

Addressing Needs and Challenges of Life and Career-skills in English Learning Material: A Systematic Review

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ABSTRACT

Current issues in education have led English learning materials to incorporate 21st century skills, including life and career-skill. This study aimed to investigate the availability of life and career skills in English learning material and to address needs and challenges of the incorporation of life and career skills. A systematic review was employed to analyse studies that presented the incorporation of life and career skills in English learning material. To ensure the selected articles are thoroughly analysed, PRISMA (referred Reporting Items for Systematic review and Meta-Analyses) 2020 guidelines were utilized. A total of 15 peer-reviewed journal articles published between 2013 to 2023 were retrieved from two databases: Google Scholar and ERIC. The findings showed that life and career skills have been incorporated but somehow insufficient and need to be developed. In addition, the findings revealed that life and career skills in English learning material was highly needed because of these reasons: 1) the lack of life skill-based learning material; 2) the gap between the skills possessed and skills required; 3) the students need to compete globally; 4) the students need to train their critical thinking, collaboration and communication skill; 5) the needs of teachers' role. Meanwhile, the findings revealed the challenges such as: 1) the limitation of time and resources 2) The difficulty to integrate all skills in the learning material; 3) The material is somehow inadequate and insufficient; 4) The English material cannot be applied to wider area; 5) Some material are difficult to understand. In conclusion, the findings provide the important insight into developing life and career-skills English learning material in Indonesia. The challenges found can be used to overcome the problem while developing English learning material.

Keywords: Life & Career Skill, Systematic Review, English learning Material

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INTRODUCTION

Shifting to the new digital age, the demand of job with particular skill is varying and increasing highly. The 21st century literacy is then strongly needed meaning that everyone has to be able to collaborate, problem-solve, and use new information effectively through multimedia (Pilgrim & Martinez, 2013). As its name evolves, the meaning of literacy has been evolving as well. The definition of literacy is too broad and no longer means the ability to write and read (Cambridge Assessment, 2013). According to Ledward and Hirata (2011), 21st century literacy is the integrated set of skills, expertise, content knowledge, and literacy considered important to succeed in work and life. On the other hand, the job market today has been evolving quickly and steadily throughout the fourth Industrial Revolution. Because of this, the market today demands a talented worker that can adapt to its changing demands (UNESCO, 2018). So that, one of the 21st Century skills, LCS (life and career skills) are seen as being essential to be acquainted to the future human being to face challenges in work-life.

Binkley et al. (2010) organized 21st Century Skills in a framework which is known as ATC21S (Assessment and Teaching of 21st Century Skills) Framework. It addressed 10 skills identified under 4 groupings which are: 1) Ways of thinking incorporates (*problem solving; critical thinking; and decision making*), 2) Ways of working incorporates (*communication and collaboration*), 3) Tools of working incorporates (*ICT literacy*), and 4) Living in the World incorporates (*life and career; citizenship; individual and social obligation*). Meanwhile, Partnership for 21st Century Skills (2009) established another framework for 21st Century Skills under 3 groupings which are: 1) Learning and Innovation Skills (*critical thinking and problem-solving; creativity and innovation; communication and collaboration*), 2) Information, Media and Technology Skills (*ICT Literacy; information literacy; media literacy*), 3) Life and Career Skills (*initiative and self-direction; leadership and responsibility; social and cross-cultural; flexibility and adaptability; productivity and accountability*).

In 21st century, being literate and skilled is a must since it helps people to survive the day. The 21st century skills, as confirmed at the World Economic Forum held 2015, focus on the core of capabilities such as the categories of competencies, character qualities, and foundational literacies like ICT and informational literacy (Care et al., 2018). In addition, students must reach levels of proficiency in a variety of skills and knowledge that were previously not necessary for individual success in education and the workplace (Council, 2012). Therefore, future generation should be equipped with the Life and Career Skills (LCS) as one of 21st Century skills particularly required. These cover time managements; leadership; initiative and self-directed learning; and working with others successfully (P21 Framework, 2009).

