THE 21st-CENTURY SKILLS REPRESENTED IN READING TASKS OF JUNIOR HIGH SCHOOL ENGLISH TEXTBOOKS

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Abstract

The purpose of this research is to reveal the representation of the 21st-century skills in the reading tasks of junior high school English textbooks for grade VIII and compare the results of data between the textbook published by Erlangga publishing and the textbook published by the The Ministry of Education and Culture. The integration of the 21st-century skills in English textbook is important for students to deal with globalization. Using the descriptive qualitative method and content analysis, this research analyzed the representation of the 21st-century skills in reading tasks of Junior High School English textbooks "Bright an English" published by Erlangga and the textbook "When English Rings a Bells" published by The Ministry of Education and Culture for grade VIII for Junior High School based on the categories of 12 competencies from the framework for 21st-century learning. As a result, the researcher found that there were slightly different results from two English textbooks. Textbook 1 refers to the "Bright English" textbook presents 9 skills. Meanwhile, textbook 2 refers to "When English Rings a Bells" textbook presents 8 skills which had fewer than textbook 1. The textbooks use the 2013 English curriculum materials. It also has fulfilled the criteria of a good textbook. This research definitively answers the question regarding the representation of 21st-century skills in the reading task of Junior High School English textbooks.
Keywords: *English Textbooks, Content Analysis, Reading Tasks, the 21st-century skills*

BACKGROUND

Materials development has several important roles in the teaching and learning process. Materials development is important to material design as part of the syllabus, and it is a resource for teachers to help them understand and apply language learning theories and thus give to their professional development (Tomlinson, 2014, p. 481). In the teaching and learning process, the teachers need to design, select, and develop syllabi materials that appropriate to the students' need, because it makes the students interested in learning activities. Materials development also becomes instructional materials to help the teacher in the process of teaching and learning. The purpose of instructional materials is not to use as decorative objects in our classroom or as objects that presented on enhanced instructional materials during award-winning national exhibitions (Amadioha, 2009, p. 63). Instructional materials make learning more realistic, practical, and attractive. They also allow teachers or

students to take part in lesson sessions actively and effectively (Ajoke, 2017, p. 40). Responding to the demand of the 21st-century, distributors of ELT materials produce CDs and CD-ROMs to accompany their textbooks, but not audio cassettes (Katchen, 2008, p. 1). The teachers can exploit the demand of the 21st-century to give students practical opportunities to create teaching materials with technologies (p.2). Therefore, the teachers should select teaching materials and instructional according to the learning objectives.

Entering the 21st-century, education should prepare human resources who have the skills to be ready to compete in the era of globalization. Tati (2017, p.1) states the skills include creativity and innovation, critical thinking, problem-solving and decision-making, communication, collaboration (teamwork), information and ICT literacy, life and career, as well as personal and social responsibilities.

Therefore, the learning of English at Junior High School at this time needs to prepare students who are able to compete in the era of globalization. According to UU No. 21/2016, to meet the future needs and meet the Indonesian Golden Generation in 2045, Graduates Competency Standards have established based on XXI Century Competencies. Permendikbud No. 20/2016 concerning Competency Standards Graduates for Junior High School expects the students to have competence in the skills dimension of having creative, productive, critical, independent, collaborative, and communicative thinking, and acting skills through scientific approaches that are independently studied by the education unit.

Textbook is one of the learning materials used by the teachers in the learning process. There are some definitions of the reading stated by experts. Textbook is one of the learning resources consist of illustrations, diagrams, texts, maps, activities, and other learning media considered as resources generally used within the classroom to enhance the teaching and learning process (Ilma, 2018, p. 8). A book is typically base on an integrated or multi-skill syllabus includes linguistics areas (Richards & Schmidt, 2007, p. 145). Besides consist of media of learning, there are also linguistics aspects in English learning of the textbooks.Using textbooks in the daily activities of learning is to help the teachers arranging materials in teaching and learning activities. The textbook offers a map for both teachers and learners that shows the overall content of the lessons and a sense of structure that brings

meaning to individual lessons and a whole course (Garton & Graves, 2014, p.19). Textbooks contain teaching objectives, content, and teachers' methods.

