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## Analyzing 21<sup>st</sup> Century Skills in Textbook Of English-Speaking Task: A Case at Vocational High School

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### Abstract

**Abstract:** In this Era, English textbook is still used as one of important sources in the teaching and learning process by the teachers. The contents of English textbook should fulfill students' need and cover 21<sup>st</sup> skills which are useful for students in their future life. Hence, the analysis of English textbook is essential to be conducted. This research aims to describe the general overviews of two English textbooks and to describe 21<sup>st</sup> century skills are represented in the speaking task of vocational high school textbooks. This research used qualitative research and document analysis is used as technique of collecting data. Two English textbooks published by the Ministry of Education and Culture and Erlangga have good and very good content category, which is adapted by the Cunningsworth checklist. This means that two books have the capacity to be textbooks and in vocational high school for tenth grade. Moreover, both books have almost excellent category in learning and innovation skills or 4c skills like have lot of percent of Critical thinking, Communication, Collaboration and Creativity. And also have a lot percent in Life skills like FLIPS except Leadership.

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## INTRODUCTION

In this modern era, students need to expand their knowledge in order to face globalization. One of steps that can help to increase the knowledge is rich materials

which are used in the teaching and learning process. Two mains statement from meaning in material by expert are anything which is used to help language learners to learn (Tomlinson, 2011. p. 2) and "anything which can be used to facilitate the learning of a language, including course books,

videos, graded readers, flash cards, games, websites and mobile phone interactions” (Tomlinson, 2012, p. 143). Material contains varied contents. For example, practice exercises or dialogue also commands to do something as a practice. According to Gomez (2019) about “Development of a 21<sup>st</sup> Century Textbooks” that textbooks or materials are of great importance for PE teachers to impart 21<sup>st</sup> Century skills to learners. Textbooks need to be localized, flexible and personalized in terms of choices, options, and other possibilities (Tomlinson, 2012). These skills that include are: (1) the proficiency in core subjects combined with 21<sup>st</sup> century concepts; (2) the 4C’s which are communication, collaboration, creativity, and critical thinking; (3) the information, media, and technology skills; and (4) the life and career skills (e.g., Gomez, 2019).

This research discussed the English-speaking task and 12 skills 21<sup>st</sup> century. According to Thornburry (2005), people produce tens of thousands words a day in average. Some of them like businessmen and politician may produce more. Before people can speak English well, they learn by using material speaking to support the ability to speak in English. One reason why students must be able to speak English in this century is to bridge the gap between education and industry. In fact, industrial requires workers to have simple English language skills. English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community (Kamonpan, 2013).

Each 21<sup>st</sup> century skill has 3 categories. It classified into three gist elements including (1) learning and

innovation skills, (2) information, media and technology skills, and (3) life and career skills (Trilling & Fadel ,2017). In Permendikbud number 21 there is a statement because students must have skills in the 21st century. Namely to form a golden generation in 2045. When study English at school, students usually use a student textbook that can support abilities to reach goals of syllabus. Task must encompass the required 21st-century skills such as students having the right kind of work attitude and professionalism through interaction and collaboration, thinking critically and creatively, promoting independent-learning as well as collaborative team-work, being able to make judgments and decisions, and understanding the effective use of relevant technology in the workplace (Fandiño, 2013). Researcher analyze the English-speaking task as suitable with 12 skills.

Task is a form of exercise that tests students' abilities. Task described by the big information literacy approach, includes the cognitive processes involved in defining the problem and identifying information needs. Task has an important role in the needs of students in supporting their abilities. According to Liu & Li (2012) that task complexity has been recognized as an important task characteristic in terms of influencing human performance and behaviors. The task in speaking skill should be practiced by the students.

Speaking is a daily life that we cannot ignore. People will communicate by speaking. By speaking, information will also be obtained other things. Speaking is how people can produce words and sentences that can convey what is felt. According to Thornburry (2005), people produce tens of thousands words a day in average. Some of them like businessmen and politician may produce more. Speaking is one of the language skills that learners

should have and develop (Hughes, 2002). Thornburry (2005) stated there are six criteria of speaking task. They are productivity, purposefulness, interactivity, challenge, safety and authentic. In developing speaking skill, it should be connected with 21<sup>st</sup> skill.