Considering the importance of 21st century skills, a lot of studies have been conducted. Mofrad et al. (2013) conducted a research investigating Life-skills among young students. The purpose of the research was to examine the life-skills perception of freshman undergraduate students among 4 domains: decision making, health maintenance, interpersonal communication, and identity development. The findings revealed that health maintenance showed significant result. In addition, Ball et al., (2016) conducted a research to explore 21st Century-skills and learning environments for higher education levels. The aim was to figure out how young people perceive their own abilities and to determine the skills that young people think should possess. The findings showed that leadership and responsibility, effective teamwork, and adaptability are crucially needed to succeed in further education and the workforce.

In Indonesia context, the mastery of 21st century skills became crucial as the learners' need in order to meet the requirement of the job market. This is response to the report of World Bank that was released in 2010. The report was about Indonesian skill demand and it stated that Indonesia is experiencing a growing skills gap. The biggest skill differences between workers are in English proficiency and computer skill kept up by behavioural and thinking skills. The behavioural skills address leadership, work adaptability, group direction, and autonomously in which those competencies belong to life and career skills. In addition, there is a great differences between the required skills in the job market and what is currently being taught in the classroom and educational system (UNESCO, 2018). Therefore, this report clearly stated that Indonesia's educational institutions, as the one responsible to provide and prepare the future labour force, must immediately establish an educational framework that incorporates 21st century skills such as LCS.

Responding to this state and deficiency, The National Literacy Movement by Ministry of Education and Culture was proposed to be a response to overcome these challenges in the future. This was also the response to literacy survey by Central Connecticut State University which placed Indonesia in 60th rank out of 62 countries in 2016 and PISA (Program for International Student Assessment) which placed Indonesia in 64th rank out of 72 countries in 2015. So that, to develop literacy and English proficiency in the same time, it requires appropriate texts related with certain English skills (Snow, 1991). However, many schools experienced difficulties to find appropriate text or learning materials that fit with the students' academic level or literacies required to be developed according to the policy (Batubara & Ariani, 2018). In consequence, the lack amount of appropriate reading materials may lead to schools unable to run the activities inappropriately (Suryawati et al., 2018).

Therefore, studies have been conducted focused on developing learning material to enrich literacy for schools. Menggo & Ndiung (2022) focused on the integration of 21st century skills in English material development. The purpose was to figure out the types of students' needs and students' target for English material development. The findings revealed that students' needs and students' target was the development of English materials that incorporates 21st century education skills. English materials should be integrated with the sub-skills of 21st century skills in order to meet the students' needs for the future careers. To specify, Wahono et al. (2021) who focused on the development of English textbook that promotes 21st century Skills. The study has found that students' needs was English textbook that promotes 21st century skills. And they already developed English textbook promoting 21st century skill of 4C (Creativity, Critical thinking, Collaboration, and Communication).

From those studies, it can be concluded that 21st century skills and learning material were important to be integrated. However, many of the studies focused on general skill of 21st century. This study looked at particular skill in which life and career-skill to be incorporated in English learning material. This study offers educators and stake holders idea alternative ways of incorporating life and career-skills in English learning material and what potentials and needs that were encountered. Therefore, the goal of this review is to address needs and challenges of life and career-skills in English learning material. First, investigating the availability of English material that incorporates life and career-skills and the extent to how life and career-skills have been incorporated. This is followed by addressing needs and challenges of the incorporation of life and career-skills in English learning material. To decide which studies would be reviewed, two research questions were formulated: (1) How is the availability of life and career skills in English learning material (2) What are needs and challenges in developing life and career skills-based English learning material.

METHOD

This study employed systematic review to analyse studies that presented the incorporation of life and career-skills in English learning material. The systematic review seemed the most appropriate method since it allows the researcher to collect, evaluate, integrate, and present findings from multiple areas of research studies regarding on research questions or topic of interest (Pati et al., 2017). To ensure the selected articles were thoroughly analysed, PRISMA (Preferred Reporting Items for Systematic review and Meta-Analyses) 2020 guidelines were utilized. It provides a 27-updated checklist to direct a systematic review. The checklist was initially designed for studies on health, but it has expanded for social and

educational studies (Page et al., 2021).

