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MULTIMODAL CONTENT ANALYSIS OF 21ST 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 subject of the study was an English textbook "English for Nusantara" for the seventh-grade students. The result shown that critical thinking and problem-solving skill was the most frequent type. 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: multimodal; 21st century skills; English textbook

INTRODUCTION

Textbooks are an essential element of the education system, serving as a valuable resource for teachers and students alike. In the English language teaching context, textbooks are often used as the primary source 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 skills, commonly referred to 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, Syrbe, Montakantiwong, & Funada, 2020). The ability to communicate effectively in English is now an essential skill for people from all walks of life, 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, Sutiono, Arini, & Mu'in, 2019). The quality of a textbook has a significant impact on the learning experience of students (Cahya, Sutarsyah, & Suparman, 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 need to take an active role in the textbook selection process and supplement the materials with appropriate resources or activities to address any inadequacies of the textbook (Isnaini, Setyono, & Ariyanto, 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, analyzing the multimodal texts used in English textbooks is essential in revealing their underlying meanings and implications for language learning (Weninger, 2021). The use of multimodal analysis can provide insights into how the verbal and visual modes work together to convey meaning and how they reflect and shape social, cultural, and ideological contexts (Ahaotu & Oshamo, 2023). Therefore, multimodal analysis can offer a more comprehensive understanding of the content of textbooks and their potential impact on language learning. Multimodal analysis has been used in the literature to analyze various aspects of language learning materials, including the representation of culture (Prihatiningsih, 2020), grammar (Abdullah et al., 2022), and vocabulary (Naderi Anari, Rostami Aboo Saeedi, & Shariati, 2019). However, there exists a dearth of literature concerning the application of multimodal analysis for analyzing English textbooks that promote the development of 21st century skills.

In light of these issues, the purpose of this study is to explore the role of 21st century skills in an English textbook "English for Nusantara" for the 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 development 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 was used in this study. Krippendorff (2018) explained 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) identified three distinct approaches to qualitative content analysis: conventional, directed, and summative content analysis. These approaches differ in terms of their encoding schemes, code origins, and trust issues. Conventional content analysis involves creating coding categories directly from the text data. In contrast, directed content analysis uses a pre-existing theory or previous research findings as a guide for initial coding. Summative content analysis involves counting keywords or content and making comparisons, followed by contextual interpretation. 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"* was used as the source of the data. It was published by the Book Center; Educational Standards, Curriculum, and Assessment Agency; Ministry of Education, Culture, Research, and Technology. There are two main considerations of the researcher to choose this textbook as the object 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 in the classroom along with the development of the implementation of the latest curriculum. 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 employed the multimodal social semiotic approach to analyze the data. To aid in analyzing the representation of texts and images, the researcher used Kress and van Leuween's (2006) five analytical perspectives: focalization, affect, pathos, ambiance, and graduation. Focalization refers to the mode's point of view, or who is telling the story. The affect and pathos perspectives were used to examine the emotional impact that the images or texts aim to achieve. The use of colors in the images and ambiance were also be analyzed.

The Partnership for 21st Century Skills framework, as discussed in Trilling and Fadel (2009) work, was used as a point of reference and a boundary for determining the types of skills that was used to investigate "English for Nusantara" textbook.

RESULT 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. Furthermore, multimodal analysis is divided into two approaches; the sociolinguistic approach and the social-semiotic approach. In social semiotics, meaning occurs in a variety of social settings and interactions, but the sign as the basic unit of semiotics exists in all modes, the fusion of form and meaning (O'Halloran, 2008). The sign then becomes the semiotic resource, each symbol having a specific meaning and form.

The analysis of 21st century skills presented in the textbook "English for Nusantara" revealed that out of the 17 skills recommended by the Partnership for 21st Century Skills (P21), 16 of them were identified in the textbook. The only skill that could not be found was media literacy. This result is significant as it indicates that "English for Nusantara" 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 21ˢᵗ century skills in the textbook*

No.	21ˢᵗ Century Skills	Frequently	Percentage
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%
11.	Productivity and Accountability	11	2.9%
12.	Leadership and Responsibility	4	1%
13.	Global Awareness	4	1%
14.	Economic Literacy	1	0.2%
15.	Civic Literacy	4	1%
16.	Health Literacy	12	3.2%
17.	Environmental Literacy	13	3.5%
	Total	**367**	**100%**

The book requires students to use critical thinking and problem-solving skills 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.

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.

