

# Measuring Potential Employability of Being English Literature Graduates

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**Abstract.** The present study examined the concept of employability perceived by some language college students/graduates. The participants of the study consisted of 10 full time students, 4 part-time students, 20 graduates, 5 English lecturers, and 2 managers of different factories. The participants were recruited conveniently. The instruments used to elicit the participants' perception were questionnaire and open-ended interview. Due to the absence of physical contact, the data elicitation was conducted through WA messengers and e-mail. The finding indicates two main factors affecting the language students' employability: 1) Internal factor, 2) External factor. Internally, most of the students studying English in the language college tend to perceive English as the second choice, thus indicating lower motivation to learn English. Externally, the current demand for the new jobs generally requires the students to master more than just English. Further finding suggests that although English is still considered important, mastering English is not enough for the literature students to be employed in the factories. In fact, the students of English prefer to find jobs in non-English fields since they provide more financial benefits. Given the plethora of chances of the new jobs, which are mostly technologically-oriented, higher language institutions need to adjust their curricula and provide their students with more relevant skills in order to make their English graduates more adaptive in the current job markets.

**Keywords:** measuring, potential, employability, literature graduates

## 1 Introduction

The present study aimed at analyzing the employability of the English literature graduates amid the increasingly tight competition in the job markets. Besides, the important role of technology has also required the job seekers to be more familiar with the practical aspects of technology, e.g., internet, word processing, etc. These trends have undoubtedly required the language graduates to be more adaptive in the new demand so that they can possibly be accepted in the job market.

Specifically, the present study aimed at identifying the concept of employability perceived from different language college stakeholders, e.g., active literature students, literature graduates/working students, lecturers, and the managers who usually recruit their workers.

### 1.1. Research Questions

1.1.1. What is the students' perception of employability in relation to their language learning?

- 1.1.2. What is the graduates/working students' perception of employability in relation to their language degree/skill?
- 1.1.3. What is the lecturers' perception of employability in relation to their students' language ability/skill?
- 1.1.4. What is the employers' perception of employability?

## **1.2. Significance of the Study**

- 1.2.1. The present study can possibly provide higher education stakeholders, particularly those who manage literature department with more objective information regarding their graduates' employability.
- 1.2.2. The finding can also provide more data on the potential challenges that should be taken into account by the English literature/English department.
- 1.2.3. The finding can also increase the language students' awareness on potential challenges and chances that they can possibly face in their future career.

## **1.3. Limitations of the Study**

- 1.3.1. The present study focuses only on one aspect of employability, namely the ability to gain employment (Nugroho et al. 5), thus, it does not identify the other factors which are incorporated in the commonly accepted definitions.
- 1.3.2. The present study was conducted in a privately funded language college offering an English literature program to their students, thus it doesn't incorporate the other English language programs, such as English education, English applied linguistics, etc.
- 1.3.3. The present study was conducted in a B- accredited English literature program. The result of the study can possibly be different to those having higher accreditation program and providing more complete curricula to the students.

## **2 Literature Review**

There is no denying the fact that English is still popularly used in some fields. For instance, English is still the most commonly used language in internet nowadays (Johnson). In addition, English is also a language, which is commonly used in research or scientific publication (Hanauer 137). The trend of using English in several important domains has probably made English as one of the most communicated languages nowadays (Crystal 61).

Despite this trend, whatsoever, the students' demand in learning English in Indonesian higher education level remains low. Some factors may have contributed to the dampening of the students' motivation to learn English, such as the trend of learning technology, the emergence of internet enabling people to learn and use English easier than before, etc. Specifically, "Higher Education Statistic" indicates that the 10 most popular majors in Indonesia at the moments are: Management, Accounting, Midwifery, Islamic Education, Nursing, Legal studies, Civil Engineering, Information System, and Pharmacy (33).

The terms potential employability in the present study refers to the concept "graduate employability". York (qtd. in Zainuddin et al. 2) defining graduate employability as a set of achievements-skills, understandings and personal attributes- that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefit themselves, the workforce, the community and the economy".