According to Trilling & Fadel (2017) about “21<sup>st</sup> Century skills” that skills found in these lists are:

1. Learning and Innovation Skills:  
Learning to Create Together

As 21<sup>st</sup> Century, learning and innovation skills are increasingly being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21<sup>st</sup> century. These are the importance of improving learning and innovation skills in English:

- 1) Communication skills enables students to interact competently and respectfully with others especially across cultural, in diverse and multinational workplaces and communities in our global and digital era.
- 2) Creative skill enables students to think unconventionally, question the herd, and produce astonishing work since many of the fastest-growing jobs and emerging industries rely on workers’ creative capacity. The ability to speak English will also make it easier for a person to improve his creativity. According to Trilling & Fadel (2017) that creative is adaptations made regarding a matter.
- 3) Critical thinking (Hard thinking) skills enables students to judge the information that comes their way every day and sometimes related with the creativity. When someone uses English well, the person can

already understand what the meaning of the word in English is. So, when he is in the world of work in which there are English terms, or the use of English language rules, he will easily solve problems or solutions to be faced. The highest level in work let alone in business. This is non critical standard that divided into 12 items: fun, exciting, feels good, attention getting, popular, patriotic, free, chic, spontaneous, advantageous, easy, and deeply moving / felt.

- 4) Collaboration related to cooperative relations. Collaboration is how to cooperate with friend. This skill is very useful for working in teams (Trilling & Fadel, 2017). So, in speaking task, it appears in Game and types of speaking that needs teamwork.

2. Digital Literacy Skills: Info-Savvy, Media-Fluent, Tech-Tuned

Digital literacy is the ability of relationships to receive information through technology. All the more reason that our 21<sup>st</sup> century students need to acquire the skills to appropriately access, evaluate, use, manage, and add to the wealth of information and media they now have at their thumbs and fingertips (Trilling & Fadel, 2017, et.al). In general, digital literacy capabilities are capabilities that are based on communication such as:

- 1) Information literacy: Understanding facts, figures, statistics, and data. Can convey and speak by the symbols used. According to Trilling & Fadel (2017) if students have digital information literacy skills, they

will have media literacy skills immediately.

- 2) Media literacy: Understanding the methods information is published. Understand and can talk about what information is in the media.
  - 3) Technology literacy: Understanding the machines. It will appear in task that using technology. (e.g., Trilling & Fadel. et al., 2017).
3. Career and Life Skills: Work-Ready, Prepared for Life
- To prepare or faced the work and for future life, people should have this career and life skills. Especially the speaking ability to increase FLIPS as career and life skills.
- 1) Flexibility: Deviating from plans. (In task appear when the answer needs something deviate from planning or wide answer.)
  - 2) Leadership: Motivating. (The task has motivated learners)
  - 3) Initiative: Strategies, and plans on one's own (the task make student have to do without instruction). The initiative covers all student actions, in particular flexibility and leadership at Stauffer (2020) on one of an education articles. This means that the initiative relates to all skills and especially in speaking itself, appear in actions that can be seen.
  - 4) Productivity: Maintaining efficiency (the task need student to make something new with the easier way)
  - 5) Social skills: Meeting and networking with others for mutual benefit (e.g., Trilling & Fadel. et al., 2017).

## METHOD

This part subsequently puts emphasis on the research method comprising the research design and steps of research, source of data, instrument of the research, technique of collecting data, and technique of data analysis.

This research qualitative research. Qualitative research is descriptive which the data is collected in the form of words or pictures rather than numbers (Bogdan & Biklen, 1982). So, this research is descriptive qualitative research. Descriptive qualitative is about research that explains about the data. The data get on 12 skills and frequencies that appear in two different books. After that, the chart described in detail to answer the research questions. The textbook has been analysed based on the task, especially on speaking which is used document analysis. This analysis can explain how the speaking tasks in vocational high school books include 21st century skills or not. All of research method appropriate with this research. So, researcher used this method to analysing between two books of vocational high school, Erlangga "Forward an English" and BSE books that published by The Ministry of Education and Culture of tenth grade.

