

## MULTIMODAL CONTENT ANALYSIS OF 21<sup>ST</sup> CENTURY SKILLS IN AN ENGLISH TEXTBOOK

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**Abstract:** English textbooks are a valuable tool for promoting the development of 21st century skills. Meanwhile, multimodal texts in textbooks are employed by authors to convey meaning through verbal and visual modes, thus necessitating the adoption of multimodal analysis as the most efficacious method for its elucidation. Regrettably, there exists a dearth of literature concerning the application of this approach for analyzing textbooks. To fill this gap, the study examined 21st century skills in an English textbook. This study used content analysis with multimodal social semiotic approach. The study focused on an English textbook titled "English for Nusantara" for seventh-grade students. The findings indicated that critical thinking and problem-solving abilities were the most prevalent skills observed. However, the study did not find any mention of media literacy, and there were only a few instances of economic literacy and global awareness. It is suggested that future revisions should include them. Moreover, English teachers are urged to actively participate in the process of textbook selection and augment the instructional materials with supplementary resources to mitigate any inadequacies of the textbook.

**Keywords:** 21st century skills; English textbook; multimodal.

### INTRODUCTION

Textbooks are an essential element of the education system, serving as a valuable resource for teachers and students alike. In the context of teaching English, textbooks are frequently employed as the primary resource of instructional materials, providing a structured and systematic approach to language learning (Corr, 2020). However, textbooks are not mere repositories of information but also play a crucial role in shaping students' attitudes, values, and beliefs (Nhem, 2020). In the 21st century, there has been a growing recognition of the need for individuals to develop a set of skills that go beyond the traditional academic subjects. These competencies are commonly known as 21st-century skills.

As a result, there has been a shift in focus towards developing these skills in the education system, with textbooks being one of the key resources used to achieve this goal. The integration of 21st century skills into textbooks reflects the changing nature of our globalized, interconnected

world (Rose et al., 2020). Proficiency in English communication has become a fundamental skill for individuals across various domains, and English language textbooks play a critical role in the development of this skill. However, the focus of English language education has shifted beyond just language proficiency, towards the development of broader 21st century skills.

The Partnership for 21st Century Skills (P21), a coalition of educators, business leaders, and policymakers in the United States, has identified a set of essential 21st century skills that students need in order to succeed in today's world. These skills include critical thinking, communication, collaboration, creativity, digital literacy, and global awareness, among others. English language textbooks are an ideal resource for developing these skills, as they provide opportunities for students to engage with different forms of communication, work collaboratively with others, and develop their creativity through tasks such as writing and storytelling.

However, the mere presence of 21st-century skills in textbooks is not enough. The appropriateness and quality of the content are also important. Inappropriate or poorly designed textbooks can lead to ineffective instruction and negative attitudes towards learning (Salabiah et al., 2019). The quality of a textbook has a significant impact on the learning experience of students (Cahya et al., 2020). If the content of a textbook is not relevant or engaging to students, it may lead to disinterest in the subject matter and a lack of motivation to learn. Additionally, if the textbook is poorly designed and structured, students may struggle to follow the material and become frustrated with the learning process. These negative experiences can lead to a lack of confidence and a decreased willingness to engage with the material, which can ultimately hinder their academic progress. Furthermore, teachers need to carefully select textbooks that are relevant, engaging, and meet the needs of their students.

Moreover, teachers should actively participate in the process of selecting textbooks and supplement the materials with appropriate resources or activities to address any inadequacies of the textbook (Isnaini et al., 2019). This highlights that teacher need to be knowledgeable about the contents of the textbook and how it applies to their students' learning goals. Teachers should have a critical approach to textbook selection, considering factors such as the suitability of the content, the teaching methods employed, and the cultural relevance of the materials.

