

DESIGNING LIFE AND CAREER SKILLS-INTEGRATED SPEAKING SYLLABUSES FOR ENGLISH LANGUAGE EDUCATION STUDY PROGRAM¹

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Abstract

Life and Career Skills (LCS) are already considered to be the essential skills to get equipped by the next generation in anticipating and facing complex challenges in life and work environment in the 21st Century era. In preparing skillful and compatible next-generation, the educational institution has a responsibility to evolve fast by addressing the 21st century-skills into educational systems such as curriculum or syllabuses. In other hands, speaking skill has become a skill which is significant to master in utilizing language properly in various social context so that it has a function in understanding, composing, or interacting expressions, ideas, and opinion. Therefore, this study aims to design Life and Career Skills-integrated speaking syllabuses for ELESPP by conducting a need analysis of Life and Career Skills towards nineteen syllabuses for speaking courses from six universities in Indonesia. The analysis is carried out by employing LCS indicators which are developed from some frameworks or theories of LCS proposed by the National Association of Colleges and Employers (NACE) (2019), Binkley et al. (2012), and Partnership for 21st Century Skills (P21) (2009). The design of this study is Design and Development Research (DDR) proposed by Ellis & Levi (2010); and Gall & Borg (2003) and qualitative descriptive as a research method used in this study. The findings reveal that Life and Career Skills have been integrated implicitly and explicitly into speaking syllabuses which appear mostly in syllabus components such as Course Description, Learning Objectives, Learning Outcomes, Materials, Teaching Methods, Learning Media, Assessment/Evaluation, and Course Policy. Oral/Written Communication and Critical Thinking

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competencies are the main LCS-indicators which are highly addressed in the existing speaking syllabuses. This study sets for the procedure of LCS integration and the design of Life and Career Skills-integrated speaking syllabuses; Speaking for General Purposes, Speaking for Professional Purposes, and Speaking for Academic Purposes. A skill-based syllabus is referred to design the proposed syllabuses.

Keywords: Life and Career Skills, Speaking Skills, Syllabus Design, DDR, ATC21 Framework.

INTRODUCTION

In the 21st Century, the world is changing and the next generation will face new social, economic, and environmental changes. Approximately, people who live in this age will get worldwide, multicultural, and between associated. Thus, the 21st Century skills are required significantly in this era to be able to face current and future global challenges and challenges in work-life.

Moreover, the job market has become a platform that is changing and progressing continuously in the Fourth Industrial Revolution. By the situation, the market today demands a skilled labor force that can adapt to its changes and its needs (UNESCO, 2018). Hence, one of the 21st Century skills; Life and Career Skills (LCS) are considered essential to be equipped to the future generation in anticipating challenges in work-life.

One of the institutions which have a high responsibility in providing and preparing the future labor force is an educational institution. The current educational systems must be evolving fast to fulfill the demands of learners. Because there is a mismatch between the demanded skills in the job market and what is currently being promoted in the education system (UNESCO, 2018). Previously, education was tied in with showing individuals something, but currently, it must ensure that students build up the navigation skills and a dependable compass to locate their particular manner through an inexorably questionable, unpredictable, and equivocal world. Educators must ensure that what they instructed would endure forever for their students following the demanded skills of the job market.

These present days, teachers have to get ready students for more quick social and monetary change than any time in recent memory, to utilize technologies which have not yet been created, for occupations which have not yet been made, and to take care of social issues that everybody does not yet realize will emerge (Andreas, 2017 in Csapó & Funke, 2017). Therefore, the role of teachers becomes central in the 21st-century era to create the next generation who be able to compete and to face uncertainty and disruptive challenges. As stated by Corpuz and Salandanan (2013) towards the changing roles of a teacher in the 21st-century context, in which teachers are no longer only as an authority in imposing sound behavior in a classroom but also a collaborative partner of the students in the learning process. Teachers should be a collaborative partner to grow the relevant skills needed in this age.

The significance of routine errands no longer keeps on being engaged in the learning procedures since communication, critical thinking, and collaboration are getting progressively significant in present-day society (Autor, Levy, & Murnane, 2003). Notwithstanding the abilities which have

just been the focal point of instructive researches practices, for example, proficiency, science, and arithmetic, teachers have now started to distinguish different abilities that are important to deal with these new difficulties known as 21st-century skills (National Research Council of the National Academies, 2012). 21st Century skills are concentrating on obtaining, combination, progressively transversal, and use of information.

Binkley et al. (2010) addressed 21st Century Skills in a framework known as ATC21S (*Assessment and Teaching of 21st Century Skills*) Framework. ATC21S Framework already organized ten skills identified under 4 groupings. Those four groupings are (1) Ways of Thinking incorporates (*critical thinking, problem-solving, and decision making*), (2) Ways of Working incorporates (*collaboration and communication*), (3) Tools of Working incorporates (*ICT literacy*), and (4) Living in the World incorporates (*citizenship; life and career; individual and social obligation*). By proposing those ten skills aims to prepare and empower learners with the correct abilities or skills to succeed in the 21st Century working environment.