This study synthesizes the related articles published in the years between 2019 and 2023 that were accessed from two databases: Google Scholar and ERIC. The specific steps were utilized according to the five phases proposed by Khan (2003) namely framing the question phase, identification phase, assessment phase, summarizing phase, and the interpretation phase: 1) in the first phase, the researcher has to be clear with the problems being addressed by framing the research questions at the very beginning; 2) in the identification phase, the researcher do the extensive search using two databases: Google Scholar and ERIC. In this phase, first step was looking for specific articles related to the research question and the second step was eliminating the selected articles using inclusion and exclusion criteria. To look for pertinent articles, the researcher used some keywords, such as “21st life skills English material”, “designing life and career-skills”, “life and career-skills English material”, “developing material life and career-skills”. In addition, several filters such as ‘open access’, ‘articles only’, and ‘publication year from 2019 to year 2023’ were activated; 3) in the assessment phase, the researcher established the parameter of eligibility and exclusion criteria. These criteria were intended to ensure that the selected articles met the framework for the review. The eligibility and exclusion criteria are shown in the table below:

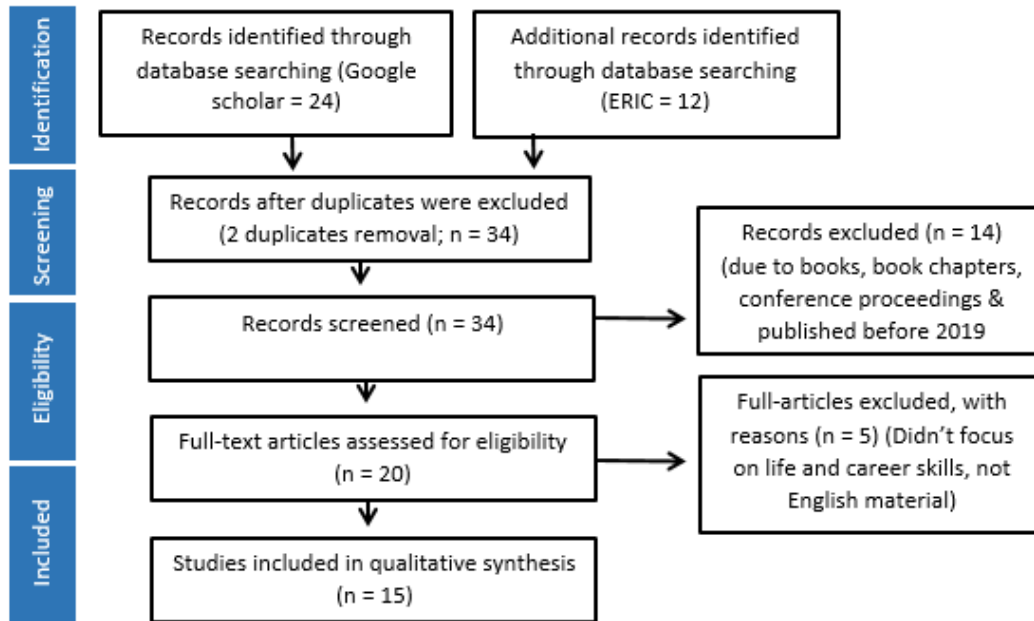
Table 1:
The eligibility and exclusion criteria

Criterion	Eligibility	Exclusion
Literature type	Journal article	Book, book series, book chapter, conference proceedings
Scope	<ul style="list-style-type: none">• Life and career skills• English learning material	<ul style="list-style-type: none">• 21st Century skills in general• Not focusing on material: teaching method, syllabus, etc.
Language	English	Non-English
Year	Between 2019 and 2023	Before 2019

4) in the summarizing phase, the aim was to summarise the evidence and it has done by collecting the pertinent data and tabulate it; 5) and the last, the interpretation phase will be discussed in the next session. At the end of the

review, a total of 15 peer-reviewed journal articles were collected and analysed systematically. The selection process is shown in figure 1 below.

