foster communication and collaboration skills 3. Sharpen information literacy 4. Being critical and good problem solver 5. Digital citizenship 6. Technology literacy Teachers' standards (NETS-T) 1. Help and encourage students in learning process to be always creative. 2. Create digital learning experiences along the digital assessments. 3. Being role model for students in the digital learning and work environment. 4. Promoting digital community and responsibility. 5. Fostering professional development and leadership.
NCREL's enGauge framework (2002)	Includes four components 1. Digital age literacy (prepares learners to be familiar with technological literacy skills for processing any issues such economy, science, multicultural and global awareness). 2. Inventive thinking (trains learners to be more adaptable in any problematical situations which involves creativity, risk-taking and higher order thinking). 3. Effective communication (encourages learners to be more skillful in doing social interaction and collaboration). 4. High productivity (prepares learners to be able to produce wise decision for solving any problematical issues by prioritizing, planning, managing solutions.
National Research Council (2008)	Five aspects are highlighted 1. Adaptability (requiring learners' ability to adjust with new situations or new circumstances in this disruptive

	era). 2. Complex communication/social skills (being be able to process verbal and non-verbal information as well as aspirate their ideas or opinions properly 3. Non-routine problem solving (employing critical thinking to find the most appropriate solutions over problems). 4. Self-management/self-development (being able to work independently along with constructive and initiative actions). 5. Systems thinking (using cognitive aspect to understand the interconnections and breakdown every part of complex problems)

Another framework of 21st century skills is proposed by Lamb, Quentin and Esther (2017). The framework is simpler covering nine key skills of the 21st century.

Table 2. Framework of 21st century skills (Lamb, Quentin & Esther, 2017)

No.	Skills	Description
1.	Critical thinking	Refers to the ability to assess the value of a claim or information and come to a conclusion about what to believe or to do about it.
2.	Creativity	Creativity is closely correlated with critical thinking. Creativity can be seen as a skill sitting at the intersection between the individual and society and creative skills can be restricted to specific social context.
3.	Metacognition	It is about an individual's cognitive processes and activity. It is also closely related to self-regulated learning (Flavel, 1979 in Lamb et. al, 2017).
4.	Problem solving	Refers to the selection of strategies to solve problems, the application of strategies used to solve problems and the monitoring of the strategy used to solve problems (Newell, 1990 in Lamb et. al, 2017)
5.	Collaboration	It is often conceived as a social skill, alongside assertiveness, responsibility, and empathy (Malecki & Elliott, 2012 in Lamb et. al, 2017).
6.	Motivation	Defined as the impetus to engage in purposive behavior (Ryan & Deci, 2000 in Lamb et. al, 2017).
7.	Self-efficacy	Defined as perceived ability to succeed.
8.	Conscientiousness	Defined as a form of self-discipline.
9.	Grit/ perseverance	Defined as a form of persistence.

Basically, the main concept of 21st century skills relates to higher level use of cognition, literacy, and attitudes. This is intended to respond the more competitive era where social life is complex, disruptive and dynamic. All of the previous frameworks are eligible to be used for criteria in evaluating English textbooks. However, the present study decided to select the Partnership for 21st skills (P21) framework. Two main reasons are considered by the researchers to choose the framework. Firstly, the framework was quite popular since it has been discussed in much literature (Bellanca & Brandt, 2010; Larson & Miller, 2011;

Kay & Greenhill, 2011; Trilling & Fadel, 2009) and developed by a well-known educational organization, pioneering innovative education movements, namely Partnership for 21st century learning. Secondly, the P21 framework includes not only life skills (e.g. flexibility, adaptability, leadership, responsibility) but also learning skills (e.g. critical thinking, creativity, problem solving, communication, collaboration). With more complete coverage of skills, the researchers expected to gain richer data from the textbook.