There are many steps that researcher adapted from Putri, Zaim and Radjab (2014). The steps are:

1. The data was managed first by checking the completeness of the documents. This document is two books of vocational high school, "Forward an English" by Erlangga and BSE books by ministry of education and culture. All books are grade 10 of vocational high school.

2. Researcher should identify to analyse speaking task based on all 21<sup>st</sup> Century skills as indicators (Critical Thinking, Collaboration, Communication, Creativity, Information literacy, Media literacy, Technology literacy, Flexibility, Leadership, Initiative, Productive, Social Skills) on “Forward an English” by Erlangga and BSE books by ministry of education and culture. All books are grade 10 of vocational high school.
3. Identifying speaking task on two different books also that twelve skills 21<sup>st</sup> century that appear on two books.
4. Code the task. This research used 12 skills based on 21<sup>st</sup> century skills. The categories of 12 competencies from the framework for 21<sup>st</sup> century there are

**Table 1** The 12 skills for 21<sup>st</sup> century learning

No.	Learning and Innovation	Digital Literacy	Career and Life
1	Critical Thinking (Problem Solving)	Information Literacy	Flexibility (Adaptability)
2	Creativity (Innovation)	Media Literacy	Initiative (Self Direction)
3	Communication	ICT Literacy	Social Skill (Cross Culture Interaction)
4	Collaboration		Productivity (Accountability)
5			Leadership (Responsibility)

5. The data display in form of table and words. The table is about frequencies of skills that appear in two books. And last is about percentages of skills that show in chart. After that researcher explain and describe about those skills that appear on speaking task in detail it called descriptive qualitative.
6. Make conclusion.

The research was conducted in source data grade 10 of Vocational High School’s book from Ministry education and culture and Erlangga. Researcher found that vocational high schools have textbooks that

are very interested in discussing in terms of content as well as the skills they have produced. Two of book that use in vocational high school is tilted “Forward on English” and Ministry Education and Culture books.

In qualitative research, the instrument is researcher herself. Sugiyono cited in Athamid and Anufia (2019) states that qualitative research as a human instrument serves to focus research, to select informants as data sources, to assess data quality, to analyse data, to interpret data and to make conclusions from its findings.

The first is determining tasks that included in the speaking task according on

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the book “Language Assessment Principles and Classroom Practice” by H. Douglas Brown about speaking task based on several types of speaking tasks. After that the coding is done to make it easier for researcher to calculate the frequency of speaking tasks in both books. Frequencies analysed by coding in 12 skills 21st Century and make chart. Finally, make the reason of the task why the task contains skills that, according to the researcher, are appropriate to explain. An explanation is made why one and another speaking task appear different skills. Detailed explanation is used to know clearly about speaking tasks that produced 21st century skills.

**RESULTS AND DISCUSSIONS**

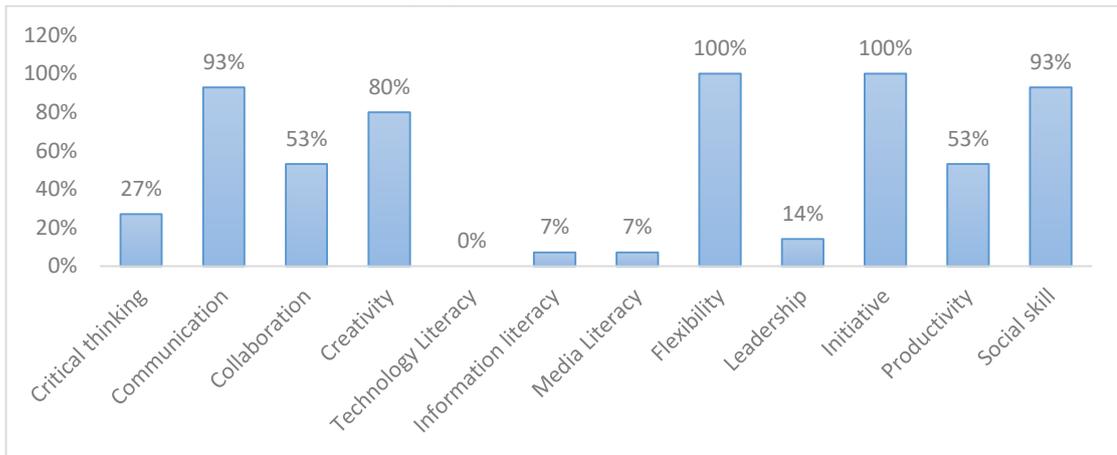
This part discusses the skills of the 21st century represented in the speaking task