Reading is known as complex skills. Reading requires many different cognitive skills including letter and word recognition, grammar comprehension, and text styles, and text structure recognition (Richards & Schmidt, 2007, p. 483). As stated by Grabe & Stoller (2011, p. 3), reading is the ability to view this information correctly from the printed page. From the definition, it can be derived that reading is not a process of remembering the information from the text. Reading is not only a means of maintaining social contact or gaining world knowledge, but it is also essential for the teaching process (Watkins, 2017, p. 14). Reading also important in the teaching and learning process, it is supported by Harmer (2007, p. 99), reading has a positive effect on students' vocabulary knowledge, on their spelling and writing. In the learning process of English subject as a second language, reading is useful for students in language acquisition. The students can increase their reading comprehension through reading tasks available in the textbook. Task provides the students with a context to read which helps them to concentrate mainly on the meaning of the text (Sukma, et al, 2020, p.280).

The term skills of the 21st-century refer to a wide range of knowledge, skills, communication skills, and personality traits that educators, school reformers, college professors, employers, and others believe are critically important for success in today's world, especially in college programs and modern careers and working environments. There are 12 competencies those students' need in the 21st-century, such as critical thinking and problem solving, creativity and innovation, communication, collaboration, information literacy, media literacy, ICT literacy, flexibility and adaptability, initiative and self-direction, social and cross-culture interaction, productivity and accountability, leadership and responsibility (P21, 2009, p. 4). Rakhmawati & Priyana (2019, p. 9) revealed the 21st-century skills that were integrated into the English textbook and found out how those skills were integrated. The most important skills of the 21st-century which needed by students were related to learning and innovation skills (p. 15). The textbook moreover coordinates a

few other values related to the other viewpoints such as information, media, and innovation skills, and life and career skills.

The textbooks entitled "Bright an English course" published by Erlangga and the textbook "When English Rings a Bell" published by The Ministry of Education and Culture for grade VIII for Junior High School have appropriate to the revised of the 2013 Curriculum. The researcher prefers books to others because the books widely used by the teachers in teaching and learning activity. Furthermore, there have been several revisions made to English materials in Junior High Schools. It shows there are still incompatible materials in English materials for Junior High School. Due to those problems, the researcher employs this research to reveal and compare the representation of the 21st-century skills in reading tasks of two English textbooks entitled "Bright an English course" published by Erlangga and the textbook "When English Rings a Bell" published by The Ministry of Education and Culture for grade VIII for Junior High School.

METHODOLOGY

The researcher used descriptive qualitative research design. As stated by Creswell (2009, p. 62), a qualitative research is a way for individuals or groups to examine and understand the meaning of a social or human phenomenon. The process of qualitative research involves questions and techniques, data usually collected in the researcher's environment. Sulistyani (2016, p. 36), states descriptive qualitative as a type of research resulting in the descriptive data in the form of oral or written words from the item observed. The researcher used the method in analyzing, interpreting, and describing the data of the reading exercises in two English textbooks.

Therefore, the researcher analyzed the data using content analysis, because the data comes from the textbooks. According to Krippendorff (2004, p. 37), content analysis is a research method designed to make replicable and true inferences from texts (printed content, recorded voice, visual communications, works of art, artifacts) or other information related to their use. The methods are suitable with the purpose of research in analyzing the reading tasks data provided in English textbooks entitled "Bright an English" published by publisher

companies Erlangga and the textbook "When English Rings a Bell" published by The Ministry of Education and Culture for grade VIII for Junior High School use the 2013 curriculum.

Sources and Type of Data

The researcher collected the data from two English textbooks of the 2013 curriculum for the eighth grade of Junior high school as the primary data source. The data of the research takes from a textbook entitled "Bright an English" published by Erlangga and the textbook "When English Rings a Bell" published by The Ministry of Education and Culture. The textbook "Bright an English" written by Nur Zaida, published by Erlangga in the year of 2017 comprises 16 chapters and 224 pages. Then, the textbook "When English Rings a Bell" published by The Ministry of Education and Culture comprises 13 chapters and 242 pages. The researcher focused on collecting the reading tasks in two English textbooks as the data. Then, analyze it in terms of the representation of 21st-century skills.

