

An Analysis of Textbook “Preparation for Academic English” in Relation to 21st Century Skills

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Abstract

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This research conducted to gather whether these textbook contained 21st century or not in communication, collaborative, critical thinking, flexibility and adaptability, leadership and responsibility, creativity and innovation are the skills that should be included in English tasks in 21st century skills. Then the researches will be spell out the textbook by using analysis. The purpose of this research is to detect what the preparation of academic English textbook coincide with the 21st century skills. Qualitative method was used in this research to reveal the analysis of the researcher. The sample of this research is analysis the content related to suitability of the textbook in 21st century. There are still few researchers who examine how 21st century skills is implemented in collage English textbook. As a final note, the researcher advises doing study on how published materials are utilized in courses, schools, and universities throughout the nation because she believes it is crucial to do so in order to achieve the intended learning objectives. Also make them more accurate to be learned for each student and teacher or lecturer. The researcher hopes the further research is more detail and conical to the similar problem to be analyses.

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INTRODUCTION

It is important for any country's education system to provide balance in teaching and learning materials, and this includes English language learning. The Indonesian government's

ministry of education and culture has taken on this responsibility by creating textbooks that are published by them and written by selected experts of English as a foreign language (EFL) in Indonesia. These textbooks are designed to meet

the needs of the Indonesian education context, which takes into consideration the country's education philosophy. This means that the textbooks may include cultural contents that are relevant to Indonesian students. Overall, it is important for textbooks to provide a balanced approach to English language learning that is tailored to the needs of the country's education system and its students.

Nowadays, Material development is so important and it should be relevant with the 21st century as every material has to suit this era. 21st century skill is qualities that learners have to possess to draw up for a complicated life, more challenging and work environment today. Meanwhile, in appendix III of Permendikbud No. 34 of 2018 it is written that the classroom activity is held based on interactive, inspiring, fun and challenging activities to motivate students. In addition, the learning process also provides space to development the 21st century skills namely creative, innovative, critical thinking, problem solving, collaboration and communication. On the partnership for 21st Century skills (P21) deeper learning takes place through the purposeful incorporation of rigorous academic content with interactions that intentionally build skills, mindsets and literacies that are necessary for students to become lifelong learners and contributors in our fast-changing world. P21 is a coalition of educators, businesses, and policymakers who are committed to preparing students for the challenges and opportunities of the 21st century. One of the key components of P21's framework is "deeper learning" which involves integrating rigorous academic content with opportunities for students to develop critical thinking, problem solving, communication, and collaboration skills. According to P21, deeper learning occurs when students are engaged in projects, activities, and discussions that require them to apply academic content in real world contexts. This type of learning is characterized by "authenticity, collaboration, and student centeredness" and it is intended to prepare students for success in college, career, and life. In addition to academic content and 21st century skills, P21 also emphasizes the importance of

developing students' "learning mindsets" and literacies. Learning mindsets refer to students' attitudes and beliefs about their own abilities and the value of effort and persistence in learning. Literacies include not only reading, writing, and math skills, but also digital literacy, financial literacy, and cultural competence. Overall, P21's approach to deeper learning seeks to empower students with the knowledge, skills, and attitudes they need to navigate a rapidly changing world and contribute meaningfully to their communities.

The role of materials in language learning can be any resources that are used to facilitate language learning, including textbooks, videos, graded readers, flashcards, games, websites, and mobile applications. Tomlinson's classification of materials into five categories such as informative, instructive, experiential eliciting, and exploratory (Tomlinson, 2012, p. 143). Highlights the different ways in which materials can support language learning. Informative materials provide information about the target language, such as grammar rules or vocabulary lists. Instructive materials guide learners in practicing the language, such as through structured exercise or drills. Experiential materials provide learners with opportunities to use the language in real world context, such as through simulations or role plays. Eliciting materials encourages learners to use the language themselves, such as through discussion prompts or open-ended activities. Exploratory materials help learners explore the language in a more open ended way, such as through games or puzzles. Ultimately, the goal of materials is to support the teacher in facilitating language learning and to help learners meet specific competency standards. Well-designed materials can help to engage learners, promote meaningful interaction, and scaffold learning in a way that meets the needs and goals of learners. As information, tools and texts needed to plan and learn how to implement learning and to assist teaching and learning activities in the classroom also make learners master in the learning process. Meanwhile, the development of material is a practical undertaking involving the processing, assessment, adaptation and use of materials