Method

This study employed content analysis research design where it aimed to describe the representation of the 21st century skills in a textbook (Krippendorff, 2004). An English textbook entitled *"When English Rings a Bell"* was the subject of this study. The researcher analyzed the textbook by adapting P21 framework since this framework provides detail descriptions of 21st century skills and it has been used by many studies exploring the issue of 21st century learning. Table 3 shows the skills included in the framework.

Table 3. The skills of P21 framework (Partnership for 21st Century Skills, 2009)

1. Global awareness	8. Communication and collaboration
2. Financial, business, and entrepreneurial literacy (Economic literacy)	9. Information literacy
	10. Media literacy
3. Civic literacy	11. ICT literacy
4. Health literacy	12. Flexibility and adaptability
5. Environmental literacy	13. Social and cross-cultural skills
6. Creativity and innovation	14. Productivity and accountability
7. Critical thinking and problem solving	15. Leadership and responsibility

Then, the textbook's components that would be assessed were goals, inputs, procedures, teacher/learner roles and settings (Nunan, 2004; Rakhmawati & Priyana, 2019). However, the researchers put some other components such as the pictures, notes, and quotations/information corner in order to gain wealthier data coverage. The detail format of the framework for evaluating the textbook is attached in the appendix. Furthermore, the data were analyzed by interpreting each of the task component/ learning activity based on the presence of the 21st century skills and counting the percentage of the 21st century skills integrated in the textbook. Thus, results of the data analysis were presented in form of narrations.

Findings and Discussions

Data distribution of 21st Century Skills

Based on the analysis of the English textbook it was found that there were 705 tasks which spread into some categories such as goals, inputs, procedures, teacher/learner roles, settings, pictures and notes. Quotes/Information corner was the only part of tasks that did not exist in the textbook. Important to note, not all of the 705 tasks represented the 21st century skills. There were only 300 tasks which contain the promotion of 21st century skills (see table 5). Then, to identify the categorization and distribution of all tasks, we can refer to table 4.

Table 4. The summary of task categorization and distribution

Task Category	Task Distribution
Goals (G)	= 8 (found in the cover of each unit)
Inputs (I)	= 71 (mostly found in observing & questioning)
Procedures (P)	= 139 (spread evenly, found in all learning stages)
Teacher/Learner Roles (T&LR)	= 73 (mostly found in observing & questioning)
Settings (S)	= 88 (spread evenly in all units, mostly in pictures)
Illustrations/ Pictures (I/P)	= 325 (spread evenly in all units)
Notes (N)	= 1 (in the first unit)
Total Tasks	= 705 tasks

Then, there were 12 out of 15 skills integrated in the textbook. They were 1) civic literacy, 2) health literacy, 3) environmental literacy, 4) creativity and innovation, 5) critical thinking and problem solving, 6) communication and collaboration, 7) information literacy, 8) ICT literacy, 9) flexibility and adaptability, 10) social and cross-cultural skills, 11) productivity and accountability, and 12) leadership and responsibility. Meanwhile, three skills namely 1) global awareness, 2) Economic literacy and 3) media literacy did not exist in the textbook. Table 4 shows the summary of the 21st century skills integrated in the textbook.

Table 5. The 21st century skills integrated in the textbook

No	The 21st Century Skills	Location (Page)	Tasks								Total
			G	I	P	T& LR	S	I/P	N	Q/ IC	
1.	Global awareness	-	-	-	-	-	-	-	-	-	-
2.	Financial, economic, business & entrepreneurial literacy	-	-	-	-	-	-	-	-		-
3.	Civic literacy	168,169,173			1	3					4 (1.3%)
4.	Health literacy	39,91,100,103,120				1		6			7 (2.3%)
5.	Environmental literacy	59,60,66,69,70,73,74,77,78,83,85,87,96,114,115,141,146, 164	1	1	4	4		15			25 (8.3%)
6.	Creativity & innovation	3,65,71,107,172, 174,183			4	2			1		7 (2.3%)
7.	Critical thinking & problem	14,16,72,75,76,78,79,81,82,84,85,88,89,90,94,106			14	5		2			21 (7 %)