Figure 1:
 The selection process



FINDINGS AND DISCUSSION

Having finished with the selection process through the 5 phase, 15 eligible articles were found to be qualified for this review. The data from these peer-reviewed and full-text articles were tabulated and a total of two systematic review tables were formed. In order to answer the research question, these 15 past studies were shortlisted in the table. One research was published in 2013, 2014, and 2017 respectively; two articles were published in 2019; four articles were published in 2020; three articles were published in 2021; two articles were published in 2022; and one article was published in 2023. All the selected articles were studies conducted for the past one decade. Out of 15 articles, 6 were accessed from ERIC and the rest of them were accessed from Google scholar. In addition, the research methods differ (qualitative, quantitative, and mixed-method); qualitative covers research & development, content analysis, case study, and document analysis; mixed-method covers survey; and quantitative covers experimental design. However, all of the research portrayed the incorporation of 21st century life skill in English learning material. To show the findings easily, all the data collected from the reviewed articles are summarized in Table 2 follows:

Table 2:
 The availability of English material and overview of the article

No	Authors	Database	Method	Sample	Level of Education	English Material	Availability
1.	Khosravani et al.	ER	Survey	73 teachers & 1112 students	JHS & SHS level	Reading material	×
2.	Menggo et al.	ER	Survey	312 students	University level	Speaking material	×
3.	Saputra et al.	ER	R&D	35 students & 1 teacher	SHS level	Reading material	Still low
4.	Artika, et al	GS	R&D	24 students & 1 teacher	SHS level	English materials	Material is valid and practical
5.	Ataberk, B & Mirici, I. H.	ER	Mixed-method	10 academics & 67 students	University level	English course	Included but not complete
6.	Wattanavorakijkul, N.	ER	Mixed-method	21 teachers	University level	English materials	Has been incorporated
7.	Rakhmawati, D. M. & Priyana, J.	GS	Content analysis	2 English teachers	SHS level	Reading material	Has been integrated
8.	Ashraf et al.	GS	Experimental design	55 students	SHS level	Listening and speaking material	×
9.	Abdullah et al.	GS	Survey	821 students	University level	English material	Has been embedded
10.	Sajidin	ER	Qualitative method	26 students & 21 English teacher	SHS level	English language course	Has been integrated
11.	Rahayu et al.	GS	R&D	20 students	University level	English materials	×
12.	Prasetyo et al.	GS	Survey	NA	SHS level	English materials	Still limited
13.	Nurbatra et al.	GS	R&D	20 students	Elementary level	English materials	Still limited
14.	Al Jar, T.	GS	Doc analysis	The existing material/books	Elementary level	English reading material	Were included
15.	Kholis, A. & Azmi, U.	GS	Case Study	One teacher 3 students	Primary level	English e-book material	Were poor

Regarding the difference of the method employed, the reviewed articles differed in the sample of the study. According to the findings, there were studies that involved teachers and students at the same time. Meanwhile, other studies involved only teachers and students. In fact, there was a study that neither involved teachers nor students. Instead, it involved the existing material or books since the method was document analysis. And the rest of the article, one study was marked by *not available* because the researchers didn't state the certain amount of the sample.

Another reports found in the table was the level of education where the 21st century-skills have been incorporated. Based on table, all education levels have incorporated the 21st century-skills; and the level of education that incorporates the 21st century-skills the most is senior high school level. Apart from that, the material loaded varied in every study. Referring to the findings, English learning material in general is the most loaded material. Meanwhile for the particular English skill, English reading material is the most loaded English learning material, followed by speaking learning material and listening learning material.

Availability of English learning material that incorporates life and career skills

For the past one decade, there have been some inconsistent changes dealt with the incorporation of the 21st century skills in English learning material. Out of 15 reviewed articles, 4 studies reported the lack of the incorporation of life and career skills in English learning material (Ashraf & Ahmadi, 2022; Khosravani et al., 2014; Menggo & Ndiung, 2022; Rahayu & Muin, 2020). Khosravani et al. (2014) stated that “informative textbooks with rich socio-cultural constructs that foster learners’ life skills are needed.” In addition, they added that “EFL textbooks don’t improve the EFL learners’ essential life skills considerably especially leadership life skills, critical thinking life skills, and decision making/problem solving life skills”. On the other hand, Menggo & Ndiung (2022) stated that “Students’ wants strongly indicated that material design must be able to promote 21st - century skills”. In addition, they suggest speaking practitioners to adapt their material based upon need analysis. Moreover, Rahayu & Muin (2020) stated that “a varied learning model is needed at the course and training institute. This can provide the competencies needed in the world of work from the skills they have”. This is in accordance with the previous study conducted by Ali (2022) who stated that the existing materials were not modified referring to the values of 21st century skills.