intended to promote the acquisition and creation of languages (Azarnoosh, 2016, p. 2). There have been some earlier investigations into the subject of textbook content analysis, and those investigations were done in accordance with the 21st century in order to assess the textbook. The following are descriptions of the earlier research's results. One study is by Rita Inderawati, Ismail Petrus, Eryansyah, and Meilinda (2021). Needs Study of Vocational High School Textbooks to Local Cultural Materials and the 21st Century Competencies was the name of the study they did. They conducted their study with a specific goal in mind. For students' futures in the twenty-first century, it meant being familiar with local cultural resources and competencies. Both qualitative and quantitative research were on their minds. They discovered that: 1) English must be taught to students using technology; 2) English is crucial for students' future careers; 3) no English language education materials currently exist that incorporate local Palembang culture; and 4) the two main goals of incorporating local Palembang culture into educational materials are to improve students' knowledge. The questions led to the need of learning tools like blogs, Twitter, video chats, and voice notes for the promotion of skills in the twenty-first century. The focus on local cultural materials and skills for students' futures in the 21st century distinguishes this study from that of Inderawati et al. College students were chosen as the study's topic in this particular research, which is another variation.

The second study was carried out by Aji Budi Rinekso (2021). The Representation of 21st Century Skills in an Indonesian EFL Textbook is the title of a study he did. His study's goal was to examine how 21st century skills were presented in an Indonesian EFL textbook. His study included both qualitative and quantitative research approaches. The data were analyzed utilizing a content analysis research methodology. 12 out of the 15 21st century talents were taught in the textbook, according to his study. Collaboration and communication were the most prevalent abilities. The abilities were represented using a variety of learning activities,

including objectives, inputs, processes, roles for the instructor and learner, drawings, and notes. However media and economic literacy, as well as global awareness, were not included in the textbook. Moreover, it offered too few subjects and resources on technology, communication, and information (ICT). Thus, it is recommended that future revisions take into account include media, economic literacy, Technology, and global awareness in the contents. His research focused on analyzing EFL textbooks used by grade 7 pupils, while the current study will choose an academic English book for college students.

The third study was carried out by Joko Priyana and Ditta Mustika Rakhmawati (2019). They carried out a study titled A Study on 21st Century Skills Integration in the Senior High School English Textbook. Their research had two main goals: (1) to identify the 21st century abilities included in the English textbook; and (2) to determine how those skills are included. Checklists were utilized to collect the data, which was then examined by counting the instances of each 21st-century skill and identifying the integration techniques. The findings indicated that the textbook incorporates 11 skills: communication, collaboration, creativity and innovation, media literacy, leadership and responsibility, productivity and accountability, social and cross-cultural, initiative and self-direction, and flexibility and adaptability. These skills are critical thinking and problem solving, communication, collaboration, creativity and innovation, information and communication technology (ICT), and media literacy. These abilities are incorporated using Nunan's task components, which include objectives, inputs, steps, student and instructor roles, locations, and additional tactics like notes, quotations, and things to contemplate. The consequence is to make textbook authors and publishers more conscious of the need to create and distribute textbooks that provide learning resources that include 21st-century capabilities. Moreover, since students nowadays are dealing with the globalization period, this research is anticipated to assist English teachers in being able to provide examples of how to integrate 21st century skills in

everyday life to their students and demonstrate a readiness to promote such talents. His research focused on high school textbook analysis, but the current study would choose an academic English book for college students.