	solving	,136,154, 162,165,182										
8.	Communication & collaboration	4,5,6,7,8,9, 11,12,13,14,15,18,23,24,25,26,29,34,35,40,43,45, 48,49,54,57,58,61,63,67,91,94,97, 101,102,105,108,109, 110,113,115,118,119, 121,122,129,130,132, 133,137,138,139,140, 142,144,147,148,150, 151,152,153,154,155, 156,157,158,159,160, 162,163,165,167,170, 174,181			67	5	28	35				135 (45%)
9.	Information literacy	22,25,30,31,32,33,37,38,39,41,52,166,170,173	1	1	5	1		11				19 (6.3%)
10.	Media literacy	-	-	-	-	-	-	-	-	-		-
11.	ICT literacy	178,155			2							2 (0.67 %)
12.	Flexibility & adaptability	102,103,106,111,112, 115,117,120,121,122,128,134,135,136,146,150,151,152,153,156, 157, 158,160				40		2				42 (14%)
13.	Social & cross-cultural skills	1,14,17,21,22,44,99,111,112,117, 122,127,151, 157,158,163	4	2	2	10		6				22 (7.3%)
14.	Productivity &	10,35,41,57,64,91,134,			4	2		3				9 (3%)

	accountability	135,136				
15.	Leadership & responsibility	15,19,25,42	1	2	4	7 (2.3%)
		Grand Total				300 (tasks)

Talking about the distribution of the 21st century skills within the seven-task category (goals, inputs, procedures, teacher/learner roles, settings, illustrations/pictures and notes), we can identify table 5 where procedures, teacher/learner roles and illustrations/pictures were the dominant tasks representing the 21st century skills. Meanwhile, notes became the least task for integrating the 21st century skills. Although the skills were not distributed in all tasks evenly, they were spread in all units of the textbook. We can see how various the location (page) of each skill.

Moreover, among the 12 skills presented in the 300 tasks, two skills namely 1) communication and collaboration 2) flexibility and adaptability were dominant skills integrated in the textbook. Communication and collaboration reach 45% (presented in 135 tasks) while flexibility and adaptability achieve 14% (presented in 42 tasks). Meanwhile, ICT literacy was the least skill to be integrated in the textbook. ICT only reached 0.67/1% (presented in 2 tasks). Figure 1 presents the percentage of the 21st century skills distribution.

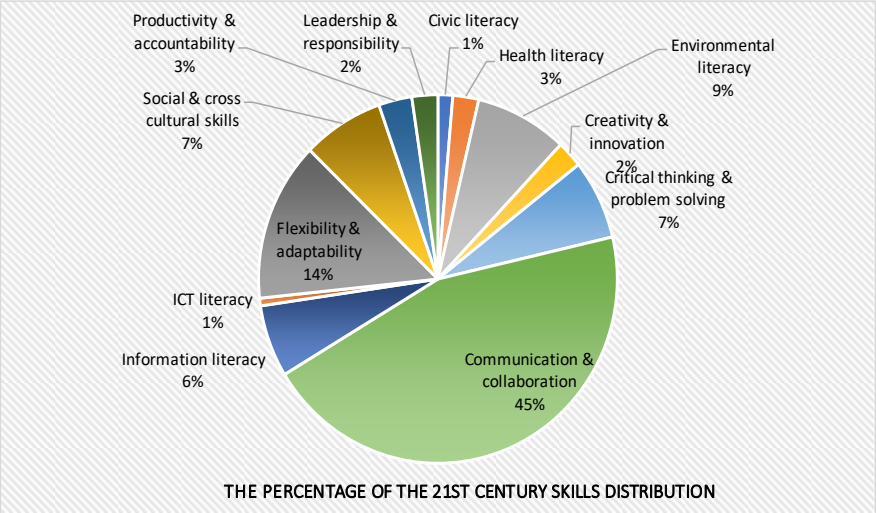


Figure 1. The percentage of the 21st century skills distribution

Narrative descriptions of the twelve 21st century skills

This section provides elaboration of each skill included in the textbook.