Specifically, it focuses on the capacity of the graduates to be accepted in the job market coined by Nugroho et al. (5). The simpler perspective of employability is needed as the present study merely focuses on the graduates' potential employability in the job markets and not in the other fields (e.g., entrepreneurship).

The trend of technology, particularly in ICT has been widely acclaimed as both chance and challenge (Wanajak 13). For those learning technology, this trend can possibly provide the graduates with more opportunity to work. On the other hand, the rising trend of technology can also provide more challenges to those non-technology graduates since they will find it hard to work in this field.

Although some scholars consider that the rising trend of technology is still related to English (Johnson). Thus, the students who learn English can possibly make use their skill in job-related technology positions. Other scholars, whatsoever, insist that the newly current trend requires digital literacy as a prerequisite to enter the job market (Vrana).

### **3 Methodology**

#### **3.1. Design of the Present Study**

The present study was a survey research in which the data were mostly elicited from questionnaire (Creswell 382). Additionally, the interview was partially conducted to the selected participants, whose answers were considered very relevant to the findings. Additional data elicitation was aimed at improving the information given by the participants.

#### **3.2. Venue of the Study**

The study was conducted in a privately funded language college located in suburban area. Due to the outbreak of pandemics, the researcher could not physically contact the participants. All of the data collection was conducted on-line/virtually (i.e., WA messengers and Email).

#### **3.3. Participants of the Study**

The participants of the study were recruited conveniently (Frankel et al. 99) due to the scarcity of the students who were willing to participate in the study as well as the absence of physical contact between the researcher and the prospective participants. It is also important to note that the working graduates/working students are not specifically described.

Further study may involve more specific information regarding the working students/graduates' employments in order to elicit more specified information regarding their potential employments. The employers recruited in the present study did not specifically refer to the high level management position (e.g., CEO level), but they work in the middle level position as the managers. The two managers of different factories are the active leaders in their departments. The two managers are recruited as they are in charge of determining the recruitments of the workers in their departments. Further study, may also involve the employers/users of the workers (e.g., Director, General Manager, or CEO) in order to make the study more dependable.

**Table 1. Data of Participants**

Participants	Number
Students (Full time)	10
Students (Part-time)	4
Graduates	20
English lecturer	5
Employers (Managers)	2

### 3.4. Data Collection Procedure

- a. The researcher reported the plan of the study to the chairman of the language college in order to gain prior approval to conduct his study. The approval was needed so that the researcher could get access on the important data on active students and graduates.
- b. Due to the “absence of physical contact” set up in the college compound, the researcher did not physically meet the participants. However, the researcher was only permitted to send the proposed study through WA group belongs to the institution.
- c. The researcher briefed the potential participants in separate session. For instance, the group of active students was given the meeting session, which was different from the lecturers’ session. The separation was aimed to create more comfortable atmosphere when discussing about the result of the findings.
- d. The briefing was given to each group of participants (e.g., full-time students, working students, graduates, lecturers, employers) for approximately 20 minutes to enable the would-be participants to have sufficient information regarding the study as well as its importance for institution, the students, the lecturers, and the other relevant stakeholders.
- e. The researchers provided his phone number to be accessed in case the prospective participants were interested in participating in the research project.
- f. The researchers also confirmed that the whole participants were guaranteed to remain anonymous when participating in the study.
- g. In the commencement of the research, the researcher distributed the written questionnaire through Google formats to each group of participants (WA group) to be personally accessed. The questionnaire was written in both English and Indonesian language to allow the participants to fully capture the meaning of the questionnaire.
- h. The participants were also given the chance to ask questions in case they had difficulties to understand the items stated in the questionnaire.
- i. Open-ended interview was further given to those giving very relevant data to the researcher. In sum, the interview was only given to the ones considered giving the researcher important finding and relevant data. The interview was also conducted in WA text or by email.

### 3.5. Instruments

#### 3.5.1. Questionnaire

The primary instrument used in the present study was a questionnaire. It was further followed with an interview conducted to the specified participants. The choice of the participants for interview was based on the relevance and the potentially important finding of the present study.