1. English Listening Task in 21st Century Skills

Using insightful concepts from TED Talks, the four level 21st century communication course instructs students in critical thinking and effective communication. Students develop their listening and speaking abilities with help of real-world examples of effective communication, which is essential for both academic and personal success (Baker, L and Blass, L. 2017. An article of 21st century communication). The objective of the task is for students to be able to recognize and produce tag questions with the correct grammatical form and final intonation pattern in simple social conversations. Tag questions are short questions added at the end of a statement to seek confirmation or agreement from the listener, for example: "It's a beautiful day, isn't it?" The final intonation pattern in tag questions is typically rising, indicating that it is a question. The task also requires students to recognize and produce wh-information questions with the correct final intonation pattern. Wh-information questions are used to ask for information and typically start with words like what, where, when, why, and how. The final intonation pattern in wh-information questions is typically falling, indicating that it is a statement or a request for information. By practicing these skills, students can improve their ability to understand and participate in social conversations, as well as develop their overall language proficiency in listening and speaking (brown, H. D 2004, p. 50) and Good language skills according to Soenardi (Putri, S. O 2018, p.18) are divided into four types of abilities involving: listening ability, reading ability, speaking ability, and writing ability. Thus, we know that the four skills are related to one another to support language learning. The task of listening might be one-way or two-way. In one-way activity, the student receives all input from an external source such as a cassette and videotape and they are in charge of carrying it out with the input by forming important terms and writing the

main ideas. In a two-way task some input comes from outside, usually from a partner or lecturer. (Rost, JALT 2020, p. 20). Speaking and listening that are participatory are emphasized in both types of exercises. Pre-listening, while-listening, and post-listening are categories that may be used to organize listening activities for planning reasons.

2. English Speaking Task in 21st Century Skills

One of the four essential abilities you can master in the twenty-first century is communication. While critical thinking and problem-solving are important skills to have, writing is a form of communication, so this is an example of a communication skill, creativity can certainly be used to enhance communication, creativity and design can be used to enhance communication, technology is a tool that can be used to facilitate communication, emotional intelligence can certainly be used to enhance communication, leadership can involve communication, but it is not a communication skill in and of itself. In summary, communication is an essential skill to master in the twenty-first century. (Menon, J. December 26th, 2021. An article of four core skills you can develop in the 21st century). Collaborative tasks can be very beneficial for English language learners because they encourage both speaking and listening skills. When learners work together on a task, they have to communicate with each other in English, which provides opportunities for them to practice using the language in a more natural and interactive setting. Moreover, collaborative tasks can also help learners to develop their social and emotional skills, such as teamwork, empathy, and active listening, which are important skills for success in both academic and professional settings. Collaborative tasks can include activities such as group discussions, role plays, debates, problem-solving tasks, and group projects. These types of activities provide learners with opportunities to express their ideas, opinions, and perspectives, as well as to listen and respond to others in a supportive and engaging environment. Overall, incorporating collaborative tasks into English language learning can be a highly effective way to enhance language skills, as well as to foster a positive and inclusive learning environment

(Cambridge University Press, 2023). The four essentials in speaking tasks are communication, collaborative, critical thinking, flexibility and adaptability, leadership and responsibility, creativity and innovation is the skill that should be included in English speaking tasks in 21st century skills. Communication skill is essential for effective English speaking. It involves being able to express ideas clearly, listen actively, and build positive relationships with others. Collaboration involves working with others to achieve a common goal. In English speaking tasks, collaboration might involve working in groups to prepare presentations or discussing ideas with classmates. Critical thinking involves analyzing information, evaluating arguments, and making sound judgements. In English speaking tasks, critical thinking might involve evaluating the credibility of sources or analyzing the arguments presented in a debate. Flexibility and adaptability are abilities that involve being able to adjust to changing circumstances and learn new skills quickly. In English speaking tasks, flexibility might involve adapting to different speaking situations or adjusting one's approach based on audience feedback. Leadership and responsibility are skills that involve talking initiative, motivating others, and being accountable for one's actions. In English speaking tasks, leadership might involve taking charge of a group project or presenting ideas in a persuasive and engaging manner. Creative and innovation are abilities that involve thinking outside the box, generating new ideas, and finding innovative solutions to problems. In English speaking tasks, creativity might involve coming up with unique presentation ideas or using language in creative and engaging ways. By incorporating these skills into English speaking tasks, learners can enhance student communication skills, work effectively in teams, make sound decisions, adapt to changing circumstances, take responsibility for their actions, and generate innovative solutions to problems.