In contrast, 6 studies reported that life and career skills have been incorporated in English learning material (Jar, 2021; Journal et al., n.d.; Rakhmawati & Joko, 2019; Syafitri, 2020; Abdullah et al., 2020; Sajidin, 2013). (Rakhmawati & Joko, 2019) reported that there were 11 skills integrated in the textbook. This is in line with (Jar, 2021) who revealed that all life skills of the supposed inventory were included within the analyzed textbooks. Moreover, (Syafitri, 2020) stated that “life skill based instructional material is valid and practical”. Furthermore, they added that “the life skill-based materials development can positively give the effective result as the innovation in English instructional material”.

On the other hand, rest of studies were in between. They presented the incorporation of life and career skills in English learning material, but the incorporation of these skills was somehow limited and need to be improved (Kholis & Azmi, 2023; Nurbatra & Nurbatra, 2022; Prasetyo et al.,

2021; Saputra et al., 2020). Saputra et al. (2020) stated that “the capability of reading skill in the students are still low”. This is in line with Kholis, A. & Azmi, U. (2023) who reported that English learning material was considered poor. Moreover, Prasetyo et al. (2021) stated that “the implementation of 21st century skills education is still limited to the knowledge and hard skill developments”. In addition to this, Ataberk, B & Mirici, I. H. (2022) who stated that “the course contents of the curricula in those departments are limited to some of the skills which may break the integrity of the 21st century skills in professional life reflections. The participant academics and students believe that some of the components of the 21st century skills are included in their course contents but not completely”. This is in line with the previous studies conducted by Asrizal (2022) who stated that the preliminary studies indicated that integrating learning materials with 21st century skills were low.

Needs and challenges of life and career skills in English learning material

In order to answer research question 2, the systematic review table was formed. The same articles were shortlisted in the table. The overview of needs and challenges found in the articles are shown below:

Table 3:
 Needs and challenges of life and career skills in English learning material

No.	Authors	Database	Needs	Challenges
1.	Khosravani et al.	ER	<ul style="list-style-type: none"> In addition to English material, content of EFL textbooks should contain local social and cultural. Huge topic of pedagogy and teacher training should be addressed to help textbooks. 	<ul style="list-style-type: none"> Communication life skills and personal life skills can be improved much more. However, leadership life skill, critical thinking and decision making cannot be improved significantly
2.	Menggo et al.	ER	<ul style="list-style-type: none"> English speaking material should be adapted in keeping with learner’s future work place It’s necessary to design the academic-English speaking that emphasize on communication and collaboration skill, and material with linguistic resources. 	<ul style="list-style-type: none"> limited vocabulary was the major obstacle for students to practice students’ speaking skill. Therefore, vocabulary is crucial and mandated to be explicitly written in speaking material books
3.	Saputra et al.	ER	<ul style="list-style-type: none"> The needs to improve students’ reading comprehension skills and higher order thinking skills in order to achieve a college-level reading proficiency. 	<ul style="list-style-type: none"> Not all the findings of need analysis can be accommodated in Life Skill Based English Material.
4.	Artika, et al	GS	<ul style="list-style-type: none"> The existing materials are less relevant to students’ life lack life skill-based components, so it needs to develop. 	<ul style="list-style-type: none"> The product dissemination cannot be applied in a wider area.