Furthermore, multimodal analysis is an essential tool in research because it enables the identification and analysis of the different modes of communication used in a particular text (Jewitt & Oyama, 2001). Through this analysis, researchers can reveal the underlying assumptions and values embedded in the text, shaping readers' understanding of the subject matter. Additionally, multimodal analysis can provide insights into how the verbal and visual modes work together to convey meaning and reflect social, cultural, and ideological contexts (Kress & van Leeuwen, 2006; Ahaotu & Oshomo, 2023).

In the context of English language learning, analyzing the multimodal texts used in textbooks is crucial in uncovering their underlying meanings and implications for language learning (Weninger, 2021). By utilizing multimodal analysis, researchers can achieve a more thorough comprehension of textbook content and its potential impact on language learning. Several researchers have employed multimodal analysis to

examine various aspects of language learning materials, including the representation of culture (Prihatiningsih et al., 2021), grammar (Abdullah et al., 2022) and vocabulary (Naderi et al., 2019).

Although there have been many studies on the analysis of multimodal communication across different fields, there is a particular gap in research regarding the use of multiple modes in school textbooks. Specifically, there is a lack of comprehensive studies that investigate how various forms of communication such as text, images, sound, and interactive elements work together in textbooks to facilitate the development of 21st-century skills. This gap in research is significant because it is essential for educators to ensure that the teaching materials they use promote the development of these skills in students. Therefore, there is a pressing need for further investigation in this area to fill this gap in our knowledge.

In light of these issues, the aim of this study is to investigate the significance of 21st-century skills within the context of an English textbook titled "English for Nusantara" intended for seventh-grade students. and the importance of analyzing textbooks in order to better understand their potential for promoting these skills. Specifically, the study examined the use of multimodal social semiotics as an analytical framework for understanding the ways in which different modes of representation (e.g., language, images, layout, and design) work together to create meaning in English textbooks and how these meanings can be linked to the cultivation of 21st century skills. The findings of this study will have implications for English language teachers and curriculum designers in their efforts to promote the development of 21st century.

## **METHOD**

A qualitative method with content analysis is used in this study. Krippendorff (2018) explains that in content analysis, the so-called unit of analysis is part of the content to be observed; can be in the form of words, sentences, pictures, scene pieces, and paragraphs, and the analysis technique uses qualitative data. Hsieh and Shannon (2005) identify three distinct approaches to qualitative content analysis: conventional, directed, and summative content analysis. In this study, the directed content analysis approach was employed as the coding categories are derived from an established theory.

In this study, an EFL textbook entitled "*English for Nusantara for Junior High School Grade*

*Seven*” is used as the source of the data. There are two main considerations of the researchers to choose this textbook as the subject of this research. First, it is the first textbook published for junior high school in this Merdeka curriculum, where this textbook will certainly be widely used in teaching and learning English. The second reason is that this textbook is relatively new to use, there has been no research that raises the suitability of the contents of this textbook, especially in implementing 21st century skills.

This study employs the multimodal social semiotic approach to analyze data. While Kress and van Leeuwen (2006, 2010) do not explicitly order the analysis steps, they elaborate on the important points that must be considered when conducting multimodal analysis. To conduct this type of analysis, researchers follow several key steps, including data collection, analysis, interpretation, and presentation of results. The data collection process involves selecting a suitable dataset that includes a range of different semiotic resources. When analyzing a textbook, the dataset may include text, images, and other visual aids. These are included in the 21st-century skills criteria based on the Partnership for 21st Century Skills framework, which includes 17 skills, as discussed by (Trilling & Fadel, 2009). Once the data is collected, it is analyzed using multimodal social semiotic techniques. The researchers use Kress and van Leeuwen's (2006) five analytical perspectives: focalization, affect, pathos, ambiance, and graduation. Once the analysis is complete, the data is interpreted to draw conclusions about how the textbook supports the development of 21<sup>st</sup> century skills. Finally, the results of the analysis are presented in a clear and concise manner, using graphs to help convey the key findings.