3. English Reading Task in 21st Century Skills

According to Nunan, 2007 in Refanaldi, Rozimela, Suzanne. N. 2019. P. 54) Reading activities must demonstrate comprehension

during reading tasks in order to demonstrate reading success. English reading tasks refer to planned activities that are designed to help students develop their reading skills in the English language. These tasks can be sourced from various materials such as textbooks, journals, online resources, and newspapers. According to a study by Wang (2018), reading tasks are an essential component of English language learning as they help learners develop vocabulary, comprehension, and critical thinking skills. One common type of English reading task is the use of authentic materials, such as news articles or literature, as reading materials. This approach has been found to be effective in improving learners' reading comprehension and vocabulary (Chen & Fu, 2013). Another effective approach is the use of extensive reading tasks, which involves reading large amounts of text for pleasure and improving overall language proficiency (Day & Bamford, 2002). In addition to these approaches, teachers can also use pre-reading, during-reading, and post-reading tasks to help students better engage with the text and improve their reading skills (Richards & Schmidt, 2013). Pre-reading tasks may include activating prior knowledge or predicting the content of the text. During-reading tasks may include identifying main ideas or taking notes. Post-reading tasks may include summarizing the text or discussing it with peers. In summary, English reading tasks are an essential component of language learning and can be used to improve learners' reading skills and overall proficiency in the English language.

4. English Writing Task in 21st Century Skills

Alister Cumming quoted in (Zhu, et al, 2021) that in real life academic contexts, descriptive, independent, and integrated tasks are commonly encountered by students and scholars. These types typically require thorough understanding of the topic at hand, as well as strong critical thinking and writing skills. Referring to Brown's model of written language proficiency, which outlines four categories of writing tasks that reflect different levels of complexity and linguistic demands. The four categories are: first is transcription in this category includes simple writing tasks such as copying words or sentences, filling in blanks, or

taking dictation. These tasks focus on accuracy and speed of writing rather than on generating content or ideas. Secondly, sentence construction in this category involves writing more complex sentences or short paragraphs that require grammatical accuracy, appropriate word choice, and sentence structure. Tasks in this category may include sentence completion, transformation exercises, or short-answer questions. Thirdly, text construction in this category includes longer writing tasks such as essays, reports, or summaries. Tasks in this category require not only grammatical accuracy and appropriate word choice but also organization, coherence, and the ability to develop ideas in a logical and clear manner. Fourthly, composition in this category represents the most complex writing tasks, such as creative writing or research papers. These tasks require the ability to generate and develop ideas, conduct research, organize information, and produce a final product that meets specific criteria and standards. It's worth noting that these categories are not fixed and may overlap in some cases. Additionally, the demands of each category may vary depending on the level of proficiency of the writer and the specific context of the writing task.

METHOD

This study falls within the descriptive qualitative research category and is categorized as content analysis or document analysis (Rakhmawati & Priyana, 2019, p. 10). It places a focus on thoroughly explaining the messages found in the English textbook. The goal of this research is to analyze an English textbook-style work in a methodical and repeatable way. This study evaluated the researcher in order to get data from the English textbook. The study instrument, which included several features that were examined, was guided by the researcher. The research study's data were gathered from an institute-used English textbook. There are steps that researchers adapted from Miles (Miles et al., 2014), that three steps used to analyze the data there are .

1) Data condensation will be the initial step. The method of picking, concentrating, simplifying, and abstracting significant items is

known as data condensation. The information gathered for the study came from the academic English preparation book. the application of 21st-century skills (communication, collaboration, creativity and innovation, critical thinking and problem solving, global awareness, financial business and entrepreneurial literacy, civic literacy, health literacy, environmental literacy, information literacy, media literacy, ICT literacy, flexible and adaptability, social and cross-cultural skills, social and cross-cultural skills, productivity.

2) The presentation of data comes next. The researcher will choose and condense the information assembly from data condensation once the data has been gathered. It will be based on the following study questions: (1) What are the 21st century learning textbook criteria? (2) How compatible with 21st-century learning is the textbook "Preparation for Academic English"?

