

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study aimed to analyze the representation of 21st century skills in the writing tasks of the English textbook entitled *Work in Progress Grade X*. Specifically, this study addressed two research questions: (1) what forms of 21st century skills are represented in various types of writing tasks, and (2) how these skills are represented in the writing tasks. Based on the findings and discussion presented in Chapter IV, several conclusions can be drawn.

First, regarding the forms of 21st century skills, the analysis reveals that all four core skills which are critical thinking, creativity, communication, and collaboration are present in the writing tasks of the textbook. However, the distribution of these skills is not balanced. Communication and critical thinking are the most dominant skills, as reflected in a wide range of tasks requiring students to express ideas clearly, organize texts systematically, and process information through interpretation and analysis. Creativity is moderately represented, mainly through tasks that encourage idea generation, storytelling, and personal expression. Meanwhile, collaboration appears as the least represented skill, with only limited opportunities for students to engage in peer interaction or collaborative writing activities. Therefore, it can be concluded that the textbook includes all forms of 21st century skills, but with varying degrees of emphasis.

Second, in terms of how 21st century skills are represented, the findings indicate that each skill is integrated through specific types of writing tasks and instructional activities. Critical thinking is represented through tasks that involve interpreting instructions, analyzing information, and organizing ideas into structured formats. Communication is reflected in tasks that require clear expression, coherent organization, and the use of appropriate vocabulary in different text types such as descriptive, procedural, and expository writing. Creativity is represented through activities that encourage students to generate and elaborate ideas, although often within guided frameworks. In contrast, collaboration is minimally represented, as most tasks are designed for individual work, with limited emphasis on joint construction, peer feedback, or shared decision-making. This suggests that the representation of 21st century skills in the textbook tends to focus more on individual cognitive and communicative abilities rather than interactive and collaborative learning processes.

In conclusion, while the textbook *Work in Progress Grade X* demonstrates an effort to incorporate 21st century skills into its writing tasks, the integration is not yet fully comprehensive. The dominance of communication and critical thinking, along with the limited presence of creativity and collaboration, indicates the need for a more balanced and holistic approach in designing writing tasks that align with the demands of 21st century learning.

5.2 Suggestion

Based on the conclusions of this study, several suggestions can be proposed for improving the integration of 21st century skills in writing instruction. First, teachers are encouraged to actively supplement the writing tasks provided in the textbook with additional activities that promote a more balanced development of skills, particularly in the areas of creativity and collaboration which were found to be less represented. For instance, teachers can incorporate peer review sessions, group writing projects, and collaborative discussions that allow students to exchange ideas and construct texts together. In addition, providing more open-ended writing tasks can help students explore their creativity more freely and develop original ideas beyond the structured formats presented in the textbook. By doing so, teachers can play a significant role in bridging the gap between the existing textbook content and the broader demands of 21st century learning.

Furthermore, it is suggested that textbook writers and curriculum developers consider designing writing tasks that integrate 21st century skills in a more comprehensive and balanced manner. This can be achieved by including more activities that explicitly require collaboration, such as joint text construction, peer feedback, and group-based problem-solving tasks. At the same time, tasks should be designed to allow greater flexibility so that students can express diverse perspectives and develop their creative thinking skills. A more deliberate integration of all four skills will better support the development of learners' competencies in line with current educational goals.

Finally, future researchers are encouraged to expand this study by investigating how 21st century skills are implemented in actual classroom practices, particularly how teachers adapt and modify textbook materials to meet students' needs. Further research can also explore the integration of these skills in other language skills, such as speaking, reading, and listening, or examine different textbooks and educational contexts to provide a more comprehensive understanding of 21st century skills in English language learning. Through such efforts, it is expected that future studies can contribute to the improvement of teaching materials and instructional practices in fostering students' readiness for the challenges of the 21st century.