5.	Ataberk, B & Mirici, I. H.	ER	<ul style="list-style-type: none"> • Students assume that they have to master 21st skill not only theoretically but also handling the skills in a real-life application. • Course content should be kept up to date and upgraded. 	<ul style="list-style-type: none"> • The courses which aim to develop the 21st century skills do not aim at completely different skills
6.	Wattanavorakijkul, N.	ER	<ul style="list-style-type: none"> • The willingness to adapt and change the students to be part of the globalized world. 	<ul style="list-style-type: none"> • Social equality and a low level of inequality
7.	Rakhmawati, D. M. & Priyana, J.	GS	<ul style="list-style-type: none"> • Teachers' needs to implement the 21st century skills in daily life to their students. • The willingness in promoting life and career skills as the students nowadays have faced the globalization era. 	<ul style="list-style-type: none"> • The integration is not done equally (in the same amount). • There is some inadequacy especially in terms of skills integrated, they are not integrated evenly.
8.	Ashraf et al.	GS	<ul style="list-style-type: none"> • It is necessary to build awareness of teachers to transmit 21st century skills to their students. 	<ul style="list-style-type: none"> • It is rarely found the materials that integrated all skills within 21st century skills.
9.	Abdullah et al.	GS	<ul style="list-style-type: none"> • A gap between the skills required by employers and possessed by graduates requires a life-skill based material 	<ul style="list-style-type: none"> • The incorporation of life and career skills may differ in different department in the same institution.
10.	Sajidin	ER	<ul style="list-style-type: none"> • The material requires extra preparation and teaching media • The inflexibility of model to apply in any class needs to be solved. 	<ul style="list-style-type: none"> • Classroom management • Selection of learning materials, learning method, and learning assessment
11.	Rahayu et al.	GS	<ul style="list-style-type: none"> • It is necessary to develop life-skill based English material in order to compete globally. 	<ul style="list-style-type: none"> • The research didn't focus on each skill that has different graduate competencies.
12.	Prasetyo et al.	GS	<ul style="list-style-type: none"> • The individual needs are basic skills which are set as a goal in solving any problems and challenges of daily life 	<ul style="list-style-type: none"> • Lack of learning facilities
13.	Nurbatra et al.	GS	<ul style="list-style-type: none"> • The needs of English learning material that integrates LSE not only to improve students' English performance but also their broader life skills. 	<ul style="list-style-type: none"> • There was limitation of the time and resources. So that, the test was only applied to one unit out of 14.
14.	Al Jar, T.	GS	<ul style="list-style-type: none"> • The development of life and career skills is needed because of their cultural norms, to cope with demands and challenges of their daily life. 	<ul style="list-style-type: none"> • The distribution of these skills was somehow unbalanced and insufficient
15.	Kholis, A. & Azmi, U.	GS	<ul style="list-style-type: none"> • The needs toward the 21st century skills to be included in e-book were very necessary to promote communication, critical thinking, and problem solving skills 	<ul style="list-style-type: none"> • Students sometimes got difficult to understand the developed material.

The needs and challenges found in the reviewed articles varied widely. However, some of them shared similarities in accordance with the type of the learning material itself. According to the table 1, there were 4 types of English learning material, such as English learning material in general, English reading material, English speaking and listening material. Based on table, English learning material in general is the most loaded material, followed by English reading material, English speaking and listening material.

The needs of English learning material in general, according to the findings, shared the same pattern each other. The development of English learning materials to incorporate life and career skills were pioneered with 3 needs. Those are the lack of life skill-based learning material (Kholis & Azmi, 2023; Nurbatra & Nurbatra, 2022; Rahayu & Muin, 2020; Syafitri, 2020), the gap between the skills possessed by students and skills required by the workplace (Abdullah et al., 2020), and the students' need to be equipped by life and career skills in order to solve problem compete globally (Journal et al., n.d.; Prasetyo et al., 2021; Rahayu & Muin, 2020). Regarding to the lack of skill-based learning material, the previous studies agreed that educators hardly find the learning material that suggest the life and career skills (Cassidy, 2018). On the other hand, the development of life skills-based learning material was highly needed to avoid the gap between the skills required by the employers and possessed by graduates (Abdullah et al., 2020) as UNESCO confirmed that there is a mismatch between the demanded skills in the job market and what is currently being promoted in the education system (UNESCO, 2018).

Similar to the English learning material in general, the English reading material also shared similarities in term of needs. Since the reading skill concerns with thinking skill, the first need is that the students need to train their critical thinking and high order thinking skill (Saputra et al., 2020). Secondly, students have to face challenges in globalization era (Jar, 2021; Rakhmawati & Joko, 2019). And the last, there was need of teacher's role to give the example of the implementation of life skills-based learning material (Khosravani et al., 2014; Rakhmawati & Joko, 2019). Regarding the needs of critical thinking and high order thinking skill, previous study conducted by Aristiawan (2021) agreed that English reading material was needed as teacher's questioning strategy to develop students' critical thinking. In addition, the needs of teacher's role were confirmed by the previous study that teachers are responsible for helping young students preparing for a world outside of our classroom and school (Cassidy, 2018).