3) In this research the researcher code the task using 16 skills based on 21st century skills.

4) Conclusion-making is the last step. The researcher draws a conclusion from the data shown in this study.

RESULTS AND DISCUSSIONS

This chapter discusses how researcher serves the data and description to answer the first question. It discusses the textbook criteria of 21st century learning. The aspects involved general overview of the textbook such as the profile of the textbook and composition of content also the textbook criteria describe by using the table.

Table 2.1 Frequencies of Tasks that Appear from Book of Preparation for Academic English.

No	Skill	Frequencies of Tasks
1.	Listening	39
2.	Speaking	18
3.	Reading	21
4.	Writing	21
Total		99

In the table 2.1, the book has 10 units with 99 tasks consist of 39 listening tasks, 18 speaking tasks, 21 reading tasks, and 21 writing tasks. The most tasks that appeared in this book are listening skills. Reading and writing tasks have

the same frequencies. While speaking have only a few tasks compared to other skills.

There are 10 units in the book there are 31 listening tasks that can be identified by researchers. The 39 listening tasks can be categorized based on the type of listening task mentioned in IELTS IDP (Individual Development Plan). The type of listening task that appears in this book of all chapter is matching which are 7 tasks, the second is multiple choice which are 12 tasks, the third note completion which are 2 tasks, the fourth is table completion which are 3 tasks, the fifth is summary completion there are 2 tasks, the sixth is short answer completion which is only 1 task, the seventh is true or false there are 6 tasks, next is picture completion there are 3 tasks, the ninth is vocabulary/grammar correction which are 3 tasks.

There are 10 units in the book there are 18 Speaking tasks that can be identified by researchers. The 18 speaking tasks can be categorized based on the type of speaking task mentioned in British council, the type of speaking tasks that appears in this book of all units are talk about yourself which is 1 tasks, describe a photo/picture which are 2 tasks, discussion have more tasks in this book which are 8 tasks, information gap activity which are 4 tasks, tell a story or personal anecdote has 1 task, speech has 1 task, and role play has 1 task.

DISCUSSIONS

From the analysis of the English textbook, the researcher found the 21st century skills according to Partnership for 21st century learning (P21), 2009. The skills in the 21st century skills are communication, collaboration, creativity and innovation, critical thinking and problem solving, global awareness, financial business and entrepreneurial literacy (Economic literacy), civic literacy, health literacy, environmental literacy, information literacy, flexibility and adaptability, media literacy, ICT literacy, social and cross cultural literacy, productivity and adaptability and leadership and responsibility. Based on finding, there are 16 skills of 21st century that present in 4 skills of English (listening, reading, speaking and writing). The discussion will be described by each

There are 10 units in the book such as 21 reading tasks that can be identified by researchers. The 21 reading tasks can be categorized based on the type of reading task mentioned in British council, the type of reading tasks that appears in this book of all units are reading comprehension & open ended question which are 5 tasks, match each word with its definition which are 4 tasks, discussion just 1 task, check kind of sentence information has 1 task, true or false has 1 task, reading comprehension and multiple choice which are 2 tasks, Reading comprehension and check inference has only 1 task, circle the correct answer has 1 task, find & write the word to each definition which are 2 tasks, compare the information & check information of the text there are 2 tasks, reading comprehension & circle the letter has 1 task.

There are 10 units in the book there are 21 writing tasks that can be identified by researchers. The 21 writing tasks can be categorized based on the type of writing task mentioned in British council article. The type of speaking task that appears in this book of all chapter is integrated writing has 1 task, independent writing which are 8 tasks, correcting word which are 2 tasks, fill in the blanks has 1 task, indicate the sentence which is 1 task, multiple choice has 1 task, switch the grammar which are 5 tasks, mind mapping which is 1 task, and correcting the grammar has 1 task.

skills of 21st century learning. First is Communication there are 57 tasks of communication skill in 10 units in the English textbook of preparation for academic English. according to the indicator of 21st century skill based on P21 the task should include Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts, Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions, Use communication for a variety of purposes, for examples: to inform, instruct, motivate and persuade, Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact and Communicate effectively in diverse environments.