Civic literacy

Civic literacy was mostly described in form of conversation which discussed Indonesia in chapter VII (I'm Proud of Indonesia). Here, the conversation discussed the geographical condition of Indonesia such as the oceans and continents near Indonesia, the five big islands of Indonesia, and the climate of Indonesia. The example of the conversation is presented below.

***Student 1**: we are all proud of Indonesia, aren't' we? Let's describe it together!*

***Student 2**: Indonesia is a big country. It is between two continents, Asia and Australia, and between two oceans, the Pacific Ocean and the Indian Ocean. It is the largest archipelago in the world. There are more than seventeen thousand islands in Indonesia.*

***Student 3**: We have a lot of islands. The big ones are Papua, Kalimantan, Sumatra, Sulawesi, and Java. Of the five islands, Java is the smallest, but it is the most populated one. We can find people from around Indonesia in Java.*

***Student 4**: Indonesia is on the equator. It is a tropical country. The sun shines brightly every day, so it is mostly hot. It has two seasons, the rainy season and the dry season.*

(Page 168/BSE/When English Rings a Bell/2017)

Although it did not give specific information about the system of state administration, the state form, the ideology of Indonesia *(Pancasila)* and law in Indonesia which belonged to the core of civic education, at least it gave such brief information of Indonesia in terms of geographical information.

Health literacy

Health literacy was mostly described in form of pictures. It was found that there were 6 pictures and one procedure/instruction which described about health. Here, health literacy was about persuading students to be aware of their body condition, the cleanliness, and healthy life style. Below is one example of the picture that includes healthy literacy *(in the sentence "There are garbage cans, too. We can keep this park clean.)*

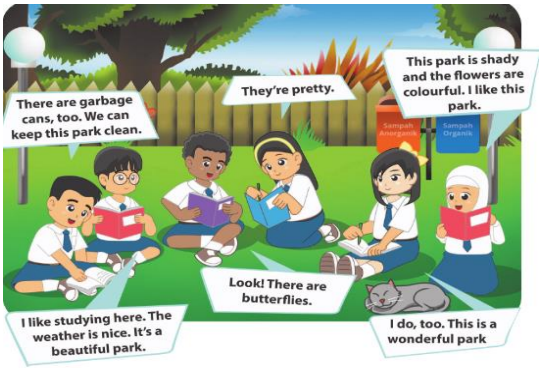


Figure 2. The representation of health literacy
(Page 100/BSE/When English Rings a Bell/2017)

From this we see that introducing health literacy to young learners (junior high school/grade 7) is easier through visual media like pictures. Young leaners are still interested in concrete and attractive illustrations.

Environmental literacy

Environmental literacy was also dominantly depicted in form of pictures. In general, the picture was about environment such as the names of building (e.g. a bank, school, hospital, police office, park etc.), the names of things in a house (e.g. a table, cupboard, lamp, kitchen, yard etc.) and the names of things in

classroom (e.g. a whiteboard, chair, table, clock, LCD projector etc.). The following picture is one example of the picture that portrays the environmental literacy.

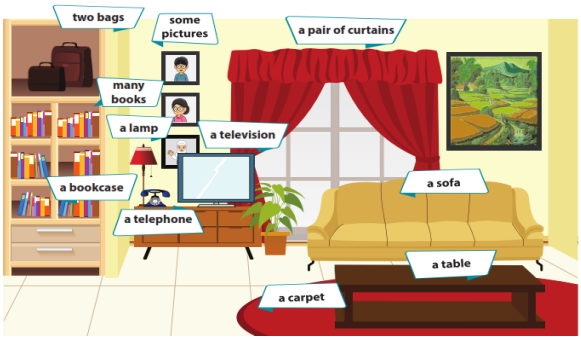


Figure 3. The representation of environmental literacy
(Page 70/BSE/When English Rings a Bell/2017)

Although the pictures were not about the great movement of saving environment such as reducing the use of plastic, reducing the use of pollutant energy (fossil fuel), reforestation etc., at least it helped students to improve their vocabulary about things in their environment.