The secondary data takes from many kinds of book that relating to the theoretical view of this research. The secondary data used in this research are journal, appropriate book, and the other source relevant to support this research. Therefore, the secondary data source of this research is to make convincing the research.

The Instrument of the Research

In qualitative research, the instrument is the researcher herself. Lincoln and Guba suggested in Sugiyono (2017, p.306), the researcher him/herself is the basis of the qualitative research instrument. Due to the researcher, who has important roles in research decision method, investigating correspondents, data collection and data analysis.

Data Analysis

After gathering the data of research, the data analyzed and processed through some steps. According to Wulandari (2016, p. 33) to analyze and process the data, it needs some steps as follow:

1) Reading, the researcher reads the tasks in two English textbooks entitled "Bright an English" published by Erlangga and the textbook "When English Rings a Bell" published

by The Ministry of Education and Culture for grade VIII for Junior High School to find which tasks considered as the data.

2) Identifying, the data classified based on skills emphasized in the reading tasks in two English textbooks entitled "Bright an English" published by Erlangga and the textbook "When English Rings a Bell" published by The Ministry of Education and Culture for grade VIII for Junior High School.

3) Coding, the researcher codes and classified the reading tasks in two English textbooks based on the 21st-century skills.

4) Analyzing, the researcher analyzed the data by using percentages. The researcher used the following formula to help to present the data in forms of numbers.

$$P = \frac{f}{N} \times 100\%$$

P: Percentage

f: The frequency

N: the sum of the frequency

5) Describing, the researcher describes the result of data analysis and make a conclusion.

FINDINGS

In this section, the researcher presents the result of 21st-century skills represented in the reading tasks of junior high school English textbooks. The researcher collected the data from two English textbooks for grade VIII junior high school. The researcher analyzed the reading tasks from two English textbooks and classified the reading tasks used 12 coding skills based on 21st-century skills. The following tables present the frequencies and percentage for 21st-century skills of reading tasks in two English textbooks.

Table 1. Frequencies and Percentages for the 21st-Century skills of Reading Tasks in English Textbooks "Bright and English"

No	21st-Century Skills	Chapters																Total	(%)
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
1	Critical Thinking & Problem Solving	1	2	2	1	2	2	3	5	2	4	2	1	7	1	4	1	40	44%
2	Communication	-	-	-	-	-	-	-	-	-	-	-	1	2	1	-	-	4	4%
3	Collaboration	-	1	-	-	1	1	3	2	-	-	-	1	2		1	-	12	13%
4	Creativity & Innovation	-	1	-	-	-	-	2	-	-	-	-	1	1	1	1	-	7	8%
5	ICT Literacy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0%
6	Information Literacy	-	-	-	-	-	2	2	-	-	-	3	-	2	1	3	-	13	14%
7	Media Literacy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1%
8	Leadership & Responsibility	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1%
9	Productivity & Accountability	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0
10	Social & Cross Culture	-	1	-	-	-	1	1	-	-	-	-	-	1	-	1	-	5	6%
11	Initiative & Self-Direction	-	-	-	-	2	2	-	-	-	-	1	-	1	-	1	-	7	8%
12	Flexibility & Adaptability	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0%

The table above shows 66 reading tasks found in the English textbook "Bright an English". There are critical thinking and problem solving-skills appears 40 times or 44%, Communication skills appears 4 times or 4%, Collaboration skills appears 12 times or 13%, Creativity skills appear 7 times or 8%. Information literacy skills appear 13 times 14%, Media literacy appears 1 time or 1%. Leadership and responsibility appear 1 time or 1%, Social and cross-culture skills appear 5 times or 6%, Initiative and self-direction appear 7 times or 8%. While the researcher did not found the reading tasks represent ICT literacy, productivity and accountability, and flexibility and adaptability.