From this task we can see that the task include Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a theme of interplanetary travel, Listen effectively to the other opinion about those theme and use communication for a expressing disagreement.

Second is collaboration, in the textbook there are 10 units that include 18 task of collaboration. The indicator of this skills are demonstrate the ability to work effectively and respectfully with diverse teams, exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal, and assume shared responsibility for collaborative work, and value individual contributions made by each team member The task page 67 demonstrate the ability by work in pairs group, the exercise or task are flexibility for student to build their knowledge to answer and tell to the others and they share their experience to other student so each other get the value from each other based on their knowledge and experience.

Third is creativity and innovation skill there are 4 units and 7 task are found using creativity and innovation skills. There are indicators in creativity and innovation to know that if this task has relation to 21st century skills or not. There are use a wide range of idea creation such as create a novel, new and worthwhile ideas, elaborate, refine and analyze also evaluate own ideas in order to improve and maximize creative efforts, developing the implement and communicate new ideas to others effectively, be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work, and demonstrate originality and inventiveness in work, and view failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes. Below is the example of the task that includes creativity and innovation skill. From the task page 73 we can conclude that it the use a wide range of idea creation such as create a mind mapping, with the ideas that have been instructed, elaborate, refine and analyze the ideas to develop mind map to improve and maximize creative efforts and the

result is to make the student think creatively and structured when write an short essay.

Forth global awareness in the textbook there are 10 units that include 99 task of global awareness. The indicators of this skill are use various types of reasoning based on the situation; analyze how the parts of whole relate to one another to produce an overall result; analyze and evaluate arguments, claims, and evidence effectively; make connections between information and arguments, Interpret information and drawing conclusion based on the best analysis; Reflect critically on learning experience and processes; Solve different kinds of problem, Ask and identify some questions that try to clarify various points of views.

Fifth is financial business and entrepreneurial literacy (Economic literacy). In the textbook there are 5 units that include 30 task of collaboration. Use 21st century skills to understand and address global issues, Learn from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts, understand other nations and cultures, including the use of non-English language. Below is one example of global awareness skill.

Sixth is entrepreneurial literacy, this skill has 1 unit and 2 task that found use financial business and entrepreneurial literacy. There are three indicators to evaluate this skill such as to know how to make appropriate personal economic choices, understand the role of the economic society, use entrepreneurial skills to enhance workplace productivity and career options.

Seventh is civic literacy, these skills have 6 task and 24 tasks that found use civic literacy. The indicators of this skill are participate effectively in civic life through knowing how to stay informed and understanding governmental processes, exercise the rights and obligations of citizenship at local, state, national, and global levels, and understand the local and global implications of civic decisions.

Eighth is health literacy, in the textbook there is 1 unit that includes 4 task of health literacy. There are indicators that include to this skill such

as Obtain, interpret, and understand basic health information and services and using such information and services in ways that enhance the health, understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction, use available information to make appropriate health-related decisions, establish and monitor personal and family health goals, and understand national and international public health and safety issues.

Ninth is environmental literacy, in the textbook there are 8 units that include 34 task of environmental literacy. The indicator of this skill are demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems; demonstrate knowledge and understanding of society's impact on the natural world such as population growth, population development, resource consumption rate. Investigate and analyze environmental issues, and make accurate conclusion about effective solutions; and take individual and collective action towards addressing environmental challenges such as participating in global actions, designing solutions that inspire action on environmental issues.

Tenth is health literacy, in the textbook there are 10 units that include 76 task of health literacy. There are indicators to access and evaluate the task to check information literacy such as access information efficiently (time) and effectively (source), evaluate information critically and competently, use and manage information, use information accurately and creatively for the issue or problem at hand, manage the flow of information from a wide variety of sources, and apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Eleventh is media literacy, in the textbook there are 10 units that include 39 task of media literacy. There are indicators of media literacy namely, understand both how and why media messages are constructed, and for what purposes; examine how individuals interpret message differently, how values and points of view are included or excluded, and how media can

influence beliefs and behaviors; and apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.