Creativity and innovation

Creativity and innovation were described mostly in procedures or instructions. Some instructions asked the students to do a task which demands their creativity and innovation such as stating name of things in a living room, identifying facilities a classroom, observing schools, singing a song/lyric with other song's rhythm etc. However, there were only 7 creativity and innovation skills found in the textbook, 4 of them were in procedure, 2 of them were in teacher & learner roles and 1 of them was in note. The following is a procedure which demands the students' creativity.

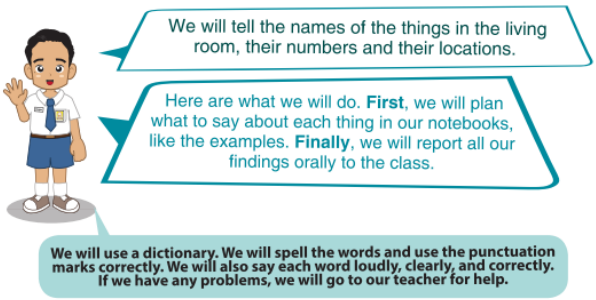


Figure 4. The representation of creativity and innovation
(Page 71/BSE/When English Rings a Bell/2017)

Characteristically, young learners need more guidance and attentions than adult learners. Their creativity and innovation still need to be ignited by external factors like teachers or instructions. Therefore, procedures/instructions of the textbook play a significant role for stimulating students' creativity and innovation.

Critical thinking and problem solving

Critical thinking and problem solving are important skills needed by students in their practical life. The textbook included 21 critical thinking and problem solving skills which were distributed mostly in the procedure, 14 of them

were in the procedure, 5 of them were in teacher/learner roles and 2 of them were in the pictures. The critical thinking and problem-solving skills were in form of giving solution for someone who had a problem and finishing tasks/projects. The procedure below is one example of procedures which requires students' critical thinking to solve the tasks (identifying stuff & facilities in bathrooms).

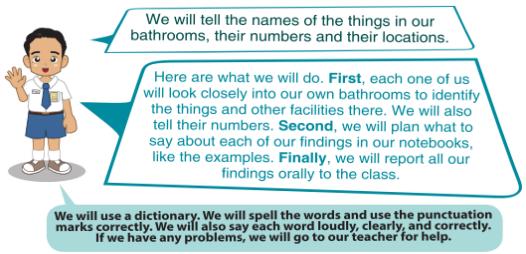


Figure 5. The representation of critical thinking and problem solving
(Page 82/BSE/When English Rings a Bell/2017)

Similar to the previous skill, there should be encouragement like teachers' guidance or instructions/procedures for promoting critical thinking and problem solving to young learners due to less autonomous characteristics. Their critical thinking and problem solving skills were stimulated easily through something that can direct or push them.

Communication and collaboration

Communication and collaboration were the dominant skills integrated in the textbook. There were 135 tasks representing communication and collaboration skills in the textbook. Mostly, the skills were described in the procedure. Here, communication and collaboration were illustrated in form of greeting, asking for information, giving information, describing things and cooperation (group working). These skills are crucial to be promoted for students because these skills are practically needed in real life situation. The procedure below is one example of the procedures that asks the students to do collaboration in form of working in groups.

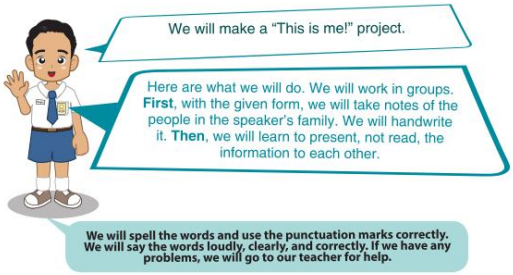


Figure 6. The representation of communication and collaboration
(Page 35/BSE/When English Rings a Bell/2017)

Looking at the great number of tasks representing communication and collaboration skills, it indicated that the textbook wants to shape students to be a good team worker. In addition, the use of procedures/instructions for promoting communication and collaboration skills was intended to make students practice the skills directly.