Table 2. Frequencies and Percentages for 21st-Century Skills of Reading Tasks in English Textbooks "When English Rings a Bell"

No	21st-Century Skills	Chapters													Total	(%)
		1	2	3	4	5	6	7	8	9	10	11	12	13		

No	Skill														Total	%
1	Critical Thinking & Problem Solving	1	4	3	3	2	3	4	1	4	3	5	3	2	**38**	**33%**
2	Communication	1	1	1	1	1	1	1	1	2	1	1	1	1	**14**	**12%**
3	Collaboration	-	2	2	2		1	3	2	4	2	4	3	1	**26**	**22%**
4	Creativity & Innovation	1	1	1	1	1	1	1	1	2	2	2	1	1	**16**	**14%**
5	ICT Literacy	-	-	-	-	-	-	-	-	-	-	-	-	-	**0**	**0%**
6	Information Literacy	-	-	-	-	1	-	1	-	-	-	-	-	1	**3**	**2%**
7	Media Literacy	-	-	-	-	-	-	-	-	-	-	-	-	-	**0**	**0%**
8	Leadership & Responsibility	-	-	-	-	-	-	-	2	-	-	-	-	-	**2**	**2%**
9	Productivity & Accountability	-	-	-	-	-	-	-	-	-	-	-	-	-	**0**	**0%**
10	Social & Cross Culture	-	-	1	-	-	1	-	-	-	-	-	-	-	**2**	**2%**
11	Initiative & Self-Direction	1	2	2	1	1	2	2	2	2	-	-	1	1	**17**	**15%**
12	Flexibility & Adaptability	-	-	-	-	-	-	-	-	-	-	-	-	-	**0**	**0%**

The table above shows 56 reading tasks in the English textbook "When English Rings a Bell". There are critical thinking and problem-solving skills appear 38 times or 33%, Communication skills appear 14 times or 12%, Collaboration skills appear 26 times or 22%, Creativity and Innovation skills appear 16 times 14%. Information literacy skills appear 3 times or 2%, Leadership and responsibility appear 2 times or 2%, Social and cross-culture skills appear 2 times or 2%, Initiative and self-direction appear 17 times or 15%. While ICT literacy, Media literacy, productivity and accountability, and flexibility and adaptability skills did not found in the textbook. The following diagrams show the percentage of 21st-century skills represented in reading tasks of junior high school English textbooks.
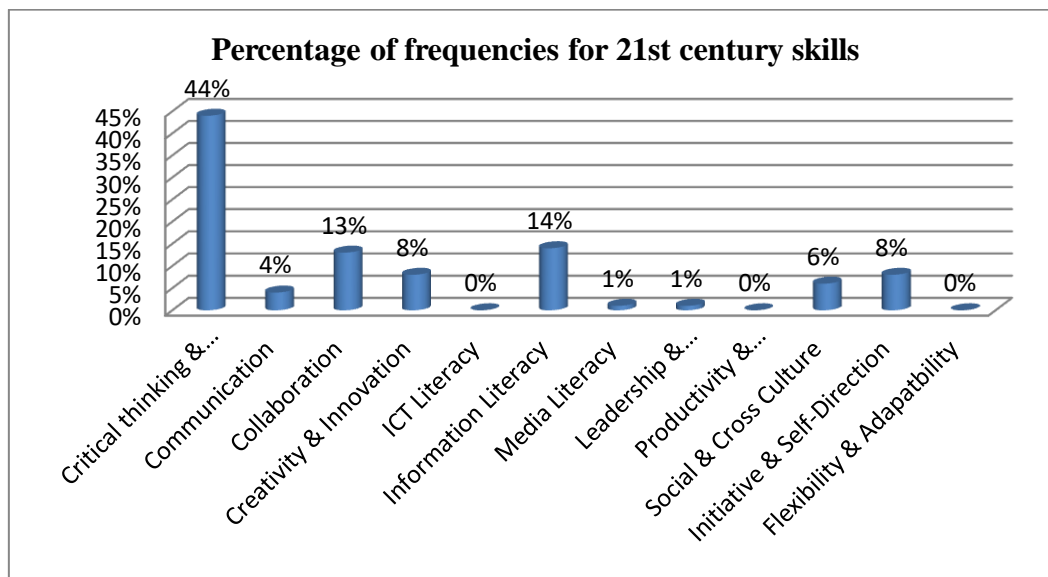
Figure 1. Percentages for 21st-Century Skills of Reading Tasks in English Textbooks "Bright an English"