The last needs were addressed to English speaking and listening material. First, the life skills-based English speaking and listening material was needed to emphasize on communication and collaboration skill (Menggo & Ndiung, 2022). And then, as same as reading skill, there was need of teacher's role because communication required at least two people

(Ashraf & Ahmadi, 2022). Aristiawan (2021) stated that life-skills based English learning is used by teachers to help students have good collaboration and communication skill.

Having finished dealing with the needs, the next findings is challenges of life and career skill in English learning material. In contrast with the needs, the challenges were slightly different and didn't vary. Therefore, it is not necessary to elaborate the findings based on types of English learning material loaded. Instead, it will be elaborated in general. According to the findings, there were 6 challenges found in developing life skills-based English learning material: 1) The limitation of time, resources, and facilities (Nurbatra & Nurbatra, 2022; Prasetyo et al., 2021; Saputra et al., 2020). Chaiyama (2022) confirmed that in developing integrated learning material, amount of time was the challenge since the collecting data in needs analysis phase consume so much time; 2) The difficulty to integrate all English skills in the English learning material (Ashraf & Ahmadi, 2022; Kholis & Azmi, 2023; Rahayu & Muin, 2020). Regarding to this, Kongkeo (2021) added that an English material is not an isolated grammar-based class; however, it is a vessel to promote all skills. Therefore, when developing a learning material, the teachers should take the selective course design to promote all skills; 3) The development of life skills-based English material is somehow inadequate and insufficient (Jar, 2021; Journal et al., n.d.; Rakhmawati & Joko, 2019); 4) The English material is sufficient for local context but cannot be applied to wider area (Syafitri, 2020). Jia et al., (2016) stated that 21st skills-learning material may differ by subjects or grade levels potentially leading to different construct of the content. So that, it cannot be applied to wider area; 5) Some students encountered difficulties to understand the developed materials (Kholis & Azmi, 2023). Regarding to this, previous study conducted by Sadri et al. (2019) stated that the students may have been coming from different abilities regarding to how much prior knowledge they may have gained before they understand the material; And the last, particularly for English speaking and listening material, there is lack of vocabulary (Menggo & Ndiung, 2022).

CONCLUSION

Life and career skills have been continuously needed as the job market today is changing in the Industrial Revolution 4.0. Regarding to this, the incorporation of life and career skills in English learning material is important to make students ready competing in global world. In this review, the researchers looked at the availability of English learning material that incorporated life and career skills. In addition, this review aimed to address needs and challenges of the incorporation of life and career skills. To collect the data, this systematic review analysed 15 peer-reviewed articles accessed from Google scholar and ERIC. The reviewed articles reported that

the availability of life and career skills in English learning material was categorized into 3: 1) life and career skills have been integrated; 2) life and career skills have been integrated but somehow still limited and need to be developed; 3) life and career skills have not been integrated et all. Moreover, the reviewed articles reported the needs which are: the lack of life skill-based learning material, the gap between the skills possessed by students and skills required by the workplace, the students' need to be equipped by life and career skills in order to solve problem compete globally, the students need to train their critical thinking and high order thinking skill, students' needs to face challenges in globalization era, the needs to emphasize on communication and collaboration skill, and the needs of teachers' role. In addition, the reviewed articles revealed the challenges which are: 1) the limitation of time, resources, and facilities; 2) The difficulty to integrate all English skills in the English learning material; 3) The development of life skills-based English material is somehow inadequate and insufficient; 4) The English material is sufficient for local context but cannot be applied to wider area; 5) Some students encountered difficulties to understand the developed materials; And the last, particularly for English speaking and listening material, there is lack of vocabulary.

As such, this review provides ideas and content knowledge for the stake holders, publishers, educators, and teachers in dealing with needs and challenges while developing English learning material that incorporates 21st century skills. Teachers must be open to new ideas and accept that the traditional English learning material should be updated and equipped by the 21st century skills.

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