Information literacy

Information literacy was described mostly in form of pictures and it is about personal information of a person (e.g. name, age, job, address, hobbies, family etc.), someone's schedule of daily activities and geographical information of Indonesia. This skill is also urgently needed by today's students since they need to be knowledgeable and to be able seeking for information autonomously. The picture below is one of the examples about the inclusion of information literacy skill in the textbook.



Figure 7. The representation of information literacy
(Page 170/BSE/When English Rings a Bell/2017)

In general, the content of information provided by the textbook is quite relevant to students' cognitive and proficiency level. The vocabulary reflects on the 1000 most common words and it is appropriate for junior high school students. Likewise, it decreases the potential barriers of practicing information literacy skill.

ICT literacy

Although the textbook had integrated the communication and collaboration massively, the ICT literacy skill was not really highlighted. There were only two ICT literacy skills included in the textbook, even it was just mentioning the ICT media without giving satisfied overview of using ICT media effectively and efficiently. The procedure below instructed that students might download the song from YouTube. However, there was no detail explanation/steps for searching a song in YouTube properly.

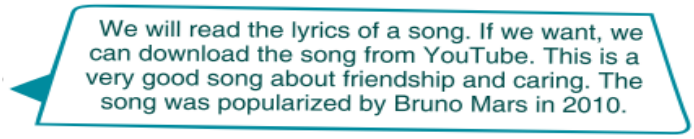


Figure 8. The representation of ICT literacy
(Page 178/BSE/When English Rings a Bell/2017)

In short, this indicated that the textbook did not have high concern on ICT literacy. Thus, it is suggested for further revision to include more tasks related to ICT literacy.

Flexibility and adaptability

Flexibility and adaptability skills were described in form of the students' readiness and flexibility in performing any dialogues. In performing dialogues, students were demanded to be adaptable and flexible in playing the roles of the speakers. Mostly, the flexibility and adaptability skills were included in procedures since it asked the students to play the roles of speakers in certain conversation. Here is the example of a procedure that includes the flexibility & adaptability skill.

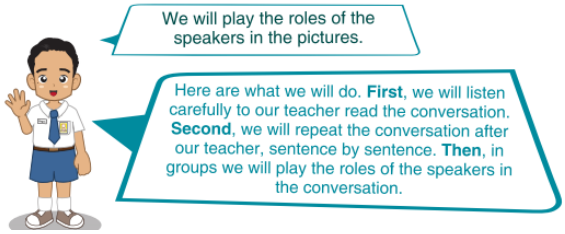


Figure 9. The representation of flexibility and adaptability
(Page 103/BSE/When English Rings a Bell/2017)

In summary, flexibility and adaptability were integrated in an appropriate task category (procedure) where it could train students to be always ready facing any kind of situations.

Social and cross-cultural skills

Social and cultural skills were depicted in form of the ability to behave and respond to others appropriately. Mostly, these skills were integrated in the teacher/learner roles while some others were instilled in pictures, procedure, input and goal. These skills trained students to be more aware of their social life and building good interaction. The following is one of the teacher/learner roles that promotes the social and cross-cultural skills.

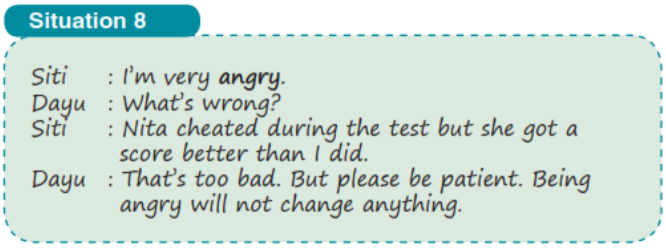


Figure 10. The representation of social and cross-cultural skills
(Page 122/BSE/When English Rings a Bell/2017)

Ideally, the social and cross-cultural skills should pertain the target language culture (TLC), international culture (IC) and local culture (LC). Then, it can be integrated in other task categories like procedures, pictures, notes and quotes. Thus, it is suggested to include TLC, IC and LC in the textbook for further revision.

