

The Identification of Life Skill Education in English Textbook Entitled “Forward an English” for the Tenth Grade Students of Vocational High School

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Abstract: Life skills have become one of skills required by all human life to relinquish many challenges in this 21st century. In support to all those challenges, the education sector is in responsible to accommodate students the attainment of life their skills. The development of life skills for school students can be acquired through the textbook materials; as a consequence, textbooks with life skill content existence apparently will be a crucial vehicle to support high school students including vocational students to learn and develop their life skills. The need of choosing an appropriate textbook with life skill contents for vocational high school students is essential. This study by applying Content Analysis Design investigated the availability and the percentage of life skill materials in the textual tasks of the English textbook entitled “Forward an English” for the Tenth Graders of Vocational High School. Four kinds of life skills were identified with different percentages and randomly distributed in each chapter in the textbook. The proportion of Personal Skills was 23.8%, Social Skills was 42.8%, Academic Skills was 14.2%, and Vocational Skills was 19.4%. Although it could be claimed that this book is suitable for the vocational students, it remained necessary for the teachers to enrich materials of academic and vocational skills to assist students to be more ready to their future working environments,

Keywords: Textbook Analysis, Life Skill Education, Personal Skill, Social Skill, Academic Skill, Vocational Skill, Vocational High School Students.

I. INTRODUCTION

Life Skills are skills required by individuals living in the 21st century to effectively deal with any condition in life. In this century, human life undergoes many fundamental changes which is extremely disparate from the former centuries (Fitriani, 2019). In support to those skills, Life Skill Education is a kind of education in which skills are developed to make a person efficient in doing such life matters. Therefore, school curriculum in Indonesia is in responsible to accommodate the attainment of these life skills. The development of life skill education in schools can be acquired through the materials in the textbooks. One of the purposes of the textbook used in English language teaching is to be a source of activities for learner practice and communicative interaction (Cunningsworth, 1995 cited in Tsiplakides, 2011). Therefore, textbook with life skill content will be an important way to support students to learn and develop their extensive life skills.

Some experts and institutions define life skills in different ways. Mastropieri and Scruggs (1994) claims that life skill is a relevant skill to independent and day-to-day living. Furthermore, UNICEF (2012) also states that life skill education is a behavior development approach designed to address the balance of knowledge, skill and attitude which acts as an essential contributor to the quality of education. After all the various definitions, they actually come with the similar definition in common that life skills are important skills needed by people to run their lives. Including to criteria which are included in the instrument of English textbook assessment for senior and vocational high school proposed by *BSNP*, there are four life skills which should be inserted into the English textbook for Vocational and Senior High School Students.

The existence of vocational high school basically prepares its students to be able to work in their respective fields. It is in line with the objective of vocational high school which is issued by the Ministry Policy number 34 year 2018 known as *Permendikbud*. It intends to result the graduates who are ready for their certain job based on their specific fields. In this current era, the terms of markets and job environments are obviously affected by the massive growth of knowledge and technology. To support the success of vocational high school graduates in answering such demands, implementing life skill education is so much beneficial as the fact that life skill education mostly copes up with the skills or abilities demanded by this globalized era. It is in line with Kackar and Joshi (2019) which reveal that life skill education can give impactable results for the 21st century generations to achieve their goals by developing their abilities to meet the demands of today’s society and be successful in life.

Furthermore, there are many English textbooks for Vocational High School Students published by different publishers. It is important for the schools and teachers to consider the suitability of the textbooks with the aims of the curriculum in selecting the appropriate textbooks for the learners. Mahmood (2011) states that considering the conformity to the policy and the scope of curriculum which deals with the relevance to the objectives of National Curriculum is a thing teacher should pay attention to. Moreover, *BSNP* includes life Skill Education as one of the criteria in the instrument of English textbook assessment for senior and vocational high school. In line, Mastropieri and Scruggs (1994:320) also claims that “life skill is a relevant skill to independent and day-to-day living”. Thus, the well implementation of those aspects will also result graduates with the decent life skills.