The questionnaire was administered to each different group of participants, e.g., active/full-time students, part-time students/language graduates, lecturers, and the managers of the factories. Each statement of the questionnaire was accompanied with available options: 1) Agree, 2) Disagree, and 3) Doubted.

#### 3.5.1.1. The Students’ Perception of Employability in Relation to Their Language Learning

This questionnaire aimed at identifying the students' motivation and their potential English capacity indicated from the previous interest/plan/ English accomplishment.

The items of the self-evaluative statements are organized as the following:

- a. I had previously planned to take English even before I entered into the language college.
- b. English was my first choice when I decided to go to college.
- c. I took English as I was not accepted in the other majors/different campuses.
- d. I thought that taking English was a good decision.
- e. I thought that taking English enabled me to get a good job.
- f. I had liked to study English even before I entered into the college.
- g. I had a quite good English academic record before I started my college.
- h. I did not plan to take English before.
- i. I thought that English was the only major that I could take in college easily.
- j. My dream is to work with my English as I like English.

### **3.5.1.2. The Graduates/Working Students' Perception of Employability in Relation to Their Language Degree/Skill**

This questionnaire aimed at identifying the realistic picture of the graduates/working students' professional context. In order to identify more thorough information, the participants were given the items indicating their motivation, previous academic English accomplishment as well as the items indicating their current employment. The self-evaluative statements are administered as the following:

- a. I had previously planned to take English even before I entered into the language college.
- b. English was my first choice when I decided to go to college.
- c. I took English as I was not accepted in the other majors/different campuses.
- d. I thought that taking English was a good decision.
- e. I thought that taking English enabled me to get a good job.
- f. I had liked to study English even before I entered into the college.
- g. I had a quite good English academic record before I started my college.
- h. I did not plan to take English before.
- i. I thought that English was the only major that I could take in college easily.
- j. My dream is to work with my English as I like English.
- k. English is spoken every day in my company.
- l. English is an important means of communication in my company.
- m. My boss comes from English speaking countries.
- n. My boss can speak English very well.
- o. I work in a job, which is relevant to English.
- p. My job requires me to use my English.
- q. My job has no relevance to English/has little relevance to English.
- r. I still need to learn other skills in order to work well in my company.
- s. Besides using English, my bosses and the other co-workers also use the other international languages.

### **3.5.1.3. The Lecturers' Perception of Employability in Relation to Their Students' Language Ability/Skill**

This instrument aimed to elicit the data regarding the lecturers' perceptions on their students' potential capability for being absorbed in the job market. The participants targeted by the questionnaire were the five active lecturers who are currently teaching different English subjects. The followings are the self-evaluative items administered to the lecturers regarding the potential employability of their students.

- a. The institution has specific data on the graduates who are currently working and where they are working.
- b. The institution curricula have been adjusted to face the most common requirements in the job market.
- c. The institution provides practical job training for the students in order to have more skills when applying for a job.
- d. The institution has a clear vision on the potential connection between the institution's vision/mission and the possibility of the job markets in which the students are expected to enter.
- e. The institution provides more than just one international language to the students.
- f. The institution provides some relevant training for the students in order to work in different field rather than just working as an English teacher/English related work.
- g. The institution cooperates with some companies/job providers in order to get information on the potential positions or vacancies available in the companies.

#### **3.5.1.4. The Employers' Perception of Employability**

These self-evaluative items are administered to the employers (i.e. the managers of the factories), who usually recruit and determine the acceptance of the workers in their departments. The two managers are working in different factories.

- a. English is important in my department.
- b. The workers, who work in my department, need to have computer knowledge rather than just English language.
- c. A good worker needs to know/master some skills other than just English.
- d. We use other international languages more often than English.
- e. My department recruits/once recruited English language graduates.

#### **3.5.2. Interview**

The interview was the second instrument used in the present study. The use of interview was to elicit more information regarding the concept of employability from different groups (i.e., students, graduates/working students, lecturers, and employers). The interview was basically an open-ended question, thus it did not limit the participant to express or respond the question directed to them.