While Partnership for 21st Century Skills (2009) (P21) has published the Framework for 21st Century Learning. The Framework depicts the information, skills, and mastery that students should ace to prevail in either life or work. Based on the P21 Framework, some skills are assuming important as 21st Century Skills. Those are (1) Learning and Innovation Skills includes (*creativity and innovation; critical thinking and problem-solving; communication and collaboration*), (2) Information, Media and Technology Skills includes (*information literacy; media literacy; ICT literacy*), (3) Life and Career Skills includes (*flexibility & adaptability; initiative & self-direction; social & cross-cultural skills; productivity & accountability; leadership & responsibility*).

The learners' necessity on the 21st Century skills mastery towards those demands of the labor market has been urgent to provide in the Indonesia context. This can be seen in the World Bank's Report about Indonesian Skill Demand which was released in 2010. The report described that there are emerging skill gaps in Indonesia. The most extensive gaps across laborers are for computer and English skills kept up by behavioral and thinking skills. In which behavioral skills address group direction, leadership, the capacity to work adaptability, and autonomously in which those competencies belong to life and career skills. Then, the demand for skills will keep on growing up over 10 years later (World Bank, 2010). This report shows that Indonesia's educational institutions must urgently be setting an educational system by accommodating 21st Century skills such as LCS.

To encounter those challenges and demands in the digital and information age, the future human being should be sustained with 21st Century skills particularly the Life and Career Skills (LCS). The capacity to plan and direct the complex life and workplaces in the worldwide competitive data era expects students to give thorough consideration to creating satisfactory LCS. These cover time management; initiative and self-directed learning; leadership; and working with others successfully. All the further explicitly, leadership abilities include directing people, recognizing or utilizing those qualities of people, and spurring people to achieve the shared objective. Time management incorporates using time and overseeing an outstanding task at hand effectively. Self-directed learning and initiative are abilities characterized by practices, for example, objective setting with the quantifiable standard for progress, building up harmony among long and momentary objectives, and investigating new learning chances. Working with

other people or individuals viably incorporates someone's capacity to connect successfully with other people or individuals including realizing when to assist when paying attention, regarding various qualities and also sentiments (Partnership for 21st Century Skills, 2009).

Some researchers have conducted studies on investigating and exploring 21st Century skills in an educational environment. For example, the study which was conducted by Ball, et al. (2016) explored 21st Century skills and learning environments for higher education levels. The study was conducted to identify the qualities and abilities young people should have to reach success in higher education levels and the workplaces and additionally to look at young people's impression of their abilities. The study indicated that responsibility and leadership; working with other people in effective ways; and being adaptive become skills that are essentially needed in this age. Another study was conducted by Heinrichs (2016) by investigating the impact of 21st Century skills in a Program of Dual Language. The investigation took place in a southern California school district at the whole-school level. The result of the study claimed that the DL program implemented with sustained, distributed collaboration and leadership can provide the main impact in the enhancement of 21st Century skills towards those students.

While Moyer, et al. (2016) additionally led an investigation by connecting with learners in 21st Century skills using informal learning. This examination aimed to quantify learners' commitment to 21st Century skills while the learners partake in an informal learning activity. Analysis of the study uncovered that informal learning activity connects students with 21st Century skills such as Life and Career Skills and Socio-cultural skills. Especially, collaboration, initiative, the ability to communicate, productivity, and self-heading involve the biggest learners' commitment. Commitment towards leadership, obligation, responsibility, problem-solving, adaptability, and flexibility remain likewise apparent. These studies show that cognitive and non-cognitive skills are essentially needed by students in dealing with unpredicted challenges.

In developing 21st Century skills, ATC21S has promoted the approaches to adapt those skills in the educational system. Skill-centered courses are one of the approaches which ATC21S considered to develop the skills. It stated that curricula/syllabus would better be prepared to accommodate 21st Century skills clearly (Suto & Eccles, 2014). Besides, P21 has also identified basic emotionally supportive procedures to guarantee learners' dominance of 21st Century skills. It suggested the educational system should develop 21st Century Instruction or Curriculum. In which the instruction or curriculum expectedly (1) teach those skills separately with regards to center subject and topics; (2) focus on giving chances to applicate those skills over subject areas and for a competency-based method to deal with learning; (3) enable innovative and creative learning strategies that incorporate the utilization of supportive and sophisticated devices, issue-based methodologies and HOT skills; (4) encourage the involvement of other social groups outside the school activities (Partnership for 21st Century Skills, 2009).

Saadah (2016) has conducted a study on LCS among Malay Polytechnic learners. This intends to explore LCS among Malay learners in the polytechnic institution and to contrast the learners' LCS against sorts of polytechnics, learners' sexual orientation, and subjects registered in various departments. Then, the discoveries show that there is a noteworthy contrast between sorts of polytechnics, students' sex, and various courses or subjects enlisted by the students in the life and career skills. Studies about 21st Century skills especially LCS are scarcely conducted. Moreover, studies that integrate those skills in a curriculum or syllabus are.