Productivity and accountability

Productivity and accountability skills were illustrated in form of students' activities that belonged to the important or good activities such as studying,

working, doing sports etc. These skills were found in pictures, teacher/ learner roles and procedure. The following is one of the students' tasks to draw the minute hand and hour hand. In addition, this exercise includes the productivity skill in the sentence *"Edo goes to the library with Udin and Beni. They love reading textbooks".*

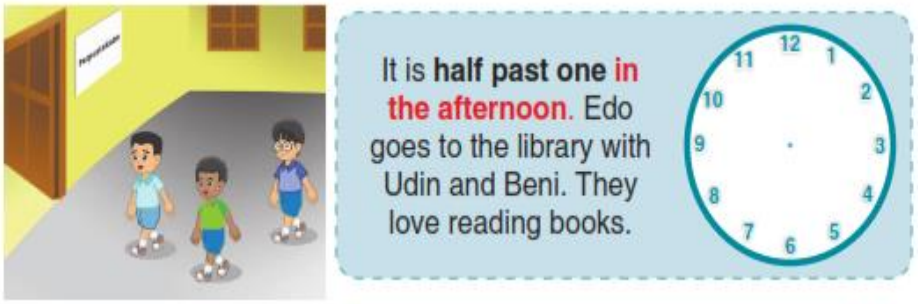


Figure 11. The representation of productivity and accountability
(Page 41/BSE/When English Rings a Bell/2017)

In general, productivity and accountability skills were already described well in the textbook. The content of materials was designed to give examples of being productive and accountable students.

Leadership and responsibility

The last skills embedded in the textbook were leadership and responsibility. There were seven responsibility skills integrated in the textbook and those skills were spread in pictures, settings and procedure. However, the textbook only included the responsibility skills. There was no leadership skills promoted in the textbook. The picture below shows about students' promise to behave nicely by always greeting others, saying good bye, thanking and saying sorry if having mistakes.

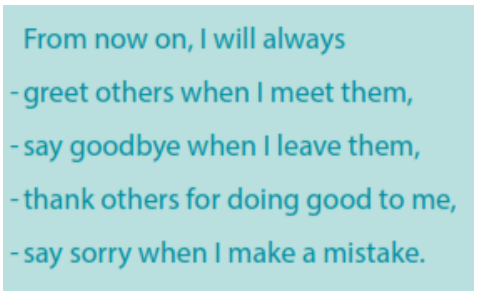


Figure 12. The representation of leadership and responsibility
(Page 19/BSE/When English Rings a Bell/2017)

Since there was no material pertaining leadership skill, it is suggested to include it in the textbook for further revision. Leadership skill can be included in several task categories like in procedures and inputs. In procedure, students can be asked to do group work and they have to select a leader to manage the group. Meanwhile, some stories telling how to manage a team, class or organization can be good inputs for promoting leadership skill.

In summary, the English textbook entitled *"When English Rings a Bell"* had integrated some 21st century skills. There were 12 out of 15 skills integrated in the

textbook. The most dominant skills integrated were communication and collaboration while the least skills included in the textbook were ICT literacy. Then, five skills including 1) health literacy, 2) civic literacy, 3) creativity and innovation, 4) leadership and responsibility and 5) productivity and accountability were described limitedly. Another five-skill comprising 1) information literacy, 2) critical thinking and problem solving, 3) environmental literacy, 4) flexibility and adaptability, 5) social and cross-cultural skills were presented moderately. Yet, three skills 1) global awareness, 2) Economic literacy and 3) media literacy were not included in the textbook. In this case, there was imbalance proportion of 21st century skills representation. Ideally, the representation of the skills should be adequate and balance where all of the four cores of 21st century skills 1) life and career skills, 2) learning and innovation skills (4Cs), 3) information, media and technology skills and 4) key subjects/interdisciplinary themes were included.