#### **3.5.2.1. The Students' Perception of Employability in Relation to Their Language Learning**

- a. Do you think that studying English makes you work easier?
- b. Do you think that English is still important for you and your future career?
- c. Did you have any intention to take English even before you studied in this college?
- d. Is English your first choice in college/university?
- e. What subjects that you think can make you work easier than the other job seekers?

**3.5.2.2. The Graduates/Working students' Perception of Employability in Relation to Their Language Degree/Skill**

- a. Where do you work at the moment?
- b. Do you think that your job is related to English?
- c. What makes you think that this job is relevant to your language background?
- d. Do you learn the other skills/competencies other than just English?
- e. Do you learn the other international languages besides English?
- f. Is English very important in your company?

**3.5.2.3. The Lecturers' Perception of Employability in Relation to Their Students' Language Ability/Skill**

- a. Does your institution prepare its students/graduates to be more employable in the job market?
- b. Does your institution have relevant curricula to the existing job market?
- c. Does your institution continuously cooperate with some employers/users so that your students can easily find jobs/works?
- d. Does your institution continuously upgrade its curricula in order to be more relevant to the demand of the current trend in the job market?

**3.5.2.4. The Employer's Perception of Employability**

- a. Does your company recruit the ones who graduated from language department?
- b. Do you communicate in international languages?
- c. Is English important in your company/department?
- d. Do you communicate with your subordinates/superior in other international languages rather than in English?

**3.6. Sources of Data**

The sources of data in the present study were taken from written responses indicated in both questionnaire and open-ended interview.

**3.7. Data Analysis**

The data analysis was conducted by specifically highlighting the responses which were considered relevant to the research questions.

**4 Finding and discussion**

**4.1. Finding**

**4.1.1. Written Responses Elicited from Questionnaire**

**4.1.1.1. The students' Perception of Employability in Relation to Their Language Learning**

Participants: Full time students

Number of participants: 10 students

Items	Yes	No	Doubted
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I had previously planned to take English even before I entered into the language college.	2(20%)	6(60%)	2(20%)
English was my first choice when I decided to go to college.	2(20%)	6(60%)	2(20%)
I took English as I was not accepted in the other majors/different campuses.	5 (50%)	3(30%)	2(20%)
I thought that taking English was a good decision.	7(70%)	2(20%)	1(10%)
I thought that taking English enabled me to get a good job.	6(60%)	2(20%)	2(20%)
I had liked to study English even before I entered into the college.	4(40%)	5(50%)	1(10%)
I had a quite good English academic record before I started my college.	5(50%)	3(30%)	2(20%)
I did not plan to take English before.	6(60%)	2(20%)	2(20%)
I thought that English was the only major that I could take in college easily.	6(60%)	2(20%)	2(20%)
My dream is to work with my English as I like English.	3(30%)	5(50%)	2(20%)

Despite having relatively positive attitudes toward English, it is found that English is not the students' first academic choice. In fact, 50 % of the students took English merely because they were not accepted in the major that they have chosen before.

#### 4.1.1.2. The Language Graduates/Working Students' Perception of Employability in Relation to Their Language Degree/Skill

Participants: language graduates/working students  
Number of participants: 24

Items	Yes	No	Doubted
I had previously planned to take English even before I entered into the language college.	5 (20.8% )	16 (66.66% )	3 (12.5% )
English was my first choice when I decided to go to college.	6 (25%)	7 (29.16 %)	11 (45, 83%)
I took English as I was not accepted in the other majors/different campuses.	13 (54.16 %)	11 (45.83%)	-
I thought that taking English was a good decision.	17 (70.83%)	5 (20.83 %)	2 (8.3 %)
I thought that taking English enabled me to get a good job.	15 (62.5%)	7 (29.16%)	2 P8.33%)