On the other hand, speaking has become a skill that utmost significance to acquire. This skill appeared as one of the subjects needed to be taught in any language class specifically English. Also, speaking skill is the capability to utilize language properly in varying social context. It is defined as the ability to function in a truly communicative setting that implicates the students in understanding, employing, composing, or interacting in the learning language while their concern is mainly on the meaning of the passage (Akmal, 2016). In addressing 21st Century skills in speaking classroom, the various studies which accommodate 21st Century skills such as the ICT literacy implementation in speaking teaching and learning are numerous available (Akmal (2016); Maribe & Twum-Darko (2015); Kuppuraj (2017); Sharndama (2013)). This is considered not enough to only promote ICT in addressing 21st Century skills in speaking classroom. It needs to accommodate other 21st Century skills as though LCS in teaching speaking course.

Also, Menggo et al. (2019) have analyzed the kinds of students' learning and objective needs for material advancement in the scholarly English-speaking course by surveying 312 students in six universities in Indonesia. The result concludes that students' needs empathically demonstrated that the design of material must have the option to advance 21st Century skills. Furthermore, Ashraf & Ahmadi, (2017) also have integrated 21st Century skills into English teaching and investigating the impacts towards the abilities to speak. This study revealed that learning 21st Century skills have already had a positive impact on speaking abilities.

Motallebzadeh, et al. (2018) has carried out a study to investigate the relationship between students' writing and speaking skills and 21st Century skills for EFL class. The study was done towards 122 EFL students from some organizations of Mashhad. At the point, the result demonstrated that 21st Century Skills have a huge relationship with speaking and writing. Moreover, collaboration and communication skills have the most elevated relationship towards the score of unknown dialect speaking and innovation proficiency has the most elevated relationship towards the score of unknown language writing.

Furthermore, National Education Standard Board (BSNP) has proposed the 21st Century National Education Paradigm to address the new skills which must be mastered by the students in this era. BNSP has even promoted the 21st Century qualification of human resources which is in line with the P21 Framework. In which students must be equipped with problem-solving and critical skills, collaboration and communication skills, ICT literacy, and also creativity and innovation skills. Not only cognitive skills and the ability to applying technology, but students also must have other competencies such as leadership, personal responsibility, adaptability, self-direction, accountability, and productivity which those competencies belong to life and career skills (Badan Standar Nasional Pendidikan, 2010).

Studies relating to Life and Career Skills and speaking learning are rarely available. There is a lack of studies which investigate Life and Career Skills in English Language Education Study Program. Regarding the needed studies of integrating LCS into the educational environment, this current study intends to fulfill the gap in developing the LCS-integrated speaking syllabuses for ELESP. Then, speaking skill is chosen since it is a productive language skill that demands the learners to actively create or produce language (Lindner, 2014). Therefore, this study will design and develop an LCS-integrated speaking syllabus, the researcher would not only integrate the LCS Framework developed by P21 and ATC21 into components of the syllabus but

also will refer to the CEFR (Common European Frameworks) to design the speaking syllabuses to reach the global standard of learning a language.

In this study, the researcher composes the main research question with three sub-questions which are mentioned in the following part.

Main Question:

How are life and career skills-integrated speaking syllabuses for ELESP?

Sub Questions:

1. To what extent do the existing speaking syllabuses of English Language Education Study Program (ELESP) accommodate life and career skills?
2. How are the life and career skills-integrated speaking syllabuses for English Language Education Study Program (ELESP) designed?
3. How are the design of life and career skills-integrated speaking syllabuses for English Language Education Study Program (ELESP) designed?

To answer the research questions, this study presents the aims of this study which are mentioned in the following part.

Main Purpose:

To design life and career skills-integrated syllabuses of speaking for English Language Education Study Program (ELESP).

Sub-aims of this present study are:

1. To analyze the life and career skills integrated into the existing speaking syllabuses for English Language Education Study Program.
2. To describe the procedures of designing process of life and career skills-integrated speaking syllabuses of English Language Education Study Program.
3. To design life and career skills-integrated speaking syllabuses for English Language Education Study Program.

METHODS

Research design

In this study, Research and Development design was used to design Life and Career Skills-integrated speaking syllabuses for ELESP as expressed in the purposes of this study. Ellis & Levy (2010) summarized the stages and procedures which had been developed by Peffers (2007) and Nunamaker (1991) in conducting DDR. Based on Ellis & Levy (2010), 6 procedures need to be a concern in implementing design and development research. The *first* is identifying the problem motivating the research. Identifying problems becomes an essential thing in conducting research. The problems can drive design and development studies since the emerging conditions often create a situation in which there is no product, toll, or model available to correct the problem. The *second* is describing the objectives. The objectives for any research are enclosed in the research questions. This needs questions which must be clearly stated related to the motivating problems. The *third* is a design and develop the artifact. This process entails constructing a conceptual framework keeping up by planning or designing the architecture of system, and completion with constructing a prototypical model for testing and evaluating. The *fourth* is testing the artifact. The *fifth* is evaluating the testing results. It is actually to demonstrate that the artifact developed meets the functionalities and requirements established for it. Then, the *sixth* is communicating the results.