Based on the analysis of two English textbooks, it was found that there are 21st- century skills represented in both of English textbooks. In the textbook "Bright an English", the researcher found 9 skills of 21st-century skills presented in the reading tasks. There are critical thinking and problem-solving skills obtain 44, communication skills 4%, collaboration skills 13%, and creativity and innovation skills 8%. Information literacy 14%, Media literacy 1%, Leadership and responsibility 1%, Social and cross-culture 6%, Initiative and self-direction 8%. Meanwhile, the other skills, such as productivity and accountability, flexibility and adaptability, ICT literacy undiscovered in the reading tasks "Bright an English" textbook.
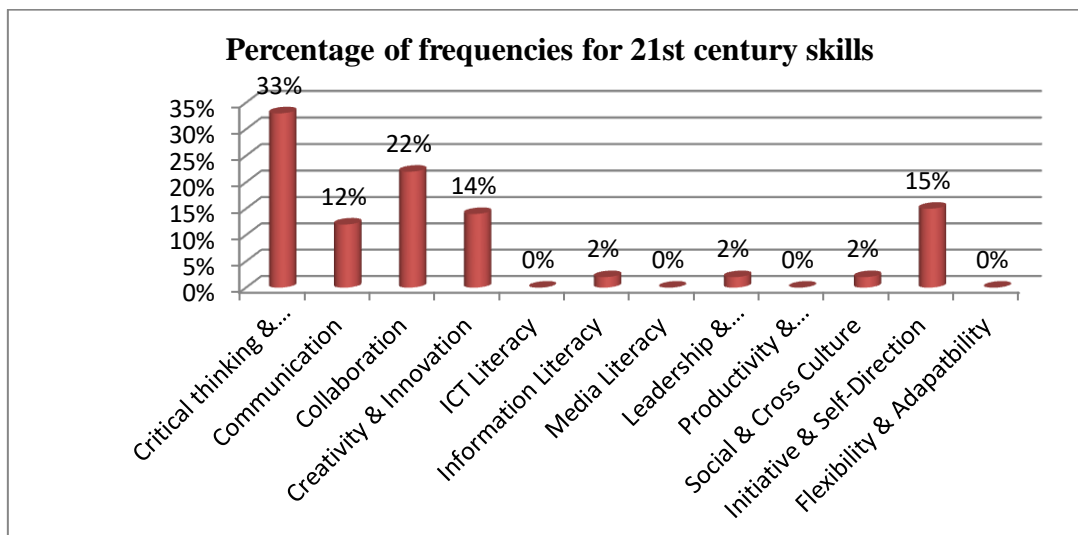
Figure 2. Percentages for 21st-Century Skills of Reading Tasks in English Textbooks "When English Rings a Bell"

Furthermore, in the textbook "When English Rings a Bells" 8 skills of 21st-century skills presented in reading tasks. There are critical thinking and problem-solving skills 33%, communication skills 12%, collaboration skills 22%, and creativity and innovation skills 14%. Information literacy 2%, Leadership and responsibility 2%, Social and cross-culture 2%, Initiative and self-direction 15%. Meanwhile, other skills, such as Media literacy, productivity and accountability, flexibility and adaptability, ICT literacy undiscovered in the reading tasks "When English Rings a Bells" textbook.

DISCUSSION

Based on the analysis of the English textbooks, the researcher found that 21st-century skills represented in both English textbooks. According to Rakhmawati & Priyana (2019, p,10), there are competencies of 21st-century skills that students needs to deal with the demand for globalization. The 21st-century skills are critical thinking and problem-solving skills, communication skills, collaboration skills, and creativity and innovation skills, Information literacy, Media literacy, ICT literacy, Social and cross-culture, Initiative and

self-direction, productivity and accountability, Leadership and responsibility, flexibility and adaptability.

From the research finding, there are 9 skills of 21st-century skills presented in reading tasks in textbook 1 refer to the "Bright an English" textbook. Meanwhile, in textbook 2 refers "When English Rings a Bells" textbook had fewer than textbook 1, there are 8 skills of 21st-century skills presented in reading tasks. According to UU No. 21/2016, the learning of English at Junior High School at this time needs to be prepared to print students who are able to compete in the era of globalization. However, the other skills also need to be presented in the reading tasks to increasing students' ability in learning English. In this section, the researcher presents the discussion of 21st-century skills on each skill represented in the textbooks.