There are some previous studies dealing with the analysis of life skill education aspects portrayed in English textbook. To begin with, Akbar (2016) investigated the appropriateness of the content of the two selected English textbooks for eleventh graders based on *BSNP* framework for textbook evaluation. The finding revealed that vocational skill was considered as the very lacking aspect of life skill found from texts, tables, images and attachments in both textbooks. Moreover, social skill and academic skills were categorized as very good. While personal skill was categorized as good in one textbook and poor in the other textbook. Novitasari (2019) analyzed the content appropriateness of English textbook. The results showed that there was texts and activities that support life skills development aspect. However, for vocational skill was found none in the textbook. Meanwhile, the activities mostly in the textbook are dominated by the building of academic skill. Al Masri et al. (2016) examined the frequencies and percentages of life skill in English textbook for 5th, 6th and 7th graders in Jordan. The findings indicated that life skills were distributed randomly and irregularly in the textbooks. The highest percentage was 55.8% which was for effective communication life skill in the 6th grade English textbook. Then problem solving life skill got a percentage of 44 % in the 7th grade. Then the effective communication life skill came next with a percentage of 43.7% in the 5th grade. Hamdona (2007) investigated the existence and required life skill in the content of English textbook for the sixth graders in Palestine. This study found that the communication skill domain gained the highest score and frequencies which appeared in the textbook. Afterwards, the next domains came after communication skill are personal skill/social life skill, leadership life skill, decision making/problem solving life skill, and critical thinking life skill as the lowest domain appeared in the textbook. Putri (2014) analyzed the content aspects of life skill within an English textbook “Look Ahead 1” for the Tenth Graders of Senior High School focusing on 1) personal skill, 2) social skill, 3) academic skill, and 4) vocational skill. This research found that the textbook analyzed consisted appropriate contents in the aspects of life skill. The frequency of each aspects contained in the textbook are 100% for personal skill, 88.9% for social skill, 76.9% for academic skill, and 60% for vocational skill.

The previous studies above reviewed life skill issues reported that there were significant differences among the life skill domains portrayed in the English Textbook. Furthermore, it is known that life skill education is beneficial to support Vocational High School Students’ English competence based on contexts. Therefore, to extend the life skill issue in English content for vocational high school students, this study aimed to identify the availability and the percentage of the four life skills in the tasks of English textbook entitled “Forward an English” for the Tenth Graders of Vocational High School.

II. METHODOLOGY

The design of this research was content analysis. According to Krippendorff (2013), content analysis generally is a research technique for establishing valid and replicable findings from texts or other meaningful matters based on their contexts. To simplify it, Elo & Kingas (2008) state that content analysis is a method of analyzing documents. Moreover, Suter (2012) claims that the most common data resources in qualitative research are interviews, observations, and documents. In this research, the documents to be analyzed were textual tasks presented on “Forward an English” for the Tenth Graders of Vocational High School published by Erlangga.

In concise, this research was expected to reveal the Life Skill Education which was available in “Forward an English” for the Tenth Graders of Vocational High School published by Erlangga. This study adapted Nawawi’s procedures cited in Aminah (2017) by making necessary changes:

1. Specifying the research object. In this case the research object of this research is an English textbook entitled “*Forward an English*” for the Tenth Graders of Vocational High School published by Erlangga.
2. Selecting and identifying the tasks in “*Forward an English*”.
3. Classifying and measuring the relevance of tasks presented on “*Forward an English*” for the Tenth Graders of Vocational High school students and the life skill contents by creating the parallel column.
4. Collecting the data by applying a parallel column between the tasks in “*Forward an English*” for the Tenth Graders of Vocational High school students and the life skill contents.
5. Analyzing the data by using descriptive statistics.
6. Drawing the conclusion to describe the results of the analysis.

III. FINDINGS

The identification result of tasks which indicated life skills in each chapter of “*Forward an English*” textbook could be shown in the following table:

Chapter	Life Skills	Sentences/Expressions
I (Hello, Everyone!)	Personal Skills	exercise: 3. Can you identify good things that you can learn from Farah? 4. Do you think you can be an entrepreneur? What will you do?