In terms of the way the skills presented, there were 7 out of 8 learning tasks that were used to present the skills. They were goals, inputs, procedures, teacher/learner roles, settings, pictures and notes. The most dominant learning tasks used to present the skills were procedures, teacher/learner roles and pictures. Meanwhile, goals, inputs and notes were the least learning tasks that were used to present the skills. In this case, it was not necessary to have balance distribution of learning tasks to present the 21st century skills. The most important thing is that the skills are embedded in the learning tasks where the students are actively engaged such as in teacher/learner roles and pictures. It aims to maximize the promotion of the 21st century skills to the students.

Talking about school textbook development, materials that are used to promote 21st century skills should also relate to today's students' real-life situations. This is quite challenging since now real-life situation is dynamic and heterogeneous. Also, the issue of integrating 21st century learning principles demands the English teachers' role to contextualize the teaching and learning process in order to help students to not only acquire the knowledge and skills but also practice them in real-life situations (Barrot, 2018; Ozverir & Herrington, 2011). The students' real-life situations for this time are commonly related to internet, social media, online games, digital reading and updated news. All of them refer to the use of technology because today's students belong to digital native (Seemiller & Grace, 2016). However, the textbook did not provide sufficient topics and materials which relate to the use of ICT. In addition, global awareness, economic literacy and media literacy were also not included in the textbook. Therefore, today's textbooks are suggested to provide ICT, media and technology literacy because ELT practices should not only allow students to just articulate thoughts and ideas effectively using oral, written and nonverbal communication but also allow students to use multiple media and technologies (Fandino, 2013). Likewise, materials pertaining global news, trends, updates, financial management and planning should also be integrated. Moreover, today's textbooks are also suggested to provide digital storytelling since it promotes the 21st century skills like ICT literacy, communication and creative thinking, self-regulated learning, collaborative learning and it engages both teachers and students (Ming et. al, 2014; Robin, 2008).

Conclusion

Based on the result of the analysis, it can be concluded that the English textbook entitled "*When English Rings a Bell*" had included some 21st century skills in which communication and collaboration were the most dominant skills presented in the textbook. The representation of the skills was done through some learning tasks such as goals, inputs, procedures, teacher/learner roles, settings, pictures and notes where the procedure, the teacher/learner roles and the pictures were the most frequently used learning tasks to present the 21st century skills. Yet, the textbook did not include global awareness, economic literacy and media literacy. Additionally, it provided insufficient topics and materials about information, communication and technology (ICT). In fact, today's students' real-life situations are closely related to internet browsing, social media and searching for global news/trends/updates. They are also demanded to be more autonomous in financial management and planning in the future. Therefore, it is suggested for further revision to include topics and materials about ICT, global awareness, media and economic literacy. Moreover, the 4Cs (creativity, critical thinking, communication and collaboration skills) should be also integrated in the learning materials because they are the most prevalent skills referred to the 21st century learning (Bedir, 2019). As a result, English teachers are also suggested to highly comprehend the theoretical foundations of 21st century learning principles and manage problem-solving activities in order to foster students' 4Cs (Handayani, 2017; Halverson, 2018).

Furthermore, the pedagogical implication of this study relates to the development of English textbooks particularly for secondary school level that should consider the inclusion of 21st century skills especially global awareness, ICT, media and economic literacy. The 4Cs (creativity, critical thinking, communication and collaboration skills) were also recommended to be integrated as it is the most prevalent skills of 21st century learning. This is intended to prepare our students surviving in a digital-competitive and disruptive era. Likewise, materials developers have to keep up to date in designing textbooks by following the dynamic changes of world due to the impact of technology development and globalization. Thus, infusing 21st century skills to secondary school textbooks will be a strategic way to prepare students early facing the multifaceted and complex life situation.

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