I had liked to study English even before I entered into the college.	6 (25%)	10 (41.66%)	8 (33.33%)
I had a quite good English academic record before I started my college.	12 (50%)	11 (45.83%)	1 (4.16%)
I did not plan to take English before.	13 (54.16%)	11 (45.83%)	-
I thought that English was the only major that I could take in college easily.	15 (62.5%)	8 (33.33%)	1 (4.16%)
My dream is to work with my English as I like English.	12 (50%)	8 (33.33%)	4 (16.66%)
English is spoken every day in my company.	10 (41.66%)	11 (45.83%)	3 (12.5%)
English is an important means of communication in my company.	10 (41.66%)	9 (37.5%)	5 (20.83%)
My boss comes from English speaking countries.	3 (12.5%)	15 (62.5%)	6 (25%)
My boss can speak English very well.	9 (37.5%)	11 (45.83%)	4 (16.66%)
I work in a job, which is relevant to English.	5 (20.83%)	18 (75%)	1 (4.16%)
My job requires me to use my English.	9 (37.5%)	12 (50%)	3 (12.5%)
My job has no relevance to English/has little relevance to English.	16 (66.66%)	6 (25%)	2 (8.33%)
I still need to learn other skills in order to work well in my company.	18 (75%)	3 (12.5%)	3 (12.5%)
Besides using English, my bosses and the other co-workers also use the other international languages.	16 (66.66%)	5 (20.83%)	3 (20.83%)

Similarly, the above finding also indicates that English is not the first choice of the students' academic plan. In fact, 54 % students admitted that they did not plan to take English before. Further important finding indicates that most of the graduates did not think that their jobs are relevant to their English.

#### **4.1.1.3. The Lecturers' Perception of Employability in Relation to Their Students' Language Ability/Skill**

Participants: Lecturers

Number: 5

Items	Yes	No	Doubted
The institution has specific data on the graduates who are currently working and where they are working.	4 (80%)	-	1 (20 %)
The institution curricula have been adjusted to face the most common requirements in the job market.	-	2 (40 %)	3 (60 %)
The institution provides practical job training for the students in order to have more skills when applying for a job.	1 (20%)	1 (20%)	3 (60%)
The institution has a clear vision on the potential connection between the institution's vision/mission and the possibility of the job markets in which the students are expected to enter.	1 (20%)	3 (60 %)	1 (20%)
The institution provides more than just one international language to the students.	-	5 (100%)	-
The institution provides some relevant training for the students in order to work in different field rather than just working as an English teacher/English related work.	-	5 (100%)	-
The institution cooperates with some companies/job providers in order to get information on the potential positions or vacancies available in the companies.	3 (60 %)	2 (40%)	

Despite having the data on the language graduates, the institution does not seem to have vision on what is to be done and has been done in order to meet the current market demand.

#### 4.1.1.4. The Employers' Perception of Employability

Participants: Managers of two factories

Number of participants: 2

Items	Yes	No	Doubted
English is important in my department.	1 (50%)	1 (50 %)	-
The workers, who work in my department, need to have computer knowledge rather than just English language.	2 (100 %)	-	-
A good worker needs to know/master some skills other than just English.	2(100%)	-	-
We use other international languages more often than English.	2 (100 %)	-	-

My department recruits/once recruited English language graduates.	-	2 (100%)	-
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Despite being considered important by the managers, both of the managers did not think that English is the most important skill in the companies. In fact, their companies never recruit the language graduates at all.

#### 4.1.2. Written Verbal Responses Elicited from Open-Ended Interviews

The followings are the themes found from participants' responses. It is important to note that this section only presents some themes, which are considered relevant to the questionnaire. The following extracts were the translated version.