## RESULTS AND DISCUSSION

Authors of textbooks use multimodal texts to convey meaning through verbal and visual modes. Multimodal text is a combination of text and images. As stated by Weninger and Kiss (2013) that the combination of texts and images within an activity should be considered as a whole since their interaction contributes to the learning process. The multimodal analysis is the most effective approach to reveal them.

The analysis of 21st century skills presented in the textbook "*English for Nusantara*" reveal that out of the 17 skills recommended by the Partnership for 21st Century Skills, 16 of them were identified in the textbook. The only skill that

can not be found is media literacy. The absence of media literacy is a significant gap, media literacy is an important skill in today's digital age, where media messages are pervasive and have a significant impact on students and society. Without media literacy skills, students are more likely to fall prey to misinformation, propaganda, and fake news.

However, this result is significant as it indicates that "*English for Nusantara*" textbook covers a wide range of essential 21st century skills recommended by P21. These skills are considered vital in preparing learners for success in the current and future job market, as well as in everyday life. By identifying the skills included in the textbook, teachers and students can better understand the areas in which they are being developed and the skills that require further attention. The analysis provided a detailed breakdown of each skill in the textbook, as shown in the table below.

Table 1. *Numbers of occurrences of 21<sup>st</sup> century skills in the textbook*

No.	21 <sup>st</sup> Century Skills	Frequent ly	Perce n tage
1	Critical Thinking and Problem-Solving	104	28.3%
2	Communication	31	8.4%
3	Collaboration	32	8.7%
4	Creativity and Innovation	35	9.5%
5	Information Literacy	18	4.9%
6	ICT Literacy	42	11.4%
7	Media Literacy	0	0%
8	Flexibility and Adaptability	13	3.5%
9	Initiative and self-direction	26	7%
10	Social and Cross-cultural Interaction	17	4.6%
	Productivity and Accountability	11	2.9%
	Leadership and Responsibility	4	1%
	Global Awareness	4	1%
	Economic Literacy	1	0.2%
	Civic Literacy	4	1%
	Health Literacy	12	3.2%
	Environmental Literacy	13	3.5%
Total		367	100%

The textbook necessitates students to employ critical thinking and problem-solving abilities in most of the tasks. There are 104 tasks that require these skills. According to Shanta and Wells (2022), these tasks involve using different types of reasoning, analyzing how different parts work

together, evaluating evidence and arguments, and reflecting on learning experiences. Students will need to solve unfamiliar problems using traditional and new methods, and they will need to ask important questions that clarify different perspectives to find better solutions. The section that follows gives an example of how these skills are used in the book.

a. Look at Picture 1.3. Observe the physical traits of each person in the picture. You can use the words in the box to describe each person. See the Wordbox.



Figure 1. *The representation of critical thinking and problem solving*

The assigned task promotes critical thinking and problem-solving skills by requiring students to analyze a photo and describe the physical traits of each person using specific words. The exercise enhances students' ability to observe, analyze, and solve problems by breaking down complex information. The picture shows eight students, consisting of five boys and three girls, posing in front of a purple curtain with four flower pots around them. The photo employs social semiotics to convey a message of inclusivity and diversity, with each student representing different cultures, abilities, and personality traits. The students express their individuality while also participating in a larger group identity, highlighting the importance of diversity in creating a vibrant community.

Students must master communication skills, including verbal, written, and nonverbal forms, for effective expression of thoughts and ideas. Listening attentively is equally important to understand the intended meaning, values, attitudes, and intentions. They should use communication for various purposes and evaluate its effectiveness and impact. The textbook offers 31 communication tasks that use different media and technologies. One example of task objectives demonstrates the combination of communication skills.

b. Write sentences for the following place. Use the words to help you. The words can be used in some sentences. You can also use your own words



Figure 2. *The representation of communication*

The text discusses two modes of communication: verbal and visual. The verbal mode is presented in the form of instructions that require students to communicate their thoughts and ideas effectively in writing. This involves organizing their thoughts, using appropriate vocabulary, and constructing grammatically correct sentences. The instructions also encourage creativity and self-expression, which require clear and effective communication skills. The visual mode is represented by a picture of a schoolyard with four junior high school students engaged in different activities. The picture provides a context for interpreting the scene and the actions of the students. The students' activities can be seen as social practices that involve verbal and material interactions. The visual components, such as the trees, the school building, and the students' activities, offer a multimodal context that facilitates viewers in interpreting and comprehending the scene. Together, the verbal and visual modes demonstrate the importance of effective communication skills in conveying information and making sense of the world.