In this current study, the researcher applied five steps or procedures. Those steps could be displayed in the figure below.

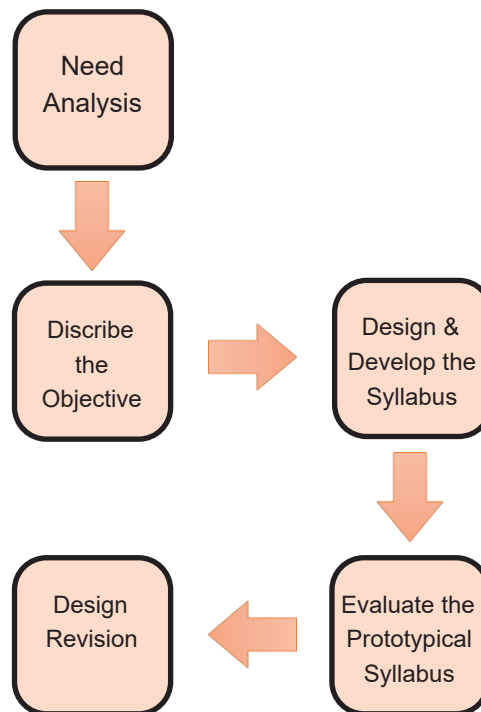


Figure 1. Procedure of conducting the study

Data

Based on the table above, it could be observed that there were three kinds of data in this study. Those were 1) words/phrases/clauses in the existing syllabus components conveying indicators of life and career skills either explicitly or implicitly. 2) The findings of need analysis about life and career skills-integrated speaking syllabus. 3) The gap of the existing syllabuses and the designed syllabuses (the new one) and feedback and suggestion from the reviewers.

Data Source

For this research, the researcher used 19 speaking syllabuses as the sample. The whole syllabuses were taken from 6 Indonesia's disparate universities. Further, the name of the universities will be mentioned as University A, University B, University C, University D, University E, and University F. Those syllabuses had covered the syllabuses for general speaking, professional speaking, and academic speaking.

Instruments

To answer the research questions, three instruments were used in this research; 1). The Life and Career Skills Indicators, 2). Researcher, and 3). Reviewers' forms/Experts' Judgement Sheets.

Data Analysis Procedure

To answer the research questions in this study, the researcher conducted data analysis procedures as follows:

1. For the first step, the researcher conducted a general description of the whole speaking syllabuses from 6 universities by classifying these existing speaking syllabuses into *General Speaking*, *Professional Speaking*, and *Academic Speaking* referring to the CEFR level.

Then it was continued by analyzing syllabus components employed into the existing syllabuses to be in line with what the researcher proposed in the literature review. Finally, the researcher analyzed and identified Life and Career Skills accommodated into each syllabus components from the existing speaking syllabuses. This was an effort conducted to answer research question 1.

2. To answer research question 2, the researcher conducted the integration process of life and career skills into the existing syllabuses.
3. Then, the researcher interpreted the integration of life and career skills into speaking syllabuses. Afterward, the researcher designed life and career skill-integrated speaking syllabuses into three speaking subjects namely general speaking, professional speaking, and academic speaking to answer research question 3.

The following were the tables used in the data analysis procedures.

Table 1. General Description of the Existing Speaking Syllabuses

No.	Syllabuses' Code	Speaking												Components of Syllabuses			
		Types															
		GS	PS	AS	BI	CD	LOB	LOT	M	TM	LM	AE	R	CP			

Note: General Speaking (GS), Professional Speaking (PS), Academic Speaking (AS), Reception (R), Interaction (I), Production (P), Basic Information (BI), Course Description (CD), Learning Objectives (LOB), Learning Outcomes (LOT), Materials (M), Teaching Method (TM), Learning Medias (LM), Assessment and Evaluation (AE), Resources (R) Course Policy (CP)

Table 2. Analysis of LCS in the Existing Speaking Syllabuses

Syllabus Codes	DATA		DATA SOURCES			RESULT	
	LCS Indicator Codes	Words/ Phrases/ Expression/ Sentences	Syllabus Components	Words/ Phrases/ Expression/ Sentences	Yes/No	Implicitly/ Explicitly	

Table 3. The Integration of LCS in Speaking Syllabus

Code	LCS Indicators	Infusion (in)									
		BI	CD	LOB	LOC	M	TM	LM	A/E	R	CP

FINDINGS AND DISCUSSION

The findings of data analyzed were discussed further to reveal Life and Career Skills-integrated speaking syllabuses for ELESPP to answer research questions in this study. To design Life and Career Skills-integrated speaking syllabuses, the researcher firstly conducted library research

towards the existing speaking syllabuses by analyzing syllabus components that were integrated by Life and Career Skills. Then it was followed by describing a procedure of designing process Life and Career Skills-integrated speaking syllabuses for ELESF. In the end, designing Life and Career Skills-integrated speaking syllabuses was conducted based on the result of analyzing the existing syllabuses.