##### 4.1.2.1. The Students' Perception of Employability in Relation to Their Language Learning

Participants: Students	
Themes	Extracts
English is not the first choice in college English allows him to work part-time.	Actually, I did not plan to study English. But, I think studying English is not bad. In fact, studying allows me to work too as this major is not really demanding. (Student 1)
English was the second choice as he was not accepted in state university,	I wish I could go to engineering department in state university, but I was not accepted so I decided to take English here. I hope this major makes me able to get a good job too. (Student 2)
English is important. Other skills are still needed to get the job.	I planned to study English as I thought English is still an important international language. However, I also believe that English is not the only skill that I must master to get a good job. (Student 6)

##### 4.1.2.2. The Language Graduates/Working Students' Perception of Employability in Relation to Their Language Degree/Skill

Participants: Language graduates/working students	
Themes	Extracts
Being an English teacher is not rewarding, so she decides to work in the company.	Actually, I prefer to work as a teacher but I find that being an English teacher doesn't pay me much. So, I decide to work in the company. (Graduate 1)
English and other international languages are used.	English is used here. But, other languages, such as Chinese and Japanese are also used by the visitors. (Graduate 2)
The difficulties to find jobs related to English.	It is not easy to find jobs related to English. Most of the vacancies we can find now are the ones in retail or shops, so English is not

	used much. There are very few visitors who speak English. (Working student 3).
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#### 4.1.2.3. The Lecturers' Perception of Employability in Relation to Their Students' Language Ability/Skill

Participants: Lecturers	
Themes	Extracts
Curriculum adjustment/change is not done.	It is not easy to change the curriculum as the language program is basically related to literature and other language studies. (Lecturer 1, 2, 3)
There is no other international language given to the students.	We don't provide other international languages as this will be very costly. Besides, it is not easy for the students to learn it if it is only for one or two semesters. (Lecturer 4)
Most graduates occupy menial/clerical work and not management position.	We continuously communicate with some users of our graduates. However, we must admit that it is not easy to make our graduates occupy important position if they just graduate from language department. (Lecturer 2,4)

#### 4.1.2.4. The Employers' Perception of Employability

Participants: Managers	
Themes	Extracts
English and other international languages are used.	Actually, English is still important. However, our export is only to some Asian countries so we also use the other languages like Chinese and Japanese. (Manager 1)
Never recruit the ones from language department.	We never recruit the ones from language/English. We think that our workers are mostly able to make simple communication with foreign visitors. (Managers 1,2)
Computer is needed by the department.	We think that English is important but to work here, someone must have computer skill, or some computer programs to support our department. (Managers 1,2)

## 4.2. Discussion

### 4.2.1. The Students' Motivation to Learn English

Despite being widely claimed as one of the most learned languages in the world higher education (Harrison and Shi 427), the fact shows that English literature is not a favorite major in Indonesian college. This surprising fact is shown from the students' responses indicating English as the second alternative to learn in college. In line with Brown's concept on motivation, which constitutes "a goal to pursue" (72), the students' responses may indicate the students' lower motivation to learn English in college. In fact, being internally motivated can be one of the potential triggers, which can drive the students to work harder (Brown 59). Brown postulates that internal motivation can significantly drive someone to study without expecting external rewards, such as friend's motivation, lecturer's support, good grades, etc. (59)

This study is slightly different from Elizabeth and Ena's finding (30) in that most of the students they researched have quite good internal motivation when learning English in their college. However, they also admitted that the rest of the students are motivated externally rather than internally (Elizabeth and Ena 30). The present study is basically relevant to the report of "Higher Education Statistic 2019" indicating that English is not a favorite department in Indonesian higher education anymore (33). Further study needs to be conducted in order to identify more specific reasons on the students' motivation when learning English in Indonesian higher education context and to correlate it to the current job availability or market demands.

#### **4.2.2. The Gap Between Learning Objective and Market Expectations**

Another surprising fact indicates that the two managers never recruit the language graduates in their departments. This finding disconfirms the claim indicating the importance of English for employment (Zainuddin et al. 15). Further finding also indicates that despite being considered important in their workplaces, the companies also use the other international languages, e.g., Chinese and Japanese.

The rising China as one prosperous country in the world has forced the business people and the workers/professionals to be more familiar with Chinese (Starr, 66). The verbal responses elicited from the two managers indicated that their companies frequently communicate in Chinese and Japanese as well. This trend should actually be anticipated in order to enable the English graduates to fill in the position as Chinese translators or interpreter. More importantly, the need to learn more skill is also indicated in the finding, e.g., computer skill or programming. This skill is important as the companies/factories are continuously striving hard to modernize their operations.