Twelfth is ICT literacy, in the textbook there is a task for ICT literacy. The indicator of ICT literacy are understand and utilize the most appropriate media creation tools, characteristics, and conventions; understand and effectively utilize the most appropriate expressions and interpretations in diverse, multicultural environments; ICT (information, communication, and technology) literacy; apply technology effectively; use technology as a tool to research, organize, evaluate, and communicate information; use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy; and apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies. Since 2020 until 2023 this book available in soft file by using pdf and barcode to listen the audio on the listening tasks. It can be seen that ICT literacy in this book can be easily understood because it utilized the right tools that student often use. Using pdf and barcode is very effective in utilizing expression and interpretation in a diverse multicultural environment. With ICT literacy (information, communication, and technology) tasks can apply effectively and lead students using technology as a tool to do tasks such as organizing, evaluating, and communicating using digital technology.

Thirteenth is flexibility and adaptability, in the textbook there are 7 units that include 10 tasks of flexibility and adaptability. The indicators area to adapt to change, adapt to varied roles, job responsibilities, schedules, and contexts. Work effectively in a climate of ambiguity and changing priorities, be flexible, incorporate feedback effectively, deal positively with praise, setbacks, and criticism. Also understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments. The task adapts to change, adapt to varied roles, job responsibilities, of the contexts.

Work effectively in a discussion student will learn how to be flexible, incorporate feedback effectively, and deal positively with praise, setbacks, and criticism. Also understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in gathering the ideas.

Fourteenth is social and cross cultural literacy, in the textbook there are 7 units that include 10 task of social and cross cultural literacy. The indicators of social and cross cultural literacy are to interact effectively with others, know when it is appropriate to listen and when to speak, conduct themselves in a respectable, professional manner, work effectively in diverse teams, respect cultural differences and work effectively with people from a range of social and cultural backgrounds, respond open-mindedly to different ideas and values, and leverage social and cultural differences to create new ideas and increase both innovation and quality of work. to interact effectively with others, know when it is appropriate to listen and when to speak, conduct themselves in a respectable, professional manner, work effectively in diverse teams, respect cultural differences and work effectively with people from a range of social and cultural backgrounds, respond open-mindedly to different ideas and values, and leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

Fifteenth is productivity and adaptability, in the textbook there are 8 units that include 12 tasks of productivity and adaptability. There are the indicators of productivity and adaptability such as teach 21st century skills discretely in the context of key subjects and 21st century interdisciplinary themes, focus on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning, enable innovative learning methods that integrate the use of supportive technologies, inquiry and problem based approaches and higher order thinking skills, and encourage the integration of community resources beyond school walls. This is the high level of the task, the task page 98 ask student analyses the historical places or objects in their city or country also make an essay. It teach

21st century skills discretely in the context of key subjects and 21st century interdisciplinary themes such as historical places, focus on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning, it enable innovative learning methods that integrate the critical thinking, creativity and innovation also information skill of the student. The task also inquiry the problem based approaches and higher order thinking skills, and encourage the integration of community resources beyond their environment.

Sixteenth is leadership and responsibility, in the textbook there is 9 units that include 12 tasks of leadership and responsibility. There are the indicators of this skills such as use interpersonal and problem solving skills to influence and guide others toward a goal, leverage strengths of others to accomplish a common goal, inspire others to reach their very best via example and selflessness, demonstrate integrity and ethical behavior in using influence and power, and be responsible to others. This task use interpersonal and problem solving skills to influence and guide others toward a goal the task above is speaking task that ask student to make a mini role play, it benefit to strengths student to accomplish a common goal, inspire others to reach their very best by demonstrate integrity and ethical behavior in using influence and be responsible to others.

Muchlisin, A. 2018. Mentioned in (Zakaria, 2021. P.82) that in the future learning challenges are: produce graduates with 21st century skills marked by possessing skills which include (1) critical thinking; (2) creativity skills, (3) communication skills, (4) collaboration skills. Therefore, model learning and its assessment system in the 21st century should be directed to encourage students to be able to: (1) find out from various sources of observation, not being lecture, (2) formulating the problem, not just solving the problem, (3) thinking analytically or making a decisions rather than thinking mechanistically, and (4) emphasizing the importance of cooperation and collaboration in solve the problem. This means that the tasks in the book will affect student learning abilities, at his time the book must include

21st century skills that can be integrate student's knowledge and ability to thinking mindfully.