In analyzing the existing syllabuses, the researcher observed speaking syllabuses gained from six universities. Each university used various terms of speaking courses for ELESF. University A used terms such as Responsive Speaking and Argumentative Speaking. University B used terms such as Speaking 1, Speaking 2, Speaking 3, and Speaking 4. University C used terms such as Basic Speaking, Intermediate Speaking, and Advance Speaking. Furthermore, University D used terms such as Speaking I, Speaking II, and Speaking III. University E used terms such as Speaking for Social Discourse, Public Speaking, Speaking for Academic Purposes. University E used terms such as Speaking 1, Speaking 2, Speaking 3, and Speaking 4. The total of the observed speaking syllabuses was nineteen speaking syllabuses for ELESF as data sources to be used.

Furthermore, the researcher identified speaking competencies based on the CEFR level into three terms; general speaking, professional speaking, and academic speaking. The researcher conducted this identification process to classify nineteen speaking syllabuses into three terms referring to CEFR. This was conducted because those existing speaking syllabuses used various terms to name the syllabuses so that the researcher considered it was important to conduct this process before analyzing LCS into the existing syllabuses. After finishing this identification process, the existing syllabuses were given codes referring to the CEFR level. The following was a table of the existing syllabus codes.

Table 4 The Existing Speaking Syllabus Codes

Speaking Level	Universities	Course Name	Codes
General Speaking	University A	Responsive Speaking	UAGS
	University B	Speaking 1	UBGS
	University C	Basic Speaking	UCGS
	University D	Speaking I	UDGS
	University E	Speaking for Social Discourse	UEGS
	University F	Speaking 1	UFGS
Professional Speaking	University A	-	-
	University B	Speaking 2	UBPS
		Speaking 3	UBPS1
	University C	Intermediate Speaking	UCPS
	University D	Speaking II	UDPS
	University E	Public Speaking	UEPS
Academic Speaking	University F	Speaking 2	UFPS
		Speaking 3	UFPS1
	University A	Argumentative Speaking	UAAS
	University B	Speaking 4	UBAS
	University C	Advanced Speaking	UCAS
	University D	Speaking III	UDAS
	University E	Speaking for Academic Purposes	UEAS
	University F	Speaking 4	UFAS

After classifying the existing speaking syllabuses into the level of CEFR, the researcher afterward analyzed syllabus components referring to components of the syllabus which had been proposed in the literature review to describe what components of the syllabus available in the existing speaking syllabus. There are ten syllabus components which have been discussed according to some experts such as Brown (1995), Hyland (2004), Doolittle & Siudzinski (2010), Brumfit (2011) and Permendikbud (2015) to be designed in Life and Career Skills-integrated speaking syllabuses. Those syllabus components are Basic Information, Course Description, Learning Objectives, Learning Outcomes, Materials, Teaching Method, Learning Media, Assessment and Evaluation, Resources, and Course Policy.