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 elements, such as the trees, the school building, and the students' activities, provide a multimodal context that enables viewers to interpret and make sense of 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. The tasks are designed to help students develop these skills so they can work well in groups and achieve shared goals. Collaboration skills are important in the real world, as most workplaces require teamwork and cooperation for success (Nahar, 2022).

Figure 3. *The representation of collaboration*

The text describes how three siblings worked together to create a system that would help keep their family house clean and neat. The author highlights the collaborative skills demonstrated by Sinta, Galang, and Ara, including idea generation, task delegation, skill sharing, effective communication, coordination, and decision-making. Through their collaborative efforts, the siblings were able to achieve a common goal, demonstrating the value of collaboration in real-world situations. Using multimodal social semiotics, the author analyzes both the linguistic and visual elements in the text and picture to understand how they work together to convey meaning. The author notes that the text is written in a simple and clear style, with short sentences and straightforward language. The visuals, which feature three children holding sticker signs with messages about good hygiene practices, are also analyzed using a multimodal approach. Each sign is analyzed in terms of its dominant color, message, and accompanying visuals, with the author noting how each element works together to convey a message about the importance of keeping the family house clean and neat. Overall, the author 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 tasks encourage students to refine, analyze, and evaluate their own ideas and be open to diverse perspectives and feedback from peers. Other important aspects include effective implementation and communication of new ideas, originality, understanding limitations, and embracing failure as a learning opportunity. The book also highlights that creativity and innovation involve a cyclical process of small successes and frequent mistakes.

Figure 4. *The representation of creativity and innovation*

This task promotes creativity and innovation skills among students by encouraging them to transform a waste item into a functional object. The specific example given is a pencil case made from a used plastic bottle, which requires problem-solving, critical thinking, imagination, and adaptability to achieve the desired outcome. Additionally, this task fosters environmental literacy, as it encourages students to recycle and reuse materials while being mindful of the environment. The instructions use various communication strategies, such as imperative sentences to convey a sense of urgency and authority, second-person pronouns to imply personal responsibility and agency, and a visual representation to supplement the verbal description of the project. The use of the phrase "Do-It-Yourself" implies that the project requires active participation and experimentation, rather than passive

observation, and suggests a sense of collaboration and shared experience.

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, Fernández-Pascual, Caballero-Mariscal, & Sales, 2020). Moreover, students should have a fundamental understanding of the ethical and legal implications of information access and usage (Majid, Foo, & Chang, 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 using her tablet to take pictures, type on the screen, and create a post about the cake she made, demonstrating her ICT literacy skills. The picture is a multimodal representation, showing different stages of the process and including a post with several elements such as a picture of the cake, hashtags, and descriptive text. The use of DM as a way to share the recipe is an additional example of Monita's 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 picture illustrates the integration of ICT skills in everyday activities, such as baking and social media sharing.

The development of flexibility and adaptability skills is crucial for students to succeed in diverse roles, tasks, schedules, and situations, while also maintaining effective collaboration with others. Flexibility can be demonstrated through the effective reception of 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, Drigas, & Mantas, 2021). The textbook comprises 13 exercises that highlight the importance of cultivating such skills.

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 by using a wheelchair and crutch, and his teammates support him in adapting to different roles on the team. The text uses descriptive language to convey information about Made's identity, interests, and involvement in the community, while the visual mode shows a picture of Made with a basketball and a smile on his face, 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 ability to allocate his time effectively during the week and prioritize other responsibilities such as school or work indicates his proficiency 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*

This text is about Social and Cross-cultural Interaction skills as it discusses the different cultural attitudes towards wearing shoes inside the house. It emphasizes the importance of respecting cultural differences and the ability to interact effectively with people from diverse cultural backgrounds. This is essential in today's 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 other countries like Britain, the United States, or Mexico, it is common to wear shoes inside the house. The accompanying picture reinforces the message with a red crossed-out shoe sign and capitalized instructions to take off shoes before entering. Together, the text and picture provide a multimodal representation of social and cultural norms and the importance of respecting them in different contexts.

The textbook teaches productivity and accountability through 11 tasks that help students develop skills in managing projects and producing excellent outcomes. These skills are essential for academic and professional success and can boost students' confidence(Rakhmawati & Priyana, 2019).