This textbook includes 32 tasks that require students to work together in teams and communicate respectfully to achieve goals. Collaboration skills are emphasized, which means working effectively with others and utilizing each team member's strengths and perspectives. Collaboration skills hold significant importance in the real world, as the majority of workplaces necessitate teamwork and cooperation for achieving success (Nahar, 2022).



Picture 3.8 Sticker sign

#### Making Sticker Signs

Sinta wants her family house to look neat and clean every day. She then has an idea. She thinks that it is a good idea to put a label or a sticker sign on every part of her house. Those sticker signs will remind her family about what to do to keep the house clean. She asks Galang and Ara to help her out.

They decided to write eight signs for the sticker. For example, Sinta made 'Please do not leave dirty dishes in the sink' sticker sign. Galang made 'Please flush the toilet after using' sticker sign. Ara made 'Please take off your shoes' sticker sign. Galang drew pictures for the stickers. Finally, they finished all the sticker signs. They put them anywhere in the house, such as on the toilet door or on the bedroom wall.

Figure 3. *The representation of collaboration*

The text depicts how three siblings collaborated to develop a system aimed at maintaining cleanliness and tidiness in their family home. It highlights the collaborative skills demonstrated by Sinta, Galang, and Ara, including idea generation, assignment distribution, skill exchange, clear communication, synchronization, and decision formation. Through their collaborative efforts, the siblings were able to achieve a common goal, illustrating the importance of working together in real-world situations. Utilizing multimodal social semiotics, the researcher examines both the verbal and visual components within the text and imagery to comprehend their collaborative meaning. The researcher observes that the text employs a simple and lucid style, characterized by concise sentences and direct language. Regarding the visuals, depicting three children holding sticker signs advocating good hygiene practices, a multimodal analysis is applied. Each sign is scrutinized in respect to its predominant color, message, and accompanying visuals, highlighting how each element synergistically communicates the significance of maintaining cleanliness and orderliness in the family household. Finally, the task emphasizes the importance of collaboration and a multimodal approach to communication in achieving common goals and promoting good habits and practices. The use of relatable situations and simple language may make the message more accessible and memorable for readers.

The book has 35 assignments that aim to improve students' creativity and innovation skills. According to Rakhmawati and Priyana (2019), these skills involve generating new and valuable ideas using techniques like brainstorming. The assignments prompt students to refine, analyze, and assess their own concepts and be open to diverse perspectives and feedback from peers.

Let's do a "Do-It-Yourself" (DIY) project.

- a. You are going to make a pencil case using a used plastic bottle. Look at the pictures. What do you need to make the pencil case?



Figure 4. *The representation of creativity and innovation*

This task promotes creativity and innovation abilities among students by inspiring them to repurpose a discarded item into a practical object. The specific example given is a pencil case crafted from a repurposed plastic bottle, which requires problem-solving, critical thinking, imagination, and adaptability to achieve the desired outcome. Additionally, This assignment cultivates environmental awareness by prompting students to recycle and repurpose materials, thereby fostering ecological literacy. while being mindful of the environment. The instructions use various communication strategies, such as imperative statements to communicate a sense of immediacy and command, second-person pronouns to imply personal responsibility and agency, and a visual depiction to complement the verbal project description. The inclusion of the term "Do-It-Yourself" indicates that the project entails active involvement and exploration, rather than mere observation, fostering a sense of collaboration and collective engagement.