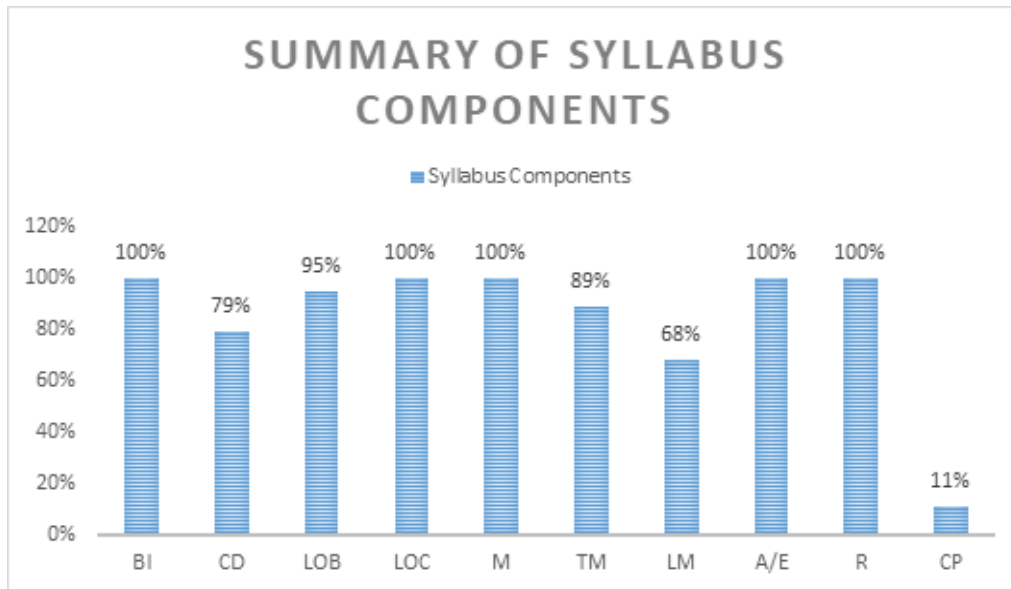


Figure 2. The Existing Syllabus Components

Based on Figure 2 that ten syllabus components which have been discussed in the literature review have been accommodated in the existing speaking syllabus. All the existing speaking syllabuses had employed four components of syllabus such as *Learning Objective, Materials, Assessment/Evaluation, and Resources*. This finding showed that experts’ opinions and the implementation were in line and considered significantly important in a syllabus. Whereas *Course Description, Learning Objectives, Teaching Method, and Learning Media* were employed by the majority of universities. It revealed a gap between experts’ opinions and the implementation in the existing syllabuses. Unfortunately, only a few syllabuses which employed *Course Policy*. It was considered extremely less important in the existing speaking syllabus so that there was another gap between experts’ opinions and the implementation in designing a syllabus. Hence, in designing LCS-integrated speaking syllabuses, the researcher employed ten components namely *General Information, Course Description, Learning Objectives, Learning Outcomes, Materials, Teaching Methods, Learning Media, Assessment/Evaluation, Resources, and Course Policy*.

The Analysis of Existing Speaking Syllabuses

To answer sub-research question 1, it is “to what extent do the existing speaking syllabuses of ELESPP accommodate Life and Career Skills?”, need analysis was required to conduct referring to the first step of DDR. In this step, the researcher analyzed Life and Career Skill indicators which were integrated into the existing speaking syllabuses. The researcher analyzed Life and

Career Skills in the existing speaking syllabuses by dividing them into three levels of CEFR i.e General Speaking Syllabuses, Professional Speaking Syllabuses, and Academic Speaking Syllabuses. This aimed to help researcher analyze Life and Career Skills integrated into the existing speaking syllabuses.

Furthermore, the researcher synthesized some theories and frameworks from some experts and institutions which proposed Life and Career Skills as one of the important skills in the 21st Century to be LCS indicators. There were 49 LCS sub-indicators from 9 main indicators. Those main indicators were 1) Critical Thinking/Problem Solving (CT), 2) Oral/Written Communication (C), 3) Teamwork/Collaboration (TC), 4) Digital Technology (DT), 5) Leadership (L), 6) Professionalism/Work Ethic (P), 7) Career Management (CM), 8) Global/Intercultural Fluency (GF), 9) Self-Management Skills (SM). These indicators also covered competencies in Knowledge level, Skills level, and Attitudes/Values/Ethics level referring to the ATC21 Framework level. Then, these indicators were used to analyze LCS integration into the existing speaking syllabuses. Based on the result of analyzing the data, data findings showed that the existing syllabuses have integrated LCS into some syllabus components. General description of LCS accommodated into nineteen existing speaking syllabuses from six universities displayed in a figure. It could be seen below.

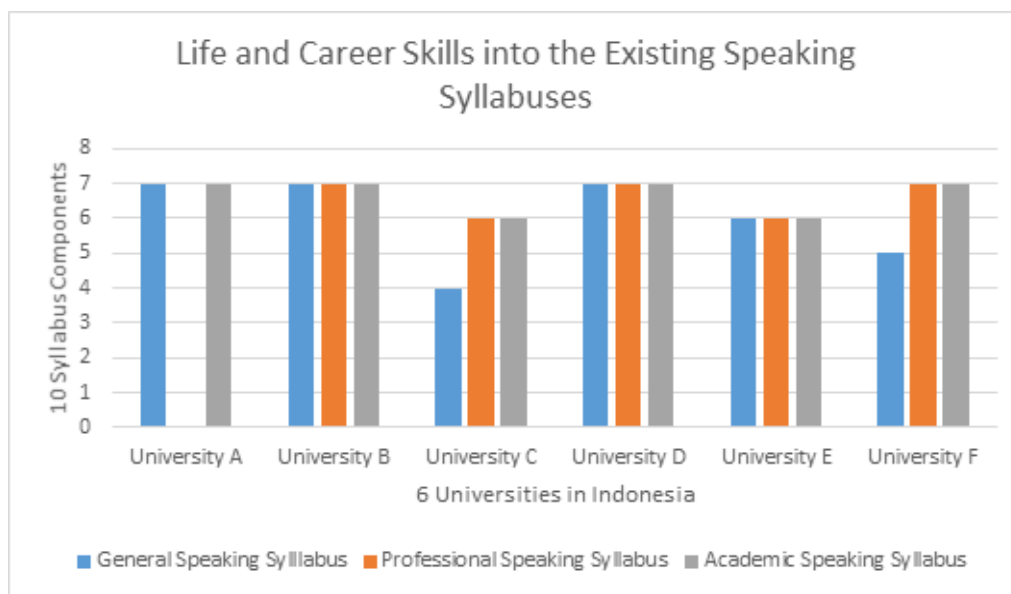


Figure 3. General Description of LCS into the Existing Speaking Syllabuses

Based on Figure 3, from six universities in Indonesia that Life and Career Skills have been mostly integrated into syllabus components. Seven of ten syllabus components were found that those accommodated LCS indicators. It was as found in University A, University B, University D, and University F. such as Materials, Teaching Methods, Learning Media, and Assessment/Evaluation. It was suitable for Sajidin et, al. (2013) that Life and Career Skills could be integrated into four main components such as contents, learning activities, learning media, and assessment. Yet, data findings also showed that some components did not accommodate LCS such as Basic Information and Resources. In Basic Information, the researcher considered that Basic Information could be integrated by LCS in terms of Digital Technology competence. The result of the analysis of LCS integrated into each syllabus component was displayed in Figure 4 below.