	Social Skills	Look around your classroom. Greet your friends and introduce yourself.
		Aster is calling her friend, Rini. Put the sentences in the correct order to make a good dialog.
		Write a list of questions about greetings, especially areas that might have a big difference in culture.
		Work in pairs to write some expressions to introduce other people in Indonesian. Compare with some expressions in English.
		Work in pairs. Make a list of greetings from various sources (movies, songs, or internet)
		Write a list of questions about greetings, especially areas that might have a big difference in culture.
		Work in pairs to write some expressions to introduce other people in Indonesian. Compare with some expressions in English.
		Read the scenario and fill the dialogs with your own words. 1. A group of five people are talking about their hometown. 2. A professor is introducing himself to his student. 3. A senior is asking a junior what subject she took this semester.
		Read the instructions carefully and carry out the role play. You are acting as the chairman of an English workshop in your school. What you have to do is: a. Greet the audience, and b. introduce the speaker to the audience (including the person's professional title if he/she has one).
		Vocational Skill
Hello! My name's Farah Farce and I'm a student. I'm 17 years old. I'm the owner of Farcee Online Shop. It is an online shop that sells original goods from abroad, but I produce my own products as well.		
I do the same things everyday. I go to the campus and give seminars in many different places about how to be a successful young entrepreneur. In the evening I watch television, listen to music, read magazines, and check my online shop.		
In the evening, I usually recheck the orders of my online shop. I go to bed at 11 p.m. I usually wake up early so I set my alarm clock to 4 a.m.		
II (Congratulations!)	Social Skill	Look at the cards above. Then discuss the following questions. 1. Why do people make the cards? 2. What is the purpose of each of the cards above?
		Match the pictures with the expressions.
		Arrange the expression to make good dialogs.
		Complete the dialogs with your own words.
		Work in pairs. Make dialogs based on the given situations.
		Write a congratulation letter on one of the following situations.
		Complete the following dialogs with compliment expressions in the form of exclamation and the responses.
		Questions: 1. What is the purpose of the letter? 2. What is the congratulation expression in the letter?

	Social Skill	<p>Look at the cards above. Then discuss the following questions.</p> <ol style="list-style-type: none"> 1. Why do people make the cards? 2. What is the purpose of each of the cards above? <p>Match the pictures with the expressions.</p> <p>Arrange the expression to make good dialogs.</p> <p>Complete the dialogs with your own words.</p> <p>Work in pairs. Make dialogs based on the given situations.</p> <p>Work in pairs. Make dialogs based on the given situations.</p> <p>Complete the following dialogs with compliment expressions in the form of exclamation and the responses.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the purpose of the letter? 2. What is the congratulation expression in the letter?
Chapter III (What's Your Plan)	Personal Skill	<p>Fill out the worksheet to help you develop a personal plan to make your resolution(s) happen. Post this worksheet as a reminder of your commitment to change.</p> <p>My resolution is.....</p> <p>My long term goal is.....</p> <p>I know that I will need support.....</p> <p>I can visualize how my life will be better by reaching my goal.....</p> <p>I may need some extra information and skills to help me succeed so I will look for the following.....</p> <p>What are your dreams? Write down your plans or dreams for your future.</p> <p>Compare the English sentences and the Indonesian sentences. Do you find any major differences? Ask a question about them. If you friends cannot answer your question(s), then raise your question(s) with your teacher.</p> <p>Questions:</p> <ol style="list-style-type: none"> 2. What conclusions can you draw about sky car M400? 3. Why do you think the writer write this article? 4. What can you learn from the text? <p>Write 5 sentences describing something you are going to do in the future.</p> <p>Write 5 sentences making a prediction about what you'll be doing in the next ten years.</p> <p>Write 5 sentences describing things you are willing to do for someone tomorrow.</p>
	Social Skill	<p>Work in pairs. How would you express these in Indonesian?</p> <p>Work in pairs. Follow the instructions correctly.</p> <p>Read out the two possible conversations.</p> <ol style="list-style-type: none"> 1. Act out similar conversations with different excuses. 2. Work in pairs. Follow the instruction correctly. <p>Work in pairs. Follow the instruction correctly.</p> <p>Read the text and then ask five questions about it.</p> <p>Ask your partner the questions. Your partner will answer the questions.</p>