of two Vocational High School English textbooks in Grade 10. The focus of this chapter is on the 21st century skills that appear in the speaking task of two Vocational High School textbooks in Grade 10. The discussion about the 12 skills that appear in 21st century (Critical Thinking, Communication, Collaboration, Creativity, Information literacy, Media literacy, Technology literacy, Flexibility, Leadership, Initiative, Productive, Social Skills) that represented in two English books that published by Ministry Education and Culture and Erlangga at vocational high school grade 10. Researcher used chart to present the frequencies and percentages for 21st century skills of speaking tasks in two English textbooks and conversion to explain category of percentages adapt from Muniroh (2018).

**Table 2.** The Conversion of Fulfilment Average into Seven Categories.

Range of fulfilment score	Category
91% - 100%	Excellent
77% - 90%	Very good
62% - 76%	Good
47% - 62%	Appropriate
31% - 46%	Sufficient
16% - 31%	Inappropriate
0% - 15%	Poor

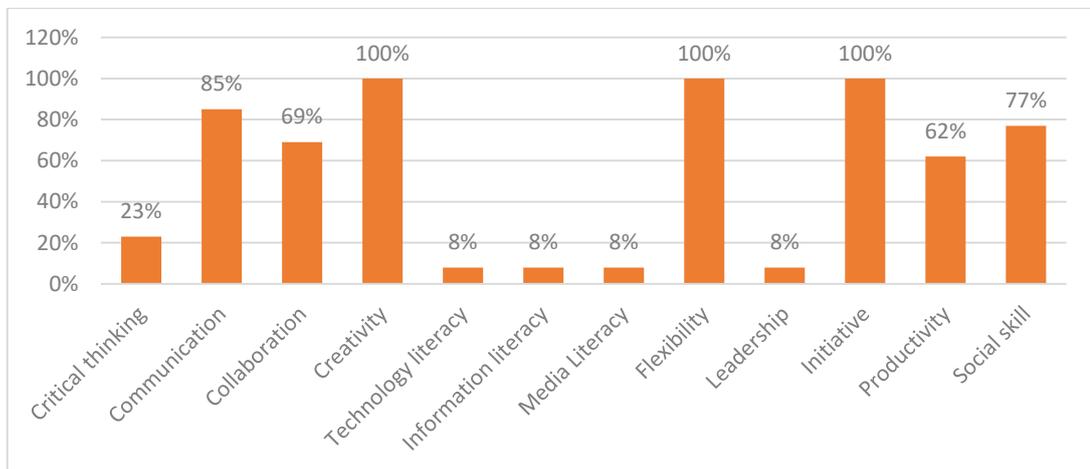
**Figure 1.** Percentages for 21<sup>st</sup> Century Skills of Speaking Tasks in English Textbook Published by Ministry Education and Culture



. In the textbook that published by Ministry Education and Culture at figure 1, the researcher found 11 skills of 21st century skills that present in speaking tasks that appear in chapters. There are critical thinking skills appears 27% (Inappropriate). Communication skills and social skills 93%

(Excellent). Collaboration skills and Productivity 53% (Appropriate). Creativity skills 80% (Very good). Information Literacy skill, Media Literacy skill and Leadership 7% (Poor). The last Flexibility and Initiative 100% (Excellent). Researcher did not find in the technology literacy.