According to Antoni, N. Waloyo, E. 2018 in article with title the need of EFL learners' information literacy in the 21st century, at the university level, EFL learners are at an age where they can discern priorities and make informed decisions in their learning journey. Unlike teenagers, they don't require explicit guidance on what to do; they can independently evaluate the outcomes of problem-solving.

According to BNSP textbook tool text that the textbook is excellent when it is more 80% (Hutabarat, T. 2021. P.25) so it could be conclude that the textbook of preparation for academic English has relation with 21st century skill because researcher has do assessment from this textbook it has 15 skills from all the task at the book and 1 skill, ICT literacy is not available in this book. At least there is 90% or excellent of the 21st century skills include in the English textbook of preparation for academic English.

According to Regulation of the Minister of National Education No.11 of 2005. Textbooks are required resources for use in schools or formal education. These resources contain learning materials and assignments in the context of increasing faith and piety, character and personality, ability to master science and technology, sensitivity and ability. The bookkeeping center concludes that textbooks are books used as a guide for students at a certain level as instructional learning media, related to certain fields of study. Therefore, It can be concluded that the textbooks of preparation for academic English are standard books that compiled by experts in their fields, can be equipped with learning tools like recordings, and can be used as a support for learning.

Despite significant effort to digitize existing books and the numerous websites and CD-ROM that offer instructional digital information, the writer only discovered a tiny number of textbooks that are specifically created for K-12 that fully utilized improvements in technology. This is partially because most efforts to integrate technology into the classroom have been focused on institutions that are already resource rich and

view digital content as an addition to printed textbooks rather than a replacement for them (Diaz, P. Sudra, M. 2004, P.01.). Based on those explanations we can conclude that the textbook is important as a learning tool without textbook, learning process less effective.

This overall content of this book is in accordance with the age range of students and adjusts to issues that exist in the 21st century as mentioned by Diaz, the textbook should be appropriate with the ages, technology of learning environment, and preparing for economy globally can be considered with hardware and software issues, connectivity, content, and pedagogy (Diaz, P. Sudra, M. 2004, P.01.). This textbook plays an important role in the education system, and they should be appropriate for the age group of students they are intended for. the content, structure, and language used in the textbook designed to cater to the needs of the learners. Furthermore, in the modern era, the learning environment is increasingly becoming technology-driven, and this textbook able to integrate with this environment. For example this involves taking into account issues such as hardware and software requirements, connectivity, and access to digital content. Overall, this textbook designed with careful consideration of age appropriateness, technology requirements, pedagogy and global economy preparation to ensure their effectiveness in delivering quality education.

CONCLUSION

After knowing the indicators of the 21st century skills criteria, the researcher makes an analytical description of several selected tasks to be an example and analyst. All of the units of this task of textbook the 21st occur the first research question concerns the general overview of textbooks by using cunnings worth checklist and it result that this book has fulfilled the criteria for determining goal and approaches, the standard of design and organization, the language content criteria, the criteria of the skills, and the criteria of the topic. After that, the researcher gather the blue scale to find the criteria of 21st century skills and there are 16 skills completed with the description from some experts and indicators that

background to this criteria and the core of this question one research.

The second question is how the textbook has relation with 21st century skills. In this chapter researcher analyses all of the tasks in units from this book by using the criteria of 21st century skills. From the analysis it's found 16 skills such as communication, collaboration, creativity and innovation, critical thinking and problem solving, global awareness, financial business and entrepreneurial literacy, health literacy, media literacy, information literacy, environmental literacy, social and cross cultural literacy, flexibility and adaptability, productivity and accountability, leadership and responsibility, and civic literacy. However, there the ICT literacy has been develop in 2020 because of pandemic. This book but according to BNSP this book was excellent because inside it has 90% criteria of 21st century skill.

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