Most of the reading tasks in both English textbooks represent critical thinking and problem solving skills. In critical thinking and problem-solving skills, students should be able to examine how parts of the whole work create overall results in complex structures, interpret data, and draw conclusions based on best interpretation (Rakhmawati & Priyana, 2019, p.10). According to Hakes (2009, p.126), critical thinking helps us to grasp the difference between good reasoning and incorrect reasoning. The representation of critical thinking and problem-solving skills can be seen in the reading tasks with the type of tasks such as fill in the blanks, matching items, ordering items, sentence completion, and short answer. For instance, in textbook 1 activity 9 page 15, there is a reading task asks the students to identify and match the compliments with the responses. From the task, the students ask to analyze part in complex choices and make connections between the expressions and responses. While in the textbook 2 page 24, there is a reading task asks the students to identify and complete the statements based on the text in groups. The students ask to analyze and interpret information based on their analysis. The reading tasks ask the students to analyze and interpret information based on their analysis.

Communication skills also found in reading tasks of junior high school English textbooks. Richards and Schmidt (2010, p.97) state that communication includes the exchange of ideas or knowledge between two or more individuals. The students should be

able to express their thoughts and ideas in communication skills using verbal and non-verbal communication (Rakhmawati & Priyana, 2019, p.11). The representation of communication skills can be seen in the reading tasks with the type of tasks such as short answer and statements completion. For instance, in textbook 1 activity 21 page 159, the reading task asks the students to discuss the questions with their creative responses in groups. Meanwhile, in textbook 2 page 18, the reading task asks the students to reflect the learning process with their creative responses. These tasks represented communication skills because the students should demonstrate effective written communication in a variety of contexts to finish the tasks.

Collaboration skills are found in various types of reading tasks in both textbooks. In some reading tasks, these skills represented that asked the students to work efficiently and respectfully in a team. They should be in a situation to collaborate with others to achieve the objectives (Rakhmawati & Priyana, 2019, p.12). Students can discuss concepts in groups or pairs and share their understanding with the rest of the class (Saavedra & Opfer, 2015, p.11). The representation of collaboration skills can be seen in the reading tasks with the type of tasks such as short answer and statements completion. For instance, in textbook 1 activity 17 page 61, the reading task asks the students to discuss the questions with their creative responses in groups. While in the textbook 2 page 37, the reading task asks the students to complete the suggestion based on the situation in groups. These tasks represented collaboration because the students should finish the exercises with their friends, take part in finishing the task, and they should value the others' work.

Creativity and innovation skills are found in various types of reading tasks in both textbooks. Nowadays educators focus on a set of guidelines called skills of the 21st century, including creativity skills (Piirto, 2011, p.2). Creativity and innovation skills help the students to develop new ideas (Rakhmawati & Priyana, 2019, p.12). The representation of creativity and innovation skills can be seen in the reading tasks with the type of tasks such as short answer and statements completion. For instance, in textbook 1 activity 7 page 192, the reading task asks the students to discuss the questions with their creative responses in groups. While in textbook 2 page 129, the reading task asks the students to reflect the

learning process with their creative responses. Those tasks are represented creativity and innovation skills because the students should answer the questions with their ideas.

Information literacy refers to the students' ability to use technology as a resource for research, organization, analysis, and communication on the use of digital technology such as computers, media players, and the use of information technology (Rakhmawati & Priyana, 2019, p.12). The students were expected to ensure that the information was credible, accurate, and reliable (Triling & Fadel, 2009, p.36). The representation of information literacy skills can be seen in the reading tasks with the type of tasks such as short answer, fill in the table, and statements completion. For instance, in the textbook 1 activity 22 page 139, the reading task asks the students to answer the questions based on the information of the text. After reading the text, the students should discuss some questions related to the text. While in the textbook 2 page 221, the reading task asks the students to discuss and find the part of the meaning in the lyrics song. Therefore, the tasks help the students in getting information from the text.

Media literacy skills related to the ability of the students to interpret media and construct media products (Rakhmawati & Priyana, 2019, p.13). According to Triling and Fadel (2009, p.68), Media literacy skills provide a framework for accessing, analyzing, evaluating and creating messages in a variety of forms (printing, graphics, animation, audio, video, websites, and so on), building an understanding of the role of media in society, as well as essential investigative and self-expressive skills. The representation of media literacy skills can be seen in the reading tasks with the type of tasks such as short answer in the textbook "Bright an English" activity 5 page 71. This task asks the students to answer the questions based on the information on the greeting card. This task shows that greeting cards become media used by the students in finishing the tasks. The students also can get information from the card.