**Figure 2.** Percentages for 21<sup>st</sup> Century Skills of Speaking Tasks in English Textbook Published by Erlangga



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Besides that, in the figure 2 on textbook that published by Erlangga it also found 11 skills of 21st century skills in speaking tasks that appear in chapters. There are critical thinking skills 23% (Inappropriate). Communication skills 85% (Very Good). Collaboration skills 69%

## DISCUSSION

From analysis of two English textbooks, researcher found the 21st century skills that represented in both of books. According to Fandino (2013), that material must encompass the required 21st century skills such as students having the right kind of work attitude and professionalism through interaction and collaboration, thinking critically and creatively, promoting independent-learning as well as collaborative team-work, being able to make judgments and decisions, and understanding the effective use of relevant technology in the workplace. Based on finding, there are 11 skills of 21st century skills that present in speaking tasks in English textbook from Ministry Education and Culture. And in English textbook from Erlangga 12 skills of 21st century skills in speaking tasks. According to UU. 15/2003 that Vocational high school is a secondary education that prepares students primarily to work in certain fields, fill the job that exist in the business world and in the industrial era as a mid-level workforce in accordance with competence. Therefore, it needs for complete skills represented in learning English that it can help students to face the industrial era.

(Good). Creativity skills, Flexibility and Initiative 100% (Excellent). Technology Literacy, Information Literacy skill, Media Literacy skill and Leadership 8% (Poor). Productivity 62% (Good). Social skills 77% (Very Good).

Critical thinking tasks should include in order to make the issue more tangible for the students from problems that students are familiar with and may encounter in their daily lives (Sanavi & Tarighat, 2014). According to Saravi and Tarighat (2014), in-depth instruction in the subject matter takes place including explicit instruction on general critical thinking principles. It can be seen in the instruction of the task. For example, in text book 1 and 2 task discussion and conversation or making dialog based on situation, there are speaking task that students should to do problem solving of how student balance between dialog and situation.

Communication skill appears the most in each chapter. Goldsmith argues that 21st century communication provides the potential for “global connectedness” (Pattiwael. 2016). The representation of communication skills always can be seen as long as the tasks include vocabulary, pronunciation, intonation especially how to communicate with each other. In textbook 1 and 2, there are speaking tasks that students should show the dialog in front of class and understand the dialog by pay attention with complimenting expressions and the responses with friends and tasks that students make question with partner based on conversation A and B. It needs student to communicate each other to fill the blank

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space. Based on the percentages, Textbook 1 is better to increase the communication skills than Textbook 2.

Collaboration skill focusing on the interaction and activity between student to student and to teacher in the teaching learning process (Freniawati, Luh & Huzairin, 2015). Piaget and Vigotsky in Raharjo (2013), stated that the exchange of concepts between group members in collaborative learning so that in a group there will be a process of transformation of knowledge in each member. Based on that state, the speaking tasks can include collaborative skills as long as tasks include process of transformation of knowledge and teamwork. In textbook 1 and 2, there are speaking task that students should guessing the word and tasks that students make a list of greetings from various sources and work in pairs with friend. As the percentages before, Textbook 2 is better to increase the students to be able to work in team than Textbook 2.

Creativity appears relative based on speaking tasks. But it is very good enough. According to Triningsih and Ghozali (2018) that creativity is so important to win students' attention in the classroom. The representation of creativity skills can be seen in speaking tasks of the two books. For example, in textbook 1 and 2, there are speaking tasks that ask students to make short dialog that using student's creativity to make the relation story and ask students to can make short dialog based on picture. However, creativity in two books very few occurrences. So, this book is very less enhanced student creativity.

Information literacy and media literacy has only a few percent in textbook 1 and textbook 2. This skill of various kinds is more aptly expressed in the visual, rather than the verbal mode, hence indicating the popularity of Internet as a source of

information (Nizam, Wazi & Musa, 2010). The representation of information literacy skills and media literacy can be seen in type of speaking tasks. For example, in textbook 1 and 2, there are speaking tasks that ask students to work in pair and using internet as looking for information, needs students' ability of digital literacy. The speaking tasks here ask students to can find and analyse something by using internet.

Flexibility has lot of appeared in textbook 1 and in textbook 2. According to Kivunja (2015), that the fundamental understanding is that flexibility and adaptability lead to success whereas the lack of these skills leads to stagnation and failure. In textbook 1 task and 2, there are a lot of speaking tasks that ask students make dialog with the new story. It is about make short dialog based the other story as rules or add something and included in flexibility.