The competency of information literacy necessitates that students possess the capacity to access credible and timely information effectively, evaluate it with proficiency and discernment, and creatively employ it to resolve problems and manage the abundance of data from various sources (Pinto et al., 2020). Moreover, students ought to possess a basic comprehension of the ethical and legal ramifications associated with accessing and utilizing information. (Majid et al., 2020). The textbook encompasses 18 tasks that integrate these essential elements of information literacy skills. The following is one of the integration of this skill.

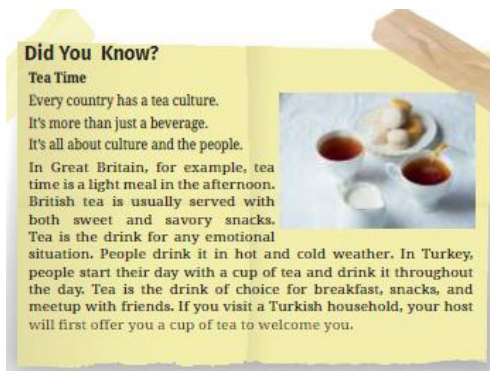


Figure 5. The representatin of information literacy

The text offers insights into the tea culture of various countries and develops students' abilities to access, evaluate, and apply information. It details various tea-drinking customs, such as British tea served with snacks and Turkish tea consumed during breakfast and social gatherings. The information serves as a valuable resource for those interested in tea culture worldwide, helping readers to manage information flow from various sources while understanding the legal and ethical aspects of information usage. The picture complements the text, portraying tea as an essential element of culture and social life. The multimodal representation creates a comprehensive overview of tea culture in different countries, making the content more engaging and memorable for the audience.

The textbook includes 42 tasks to improve students' ICT literacy skills, which involves using digital tools for research, organization, evaluation, and communication, while considering ethical and legal considerations (Rakhmawati & Priyana, 2019).



Figure 6. The representation of ICT literacy

In this picture, a girl named Monita is utilizing her tablet to capture photos, type on the screen, and

compose a post detailing the cake she prepared, demonstrating her ICT literacy skills. The image serves as a multimodal portrayal, illustrating various stages of the process and featuring a post comprising elements such as a cake picture, hashtags, and descriptive text. Additionally, Monita's utilization of DM to share the recipe exemplifies her ICT literacy skills. The color yellow in Monita's shirt creates a friendly atmosphere, while the hashtags convey a playful tone to the post. This image exemplifies the incorporation of ICT skills into daily tasks, such as baking and sharing on social media platforms.

Acquiring flexibility and adaptability skills is crucial for students to excel in various roles, tasks, schedules, and situations, all while fostering productive collaboration with others. Demonstrating flexibility involves adeptly receiving and integrating feedback, the ability to respond constructively to both positive and negative evaluations, and the capability to comprehend and balance a range of perspectives and attitudes (Mitsea et al., 2021). The textbook comprises 13 exercises that highlight the importance of cultivating such skills.



**Made the Basketball Player**  
 Made is Galang's friend. He is 14 years old. He is very friendly. He has a lot of friends. Made has short, black hair. He always wears a cap wherever he goes.  
 Made is special. He uses a crutch and sometimes uses a wheelchair. He likes playing basketball. He plays for a basketball team called Kalimantan Wheelchair Basketball. He practices basketball once a week on Saturday. His teammates are proud of him. Together, they make a very good basketball team.

Figure 7. The integration of flexibility and adaptability

The text and picture showcase Made's Flexibility and Adaptability skills as he perseveres in his passion for basketball despite having a physical disability. Made displays flexibility by creatively adapting to his situation utilizing a wheelchair and crutch, while his teammates provide support as he adjusts to different roles within the team. The text uses descriptive language to convey details about Made's identity, interests, and community involvement are provided, complemented by a visual depiction of Made holding a basketball, wearing a smile, highlighting his talent and resilience. Overall, the use of multimodal social semiotics paints a

comprehensive picture of Made as a multifaceted and inspiring individual.