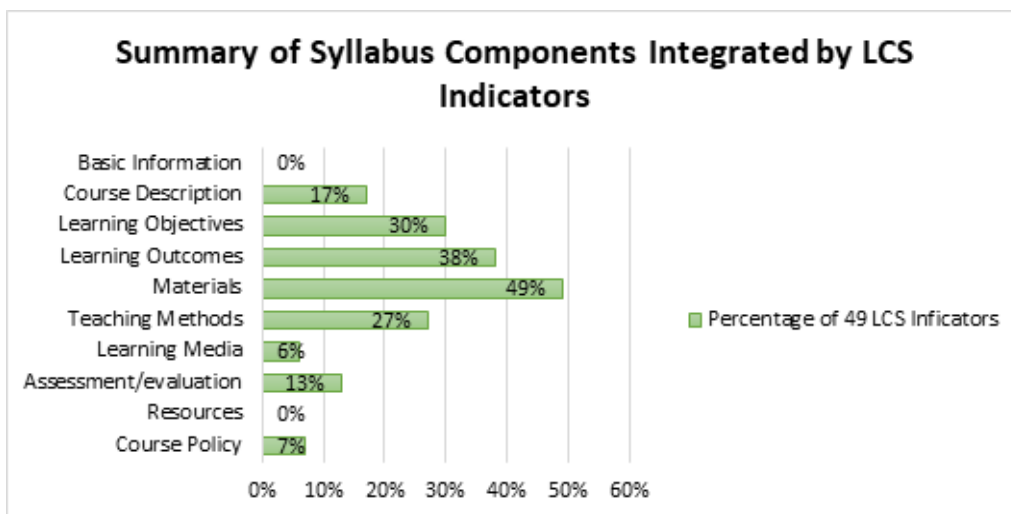


Figure 4. Syllabus Components Integrated by LCS Indicators into the Existing Speaking Syllabuses

The researcher referred to what Davis (2010) as stated in Hamid (2019) proposed that Basic Information could contain not only University Identities and course items but also how to contact the teacher and access class virtually like providing email class, course web, and page URL. Whereas in Resources, it could also be integrated LCS in terms of Digital Technology competence by providing some links to access references used during taking the course. Hence, the researcher claimed that the whole components of the syllabus could be integrated by LCS so that in designing LCS-integrated speaking syllabuses the researcher tried to integrated LCS into ten syllabus components.

Furthermore, data findings showed that LCS indicators integrated into speaking syllabuses in each university in Indonesia were not more than 46 percent of 49 LCS indicators. It was found in University B. The lowest percentage of 49 LCS indicators was found in University C with 36 percent. The summary of LCS integrated by each university could be seen in Figure 5 below.



Figure 5. Summary of Life and Career Skills Integrated by Each University

Additionally, the data findings also showed that nineteen existing speaking syllabuses from six universities have accommodated nine main LCS indicators. Oral/written communication competences were dominantly found in the existing syllabuses. It was followed by critical thinking competence and professional/work ethics. Yet, career management competence and self-management skills were both competences of LCS which were rarely found to be addressed in

the existing syllabuses. Hence, based on the findings, the researcher tried to design speaking syllabuses by accommodating career management competence and self-management skills into some components of the syllabus by considering the speaking characteristic and the functions of speaking for ELESP students. The data findings were displayed in Figure 6.