Chapter IV (Describing People, Things, and Historical Places)	Personal Skill	Make a diagram or mind map based on the task in task 15.
Chapter V (Attention, please!)	Academic Skill	Arrange the sentences to make good announcements.
		Fill in the form while pretending that you are someone who wants to announce something.
		Write a formal written announcement. Put it in the classroom announcement board. Remember! Announcements have one of the following purposes: 1. to sell something, 2. to campaign against for something, 3. to invite people to events, 4. to ask people to do things, or 5. to publicize a formal personal event.
Chapter VI (Have You Ever...?)	Academic Skill	Work in pairs. Do the instruction correctly. One of you will act as Jimmy Page (guitarist of Led Zeppelin) or Taylor Swift. You are going to be interviewed by your friend. Your friend will ask you three questions. Give the appropriate answers to their questions.
VII (Stories to Share)	Personal Skill	Stand up and talk to your friends about the following questions. Questions: 1. What is your opinion on the influences of R.A. Kartini?
		Questions: 4.How do you feel about the tragedy?
	Social Skill	Work in group of 3 to 5. Discover the similarity of three texts bellow. What are they? Discuss the following questions with your friends.
VIII (Once Upon a Time)	Personal Skill	Work in pairs. Analyze the narrative structure of the following legend.
		Work in pairs. Find two legends; don't forget to mention their sources. Then, analyze the narrative structure.
	Social Skill	Work in pairs. Compare the Indonesian and English legends and then complete this table.
		Work in pairs. Create a question regarding the comparisons of the two stories. Can your partner answer your question? If he/she can't, then raise your question to your teacher.
		Work in pairs. Analyze the narrative structure of the following legend.
		Work in pairs. Find two legends; don't forget to mention their sources. Then, analyze the narrative structure.
IX (Look at the Sign, Please!)	Academic Skill	Match the number with the parts of the memo in the box.
	Vocational Skill	Look at the following pictures.
		Look at the sign bellow. Then, find the meaning of them.
		Match the sign with the wording descriptions.

XI (Could You Tell Me the Way?)	Social Skill	Create a direction based on the following situations in the provided space. Choose one situation and draw it.
XII (What Do You Usually Eat?)	Social Skill	Work in groups. Make a dialog about your food and drink in Indonesia. Use <i>Wh-question</i> .
XIII (You Should Get Some Rest)	Personal Skill	Do you find any difficulties? Do you have any questions? Raise your question here before raising them to the class.
	Social Skill	Work in pairs. Read the dialog out loud. Pay attention to the stress and intonation.

From the identification result of the tasks from “*forward an English Textbook*”, it could be drawn that the percentage of the data recapitulation of Life Skills availability were:

Chapter	The availability of Life Skills				Total	The Percentage in Every Chapter
	Personal Skill	Social Skill	Academic Skill	Vocational skill		
Chapter I	✓	✓		✓	3	17.06%
Chapter II		✓		✓	2	11.74%
Chapter III	✓	✓			2	11.74%
Chapter IV		✓			1	5.88%
Chapter V			✓		1	5.88%
Chapter VI			✓		1	5.88%
Chapter VII	✓	✓			2	11.74%
Chapter VIII	✓	✓			2	11.74%
Chapter IX			✓	✓	2	11.74%
Chapter X					0	0%
Chapter XI		✓			1	5.88%
Chapter XII		✓				
Chapter XIII	✓	✓		✓	3	17.06%
Total	5	9	3	4	17	
The percentage of every Life Skills	23.8%	42.8%	14.2%	19.04%		

From the identified data of every chapter in the English textbook entitled “*Forward an English*” published by Erlangga 2018 for the Tenth Graders of Vocational High School, it could be seen that not all life skills were represented in each chapter of the textbook. The representations of it were randomly distributed in each chapter. The representations of Social Skills were the dominant Life Skills found in the textbook. While the least life skills appeared were from the Academic Skills. Furthermore, the details of the results were presented in Appendices of the analysis results.