Initiative and self-direction skills pertain to the ability of individuals to manage their own goals, time, and work independently, and to be self-directed learners. These learners exhibit initiative by striving to enhance their skills beyond the fundamental level. They demonstrate a commitment to learning and the capacity to critically evaluate their past experiences to inform their future progress.

The textbook has 26 self-directed learning activities that help students set goals, manage their time, and reflect on their progress. These activities aim to promote autonomy and accountability, which are crucial for academic and personal achievement.



Figure 8. *The integration of initiative and self-direction*

This conversation and accompanying image depict self-direction skills through an analysis of Andre's mobile gaming hobby. Andre's capability to manage his time efficiently throughout the week and prioritize additional obligations like school or work highlights his adeptness in self-direction. His hobby also suggests a personal interest in fulfilling activities, demonstrating a strong sense of self-awareness and self-direction. The multimodal approach employs linguistic, visual, and gestural modes to convey social context and relationships between the boys. Clothing, facial expressions, and Galang's fishing equipment offer insight into their personalities, while Galang's attentiveness is displayed through gestural mode. Together, these modes create a comprehensive representation of the conversation and social dynamics between the boys.

The textbook offers 17 tasks to foster social and cross-cultural skills, which are essential for effective communication and respect for diverse cultural backgrounds.

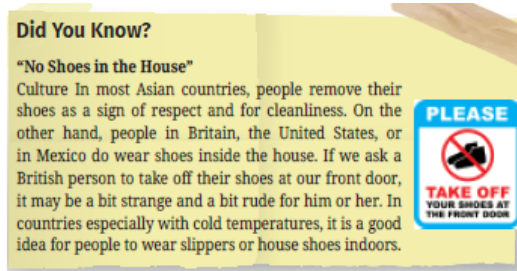


Figure 9. *The integration of social and cross-cultural interaction*

The text delves into Social and Cross-cultural Interaction skills, examining varying cultural perspectives on wearing shoes inside the house. It emphasizes the importance of respecting cultural differences and the capacity to engage adeptly with individuals from various cultural backgrounds. This proficiency is crucial in our increasingly globalized world to avoid misunderstandings and demonstrate respect. The text provides information about various countries' cultural practices, including the importance of removing shoes in most Asian countries, while in countries like Britain, the United States, or Mexico, it is customary to wear shoes indoors. The accompanying image bolsters the message with a red crossed-out shoe symbol and capitalized instructions to remove shoes before entering. Collectively, the text and picture offer a multimodal portrayal of social and cultural conventions, emphasizing the significance of acknowledging and honoring them within various contexts.

The textbook imparts lessons on productivity and accountability through 11 tasks designed to cultivate students' abilities in project management and achieving exceptional results. These skills are pivotal for both academic and professional triumphs, fostering students' confidence along the way. (Rakhmawati & Priyana, 2019).

#### *Ibu Ayu's Online Class*

*Ibu Ayu teaches English every Tuesday and Thursday. During the pandemic, Ibu Ayu taught English online. She used a video conferencing application. Ibu Ayu met and talked with her students virtually. She also explained the materials and has a discussion with her students. The students felt very happy and excited to learn English online. Sometimes the students spoke at the same time. In a video conferencing application, speaking at the same time makes the class noisy. Ibu Ayu thought about making rules for online learning.*

Figure 10. *The integration of productivity and accountability*

The text scrutinizes the language employed in delineating Ibu Ayu's online English class during the pandemic. It underscores the productivity and accountability skills demonstrated by Ibu Ayu in facilitating virtual instruction, encompassing meticulous planning and material preparation, establishing guidelines, and delivering feedback.