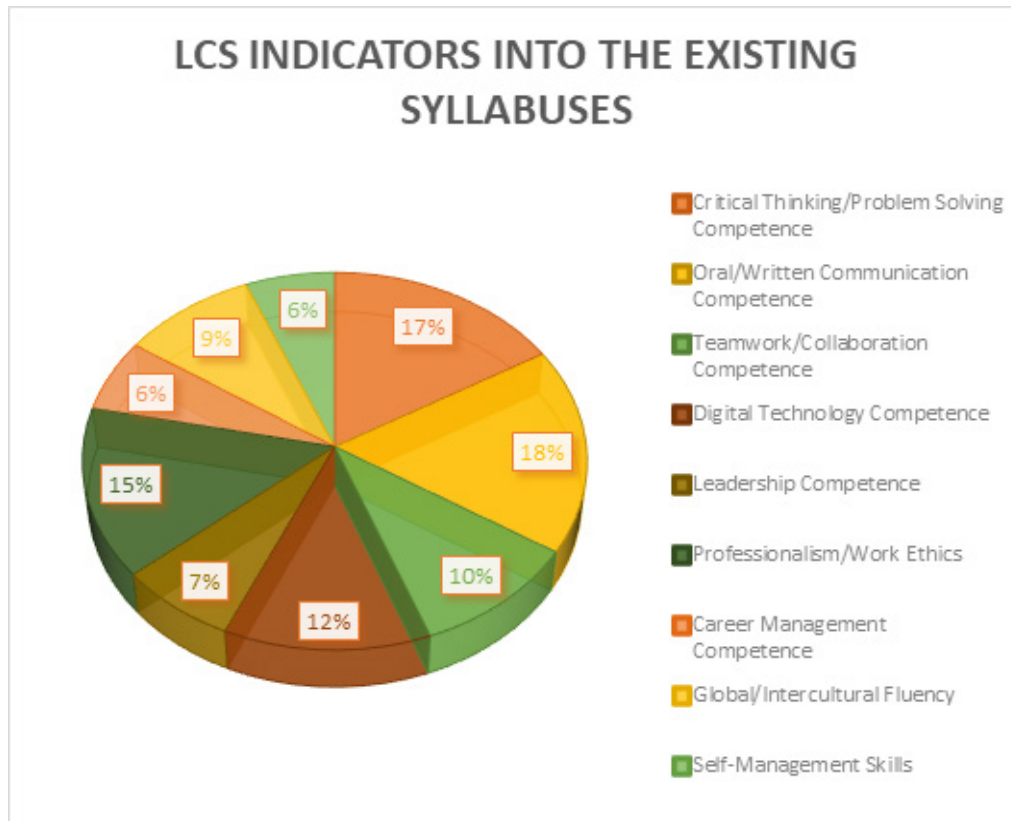


Figure 6. Life and Career Skills Indicators Accommodated into the Existing Syllabuses

The Procedures of Integrating Life and Career Skills into the Syllabuses for Speaking

To answer sub-research question 2, it is “how are the Life and Career Skills-integrated speaking syllabuses for ELESP designed?”, the researcher conducted some procedures in integrating Life and Career Skills into speaking syllabuses. Those procedures could be seen as follows:

1. Identifying LCS indicators from some sources;
2. Selecting LCS indicators which were in line with general competence of speaking subjects by referring to CEFR;
3. Analyzing speaking syllabus components which could accommodate Life and Career Skills;
4. Adjusting LCS indicators with syllabus components which could accommodate Life and Career Skills by referring to Profile Graduates for ELESP and CEFR.
5. Infusing Life and Career Skills into speaking syllabus components by implicitly and explicitly inserting keywords of LCS indicators into a statement in each syllabus components so that those keywords were integrated into syllabus components.

The Designs of Life and Career Skills-Integrated Speaking Syllabuses for ELESP

To answer sub-research question 3, it is “How are the design of life and career skills-integrated speaking syllabuses for English Language Education Study Program (ELESP) designed?”, the researcher designed Life and Career Skills-integrated speaking syllabuses based on the result of the existing speaking syllabuses analysis. Then, the researcher also referred to *Panduan Peny-*

usunan Kurikulum Pendidikan Tinggi (2018) to determine the designed syllabus template so that these designed syllabuses are in line with National Standard. These speaking syllabuses consist of three speaking courses. Those are *Speaking for General Purposes*, *Speaking for Professional Purposes*, and *Speaking for Academic Purposes*.

CONCLUSION

For the conclusion, the data findings revealed that from 19 existing speaking syllabuses derived from 6 universities in Indonesia Life and Career Skills were accommodated into eight of ten syllabus components observed. Life and Career Skills could be accommodated explicitly and implicitly into syllabus components such as *Course Description*, *Learning Objectives*, *Learning Outcomes*, *Materials*, *Teaching Method*, *Learning Media*, *Assessment/Evaluation*, and *Course Policy*. Then, from nine main indicators which addressed Life and Career Skills, it was found that main indicators such as Critical Thinking competence and Oral/Written Communication competence mainly appeared in *Course Description*, *Learning Objectives*, *Learning Outcomes*, *Materials*, and *Teaching Method*. Other main indicators such as Teamwork/Collaboration competence, Digital Technology competence, Professional/Work Ethics, Career Management competence, and Global/Intercultural fluency explicitly and implicitly appeared in some syllabus components, whereas the rest main indicators; Leadership competence, and Self-Management skills were rarely found in those syllabus components.

The researcher tried to design the infusion table of Life and Career Skills into other syllabus components i.e. *Basic Information and Resources*. In those components of the syllabus, the researcher integrated Digital Technology competences to address Life and Career Skills. Hence, the researcher tried to integrated Life and Career Skills into the whole of syllabus components and accommodated all nine main LCS indicators into syllabus components.

Last, the researcher referred to the result of the LCS infusion table into syllabus components in designing Life and Career Skills-integrated speaking syllabuses for ELESP. The researcher also referred to *Panduan Penyusunan Kurikulum Pendidikan Tinggi* (2018) in determining the syllabus template and composing Learning Objectives based on *Capain Pembelajaran Lulusan* (CPL) and *Capaian Pembelajaran Mata Kuliah* (CPMK). The researcher also used CEFR descriptors to determine speaking coverage.

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