Figure 10. *The integration of productivity and accountability*

The text analyzes the use of language in describing Ibu Ayu's online English class during the pandemic. It highlights the productivity and accountability skills that Ibu Ayu employed in teaching her students virtually, including planning and preparing materials, setting rules, and providing feedback. The positive response from the students demonstrates that Ibu Ayu successfully engaged her students in learning and created a positive learning environment. The use of video conferencing software allowed Ibu Ayu to provide interactive learning experiences despite the distance between her and her students. Overall, the use of multimodal social semiotics in the form of language effectively conveys the importance of productivity and accountability skills in adapting to new situations and providing quality education, even in challenging circumstances like the pandemic. It also emphasizes the positive impact of online learning on students' learning experiences.

The textbook has a section on the 21st 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, Syakur, & Musyarofah, 2019). There are 4 tasks in the textbook that demonstrate how to integrate leadership and responsibility.

Figure 11. *The presentation of leadership and responsibility*

In this picture, we can see a father asking his son to clean up the yard. The father is demonstrating his leadership skills by taking the initiative to guide and influence his son to take action. On the other hand, the son is showing his responsibility skills by taking ownership of the task given to him and agreeing to clean up the yard. This interaction shows a positive relationship between a parent and a child, where the father is not only leading but also supporting and guiding his son. The physical contact between the father's hand on Galang's shoulder suggests a nurturing relationship. In summary, this picture depicts the integration of leadership and responsibility skills in a family setting.

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.
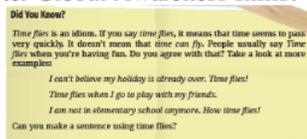

Figure 12. *The presentation of global awereness*

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 express the concept of time. It encourages students to compare their own 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. Overall, 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, Narmaditya, Widhiastuti, & Saptono, 2023). However, there is only one 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 a
nd 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, using a round dining table, gender role reversal, and disability representation to promote equality. 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 work together to create a narrative of family togetherness and inclusivity while also highlighting economic literacy skills.

Civic literacy skills refer to the abilities needed by students to participate in civic life successfully. Students must have knowledge, skills, and attitudes to stay informed, engage in democratic processes, and understand the implications of civic decisions. In this way, students become active and engaged citizens who can make a positive difference in their communities and the world. 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 encourages readers to respect and appreciate the differences that exist within their society, and emphasizes the importance of preserving and promoting local languages and cultures. The text also demonstrates how civic literacy can be integrated into education by teaching local languages as a local content subject. By fostering cultural awareness and active citizenship, the text encourages readers to engage with their communities and participate effectively in civic life. The multimodal text uses both verbal and visual modes to convey information, with the title "Did You Know?" inviting readers to engage with the text and the picture of children in traditional clothing representing the country's cultural diversity. The map of Indonesia reinforces the message of the text, highlighting the vastness of the country and the many different cultures and languages that exist 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.
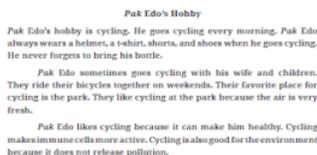

Figure 15. *The presentation of health literacy*

The text includes health literacy skills by providing knowledge on physical activities and their benefits. It emphasizes the importance of wearing safety equipment, staying hydrated, and promoting a healthy lifestyle. The text also highlights the benefits of cycling for personal health and the environment. The linguistic mode describes Pak Edo's cycling habits in detail, including his routine, attire, and the benefits of cycling. It emphasizes the positive effects of cycling on personal health and the environment and suggests it as a healthy and enjoyable activity that can be done with family and friends. The multimodal social semiotic analysis of the text suggests that the text portrays cycling positively, emphasizing the importance of safety 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*

The ability to recognize and sort waste materials into appropriate categories is an essential environmental skill 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 are associated with nature and cleanliness, respectively. The instruction directs the reader to separate the objects in the picture based on their categories of organic and non-organic waste. By using this multimodal social semiotic system, students can effectively understand and follow the instructions, leading to proper waste management. This skill helps to reduce the amount of waste that ends up in landfills or pollutes natural habitats, contributing to the overall health of the environment.

CONCLUSION

This study presents a comprehensive multimodal content analysis of the English for Nusantara textbook with the aim of identifying the extent to which it promotes the development of 21st century skills. Through a systematic analysis of the textual, visual, and interactive elements of the textbook, the study provides insights into the various modes of representation used to support the acquisition of 21st century skills.

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. The study suggests that future iterations of the textbook should place a greater emphasis on the integration of authentic, real-world tasks and the incorporation of more diverse and inclusive representations of cultures and perspectives.

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FINAL GRADE

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