The students' favorable response attests to Ibu Ayu's adeptness in engaging learners and fostering a conducive learning atmosphere. Leveraging video conferencing software enabled Ibu Ayu to offer interactive learning opportunities despite geographical barriers. Ultimately, the utilization of multimodal social semiotics through language effectively communicates the significance of productivity and accountability skills in adapting to novel circumstances and delivering quality education, even amid challenging scenarios such as the pandemic. Furthermore, it accentuates the beneficial impact of online learning on students' educational experiences.

The textbook has a section on the 21<sup>st</sup> century skill of leadership and responsibility. This involves guiding and motivating others to complete tasks, acting with integrity and ethical behavior, and taking responsibility in the community (Sulam et al., 2019). There are 4 tasks in the textbook that demonstrate how to integrate leadership and responsibility.



Figure 11. *The presentation of leadership and responsibility*

This image portrays a father instructing his son to tidy up the yard. The father demonstrates leadership by proactively guiding and motivating his son to act. On the other hand, the son displays responsibility by embracing the task and agreeing to clean the yard. This interaction showcases a harmonious parent-child relationship, where the father not only leads but also supports and mentors his son. The physical contact, with the father's hand on Galang's shoulder, suggests a nurturing bond. In summary, this picture exemplifies the amalgamation of leadership and responsibility skills within a familial context.

Students can use 21st-century skills to understand and solve global issues to apply their Global Awareness skills. They need to cooperate with people from diverse cultures, religions, and lifestyles through respectful communication. They also require knowledge about various nations and cultures, including other languages. However, this

textbook has only four tasks that foster Global Awareness skills.

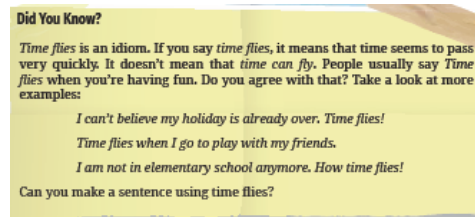


Figure 12. *The presentation of global awareness*

The text aims to develop global awareness skills in students by encouraging them to reflect on the cultural differences in how idiomatic expressions are used to convey the concept of time. It prompts students to contrast these expressions in their native language and culture with others, thus promoting respect and understanding of different cultures and ways of thinking. The picture accompanying the text contains visual and textual elements that interact to convey meaning. The bold typography of "Did You Know?" captures the reader's attention, drawing them into the text. The informal style of the text suggests that the intended audience is younger and more informal, making the content more accessible. The sentence example using "Time flies" illustrates the idiom's meaning and usage, conveying the idea that time seems to pass quickly when one is engaged in focused work. Finally, this text and its accompanying picture provide an engaging and informative tool for promoting global awareness skills among students.

The textbook discusses economic literacy and the skills students need to make informed decisions. It includes personal economic choices, the economy's role in society, and entrepreneurial skills (Wibowo et al., 2023). However, there is only a task in the textbook, raising concerns about the lack of integration of economic literacy skills into educational resources.



Figure 13. *The presentation of economic literacy*



The conversation between a family in the text may not directly involve economics, but it showcases several economic literacy skills. The father cooking special food for the family suggests household economic stability, and the mother's promotion hints at upward mobility in her career, which is significant for labor market and economic growth. The discussion of specific foods like fruit salad, rice, and rica rica chicken may also indicate an understanding of the economic factors that influence food choices and prices. Meanwhile, the image showcases inclusivity and diversity, utilizing circular dining settings, role reversals regarding gender, disability representation, and advocating for equal treatment and opportunities. The dialogue conveys cultural messages about celebration, recognition, and family support, reflecting broader values of social connection and communal sharing. Overall, the image and text collaborate to construct a storyline emphasizing familial unity and inclusiveness while also highlighting economic literacy skills.

Civic literacy skills encompass the competencies necessary for students to effectively engage in civic life. They require knowledge, skills, and attitudes to remain informed, participate in democratic processes, and comprehend the repercussions of civic choices. Through these capabilities, students emerge as proactive and involved citizens capable of effecting positive change in their communities and beyond. Unfortunately, this textbook only includes 4 tasks that integrate civic literacy skills.