Leadership and responsibility skills allow students to be able to influence and direct others in their activities, motivate others to do their best through some good examples and selflessness, show integrity and ethical conduct in the use of influence and power, and behave responsibly in the community (Rakhmawati & Priyana, 2019, p.14). The

representation of leadership and responsibility skills can be seen in the reading tasks with the type of tasks such as reading aloud. For instance, in textbook 1 activity 2 page 190, the reading task asks the students to read the text aloud and take turns with their partners. While in textbook 2 page 107, the reading task asks the students to read the texts loudly, clearly, and correctly, and take turns to correct each other's mistakes. Leadership and responsibility skills help the students to influence and guide others in doing the activity.

Social and cross-culture demands the willingness of students to accept cultural differences and work effectively with others from a variety of social and cultural backgrounds, react freely to different ideas and values and communicate effectively with others (Rakhmawati & Priyana, 2019, p.13). As the internet is global, students can now become global learners, connect and learn with others around the world (Triling & Fadel, 2009, p.36). The representation of social and cross-culture skills can be seen in the reading tasks with the type of tasks such as short answer and statements completion. For instance, in textbook 1 activity 11 page 169, the reading task asks the students to discuss and answer the questions with their ideas. While in the textbook 2 page 83, the reading task asks the students to identify the message of the lyrics in groups. The tasks represented social and cross-culture skills because it helps the students open-mindedly to respond to different ideas from others.

Initiative and self-direction skills require the ability to manage goals and time, work independently, and be self-direction learners who are capable of going beyond basic mastery skills, demonstrate initiative to advance skills, demonstrate a commitment to learning, and critically reflect on the experience to inform future progress (Rakhmawati & Priyana, 2019, p.13). The representation of initiative and self-direction skills can be seen in the reading tasks with the type of tasks such as reading aloud. For instance, in textbook 1 activity 4 page 56, the reading task asks the students to read following the examples by self. While in textbook 2 page 133, the reading task asks the students to read the text loudly, clearly, and correctly. These reading tasks presented Initiative and self-direction skill because it helps the students to work independently and direct their self to do the activity.

On the other hand, other skills, such as flexibility and adaptability skills, ICT literacy skills, productivity and accountability skills not presented in both English textbooks. Flexibility and adaptability skills encourage students to adapt and work effectively to various roles, responsibilities, schedules, and contexts (Rakhmawati & Priyana, 2019, p.13). ICT literacy skills require students to be able to create an information based on the use of digital technology and communication tools or networks such as computers, media players, etc. (Rakhmawati & Priyana, 2019, p.12). In the 21st-century, students often use technology more fluently than their parents or teachers, and will still need guidance on how to apply these powerful tools to complex learning and creative tasks (Triling & Fadel, 2009, p.70). Productivity and accountability skills are the ability to manage projects that are given to the students even when they face other challenges and pressures in producing high-quality products (Rakhmawati & Priyana, 2019, p.14). However, it is important to emphasize potential skills for the 21st-century in order to prepare active people who are capable of meeting the demands of a global society and capable of being creative in order to solve complex problems and who make use of the technological power to change the world for the better (Trilling & Fadel 2009, p. 56). As a result, integrating technology in the textbook is needed to get the students ready to welcome the digital era.

CONCLUSION

Based on the analysis of the English textbooks, the researcher found that 21st-century skills represented in both English textbooks. Those are including learning and innovation skills such as critical thinking and problem solving, communication, collaboration, and creativity and innovation skills. Digital literacy skills are information literacy and media literacy. The other skills include in career and life skills are initiative and self-direction, social and cross-culture, and leadership and responsibility skills that students need to deal with the globalization era. However, both textbooks yet integrate information technology (ICT) skills, flexibility and adaptability skills, and productivity and accountability skills needed by students to get ready to welcome the digital era. The

publishers need to evaluate and develop the represented some other values which are related to 21st-century skills in English textbooks.

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