#### **4.2.3. Is English a Generalist or Specialist skill?**

The use of English, despite being considered important, has gradually shifted from specialist skill to generalist skill. The concept of generalist and specialist refers to the number of learners rather than just the skill itself. Specifically, the term specialist in the present study refers to the skill, which is acquired by relatively few people. On the other hand, the term generalist skill refers to the skill commonly acquired by most people. Indeed, there should be more scientific fact indicating this hypothesis. However, the trend of English as one of the most learned language has probably made English become a generalist skill and not a specialist skill anymore.

Further study, should be done whether the trend of learning English has been overvalued, thus resulting in more supply than demand. The analysis conducted to one of the largest employment web, for instance, indicates that the vacancies of being English teachers abound ("English Teacher"). However, since English has become a generalist skill, these vacancies usually offer low remuneration compared with the other jobs/professions (e.g., Math teacher, Biology teacher, etc.). Unlike English teaching position, Chinese/Mandarin teaching position, despite having fewer vacancies, still offers more attractive remuneration to the applicants ("Mandarin Teacher"). In sum, this interpretation is relatively similar to the participant's written statements indicating their preference to work in non-English jobs (e.g., being supermarket/shop assistants) due to much better remuneration.

This argument is also relevant to what Ting et al. have suggested that the role of English at the moment will generally help someone to deal with clerical work or marketing work (325). In fact, the ability to communicate in English will not "override" the other requirements in job market (Ting et al 325). Likewise, Katz (qtd. in Robbins and Coulter 12-13) elaborate that the

high level workers (i.e., manager), for instance, should generally acquire three important skills involving conceptual skill, human, skill, and technical skill. Specifically, communication is considered as part of human skills that the managers must possess. Likewise, Ting et al. suggest that communication skill is more important than just merely a language skill (i.e., English) as it generally covers much diverse domain and more intricate aspects of human's interaction (324).

## **5 Conclusion and suggestion**

### **5.1. Conclusion**

It is inevitably true that being an English learner at the moment will face two primary challenges. Internally, the students will have to determine whether or not they have what it takes to study in a language college. In other word, the students' motivation, which is widely considered as the most important impetus, should be well identified prior to his or her registration into a language college. Certainly, the language colleges are expected to provide the new students with fairly objective pictures on the students' future and expectations if they are interested in learning English in the colleges.

Externally, some upgrades and adjustments in language colleges should also be done in order to make language program more suitable and adjustable to the current job market (Kneale 102). For instance, it is also possible that the linguistics major be connected to the wider use of language, e.g., social, professional, occupational contexts, interpretation, and translation (Kneale 102). In much more specific scopes, some English majors can also be connected to the other yet still relatively relevant skills, such as marketing, graphic design, journalism, etc.

When the students are trained and adjusted to more varied skills, the graduates of English can also find the other potential professional worlds, thus resulting in more diversified and varied opportunities. This in turn will make the language students more externally motivated to learn a language program. Specifically, with the growing trends of technology, it is also possible that the students of English be given more practical skills related to the most popularly used software/computer program so that they can possibly be more prepared when they have to enter and compete in technologically-oriented environment.

### **5.2. Suggestion**

It is certainly impossible to retain English department as a popular major if some changes are not made. For instance, the need to cope with more complex and more dynamic requirements in the job market is the first thing to do. Secondly, the institutions should also be well aware that accepting the students without considering their language potency, motivation, and attitude will definitely deter the students who have low ability to learn English.

Given the relatively rigid curricula of the language department, the need to identify and closely analyze the students' capacity prior to the acceptance in language department is a must thing to do. Otherwise, there will be more graduates who are not prepared to face lots of problems in language studies, let alone to face the complexities of professional worlds. Further study needs to be done by involving more higher education stakeholders as well as more sources of data (e.g., employment webs) in order to warrant more dependable results.

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