Based on the percentage of the data recapitulation of the life skills availability, it could be drawn that all of the four Life Skills were available in the tasks of the English textbook entitled “*forward an English*” for the Tenth Graders of Vocational High School. However, they were randomly distributed in the tasks of each chapter. All of the 4 kinds of Life Skills identified were available: Personal Skills, Social Skills, Academic Skills, and vocational Skills. The availability of Personal Skills was 23.8%, Social Skills was 42.8%, Academic Skills was 14.2%, and Vocational Skills was 19.4%. Thus, the highest life skill representation in this textbook was Social Skills.

IV. DISCUSSION

The results of the study showed that the four kinds of life skills appeared in the textbook entitled “*Forward an English*” published by Erlangga for the Tenth Graders of Vocational High School. According to *Permendikbud* number 34 year 2018, there are nine areas of graduate competences formulated for the graduates of vocational high school: (1) religious values (2) nationalism

values (3) personal and social character (4) literacy (5) physical and spiritual health (6) creativity (7) aesthetics (8) technical (9) and entrepreneurship skills. Most of those aspects reflect the values demanded to run the life which are also covered in Life Skills. Furthermore, this textbook can be used as a source and guidance in the teaching learning process for the Tenth Graders of Vocational High School considering the existence of life skills representations in the textbook.

However, the distribution of the four life skills was not prevalent in each chapter. There was also one chapter which did not cover any of the four life skills. This finding was in line with the previous research conducted by Al Masri et al. (2016) which stated that life skills were distributed randomly and irregularly in the textbook. There was not a certain grouping of the four kinds of life skill in the textbook. Their existences were randomly found in the tasks of each chapter of the textbook.

Furthermore, the most dominant life skill content found in the textbook was Social Skills which was almost covered by all chapters. The social skill representations found in the textbook mostly came from the activities in the tasks which require the students to collaboratively work and effectively communicate with others. It was similar with the previous studies conducted by Al Masri et al. (2016) and Hamdona (2007) which found in the results of their study displaying communication skill was the most dominant skill covered by the textbook.

However, as the distribution of the four life skills representations was random and irregular. The representation of vocational and academic skills was found as the least life skill appeared in the textbook. This result was in line with the previous research conducted by Putri (2014) which revealed that academic and vocational skill gained the lowest frequency in the textbook. Therefore, as this textbook was particularly published for vocational high school students, teachers and the related parties should pay more attention to it since vocational high school students would need more of both skills to support them in the future working environment. It is in line with the objective of vocational high school which is noted in *Permendikbud* number 34 year 2018 which intends to result the graduates who are ready for the certain jobs based on their specific fields.

V. CONCLUSION

This research results finally concluded the two points about the types of life skills availability in the textbook and the percentage of each type of the life skills distributed in the chapters. The details were explained the following points.

First, the tasks of English textbook “Forward an English” for the Tenth Graders of Vocational High school published by Erlangga 2018 represented 4 kinds of Life Skills. They were Personal Skills, Social Skills, Academic Skills, and Vocational Skills. The representation of the four life skills in the book that pertinent to the need for the vocational high school students to develop their life skills confirmed that this book was suitable to be employed for supporting the instruction.

Second, based on the percentage of the data recapitulation of the life skills availability, it could be drawn that all of the four Life Skills were available in the tasks of the English textbook entitled “*forward an English*” for the Tenth Graders of Vocational High School. However, they were randomly distributed in the tasks of each chapter. The percentage of the 4 kinds of Life Skills identified in the materials was Personal Skills was 23.8%, Social Skills was 42.8%, Academic Skills was 14.2%, and Vocational Skills was 19.4%. The lower percentages of the Academic and Vocational Skills should become a critical attention for teachers in order to assist the students to be ready in their future working environments.

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