In both of books, there are less leadership skills. Yuki in Kivunja (2015), stated that leadership can make harmonious relations in the workplace, and increase effectiveness, efficiency and productivity. The representation of leadership skills appears in type of speaking tasks role play and oral presentation. In textbook 1 and textbook, there are speaking task that asks student to act as the chairman of an English workshop in the school and try to give opening statement. So, speaking tasks asks student to have a good leadership skill but the two books just have few leadership skills are also not to blame because this is formal lessons.

Initiative skill is the higher skill that appear in chapters of two books. According to Trilling & Fadel in Kivunja (2015), that management are looking for employees who are not only highly motivated but "ready to use their initiative to get things done, and prepared to be highly self-reliant". Based on that statement, initiative is very important to face 21st century. So, students should have

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this skill. The representation of initiative skills always appears in all type of speaking tasks that show action.

Productivity appears in most of chapters in two books. Trilling and Fadel stated that the productivity and accountability skills of the 21st century concentrate on three interrelated elements, namely efficiency, effectiveness and high quality of products and services (cited in Kivunja, 2015). The representation of productivity skills always appears in type of speaking tasks that produce something. For example, textbook 1 and textbook 2, there are speaking task asks student to produce the new thing. That announcement should good because to deliver information and make reader interested. So, the speaking tasks ask student to produce something high quality.

Social skill appears on a lot of chapters in two books. Students need to be taught social skills so that they can connect effectively with each other and engage with each other by using words or non-verbal means, such as gestures, facial expressions, body language or personal appearance (Kivunja, 2015). The representations of social skills always appear in type of speaking tasks related with communication. For example, textbook 1 and textbook 2, there are speaking task that make student to make question with partner based on conversation A and B. It needs student in good communicate and how to work with other. According to Business Long Journal (2015), that knowledge, intelligence, or intelligence ability is indeed a plus for someone, but if it is not accompanied or equipped with social skills, it is proven that it is not strong enough to influence or change conditions and circumstances. Here, the speaking task asks student to use communication, accent and expression as benefits for other social relationships.

Technology literacy skill does not appear in one of the two books. In Textbook

1, technology literacy does not appear. The existence of this skills is actually very important in this digital era. In the digital era, students should have digital literacy skills in order to access and identify valid sources of information (Wahyudi, 2017). Moreover, these skills are included in digital literacy learning.

From all things that have been discussed, that textbook 1 and textbook 2 have 11 skills that appear in each chapter. Based on previous research about “A Study on 21st Century Skills Integration in the English Textbook for Senior High School” by Rakhmawati and Priyana (2019), that research has result among those 12 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 demonstrates that this textbook has incorporated all the skills that are required primarily for learning and innovation. Alismail and McGuire stated that 21st-century skills are expected to help students prepare for college and career, as 21st-century skills are not only linked to learning and innovation skills, but also to other aspects such as information, media, and technology skills, and life and career skills (cited in Rakhmawati & Priyana, 2019). From the results of that study, has in line result with this study in appearance of 4c skills (Communication, Critical Thinking, Collaboration, and Creativity). Four skills have frequent appearances in chapters. As already stated, that if a book contains 4c skills, then the textbook contains learning and innovation skills. In addition, the difference between this research and previous research is that the two textbooks in this research also have digital literacy and life skills.

Both of speaking tasks of books from Ministry Education and Culture and Erlangga have almost excellent category in learning and innovation skills or 4c skills like have lot of percent of Critical thinking, Communication, Collaboration and Creativity. And also have a lot percent in

## CONCLUSION

The general overview of two textbooks, it can be seen that there are 15 chapters in the English textbook published by the Ministry of Education and Culture. Besides that, there are 13 chapters in the textbook published by Erlangga. Two English textbooks published by the Ministry of Education and Culture and Erlangga have good and very good content category, which is adapted by the Cunningsworth checklist. This means that two books have the capacity to be textbooks and in vocational high school for tenth grade.

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