Figure 14. *The integration of civic literacy*

This text promotes civic literacy skills by highlighting the linguistic and cultural diversity of Indonesia. It promotes students to value and acknowledge the diversity within their society, while underscoring the significance of preserving and celebrating local languages and cultures. Additionally, the text exemplifies how civic literacy can be incorporated into education through the teaching of local languages as part of the curriculum. By nurturing cultural appreciation and active citizenship, the text encourages readers to actively participate in their communities and engage effectively in civic engagement. Utilizing

both verbal and visual modes, the multimodal text invites readers to interact with the information, with the title "Did You Know?" prompting engagement, and the image of children in traditional attire representing the country's cultural richness. The inclusion of a map of Indonesia further reinforces the text's message, highlighting the country's vastness and the diverse array of cultures and languages within it.

The textbook contains 12 activities that enhance health literacy by promoting skills in accessing, understanding, and utilizing health information and services to improve personal well-being. This includes knowledge of preventive measures, setting and monitoring health goals, and understanding public health and safety issues.

**Pak Edo's Hobby**

*Pak Edo's hobby is cycling. He goes cycling every morning. Pak Edo always wears a helmet, a t-shirt, shorts, and shoes when he goes cycling. He never forgets to bring his bottle.*

*Pak Edo sometimes goes cycling with his wife and children. They ride their bicycles together on weekends. Their favorite place for cycling is the park. They like cycling at the park because the air is very fresh.*

*Pak Edo likes cycling because it can make him healthy. Cycling makes immune cells more active. Cycling is also good for the environment because it does not release pollution.*

Figure 15. *The presentation of health literacy*

The text integrates health literacy skills by imparting knowledge about physical activities and their advantages. It underscores the significance of using safety gear, staying hydrated, and advocating for a healthy lifestyle. Additionally, it accentuates the merits of cycling for both personal well-being and environmental conservation. The textual component elaborates on Pak Edo's cycling routine, attire, and the benefits associated with it, highlighting its positive impact on personal health and the environment. Moreover, it proposes cycling as a wholesome and enjoyable activity suitable for bonding with family and friends. Through a multimodal social semiotic analysis, the text portrays cycling in a favorable light, stressing the importance of safety measures and appropriate attire.

Students must understand the environment, including water, climate, land, food, energy, and ecosystems, as well as how society affects it. They must analyze environmental issues and propose effective solutions, then take action to address environmental challenges. The textbook has 13 activities related to environmental literacy.

- b. Read the text again and have a look at the rubbish below. Can you separate them based on the categories?



Figure 16. *The presentation of environmental literacy*

Proficiency in identifying and categorizing waste materials into suitable groups is a vital environmental competency that contributes to maintaining a healthy and sustainable environment. The picture and instruction in this text use language and visual elements to convey information about waste separation. The image features green and yellow waste bins and objects representing different types of waste. The colors of the bins symbolize nature and cleanliness, respectively. The directive prompts the students to segregate the items in the image according to their organic and non-organic classifications. Through this multimodal social semiotic system, students can comprehend and adhere to the instructions efficiently, facilitating effective waste management. This competency aids in minimizing landfill waste and environmental pollution, thereby enhancing overall environmental health.

## CONCLUSION

The findings indicate that while the textbook provides some opportunities for the development of 21st century skills, there is room for improvement in terms of the design and integration of multimodal elements. Textbook authors should focus deeper on designing activities that emphasize real-world applications, integrate multimedia elements, promote collaboration, and provide opportunities for feedback and assessment. Furthermore, the inclusion of skills such as media literacy, economic literacy, and global awareness is essential. English teachers should actively participate in textbook selection and supplement instructional materials with additional resources to ensure that their students are receiving a comprehensive education that prepares them for success in the modern world.

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