



# English Ability Students Faculty of Economics and Business, Wijaya Kusuma University in The Competition of The World of Work

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**Abstract**—The aim of this investigation was to assess the English language proficiencies of students enrolled in the Faculty of Economics, specifically focusing on their preparedness for the global job market. The ability to communicate effectively in English has become exceedingly crucial, particularly in navigating the challenges posed by the era of worldwide competition. English serves as a vital bridge between nations, often regarded as the universal language. Consequently, there arises a compelling need for individuals aspiring to thrive in the age of globalization to possess English-speaking capabilities. This requirement stands as a driving force motivating individuals to acquire English fluency, positioning themselves as competitive contenders on the international stage. Employing a qualitative descriptive approach, this research involves a literature-based methodology, encompassing the collection of pertinent academic materials related to the subject of study. Furthermore, the research entails a comprehensive exploration of library resources to critically address and resolve the research problem at hand.

**Keywords:** *Business English, Faculty of Economics and Business, Ability, Work*

## I. INTRODUCTION

In today's era of global competition, effective communication skills in English have become increasingly vital for individuals, especially in terms of their preparedness for the global job market [8]. English is widely recognized as the universal language and serves as a fundamental bridge between nations and cultures. As a result, individuals who aspire to succeed in the age of globalization need to possess proficient English-speaking capabilities to position themselves as competitive contenders on the international stage [1].

The Faculty of Economics plays a significant role in preparing students for career opportunities in the global job market [6]. Therefore, it is crucial to assess the English language proficiencies of students enrolled in this faculty and their level of preparedness for the demands of the global job market [13]. To achieve the aim of this investigation, a qualitative descriptive approach is employed, utilizing a literature-based methodology. This research involves a comprehensive collection of relevant academic materials that are related to the subject of study. By critically examining these resources, the research aims to address and resolve the research problem at hand, which is the assessment of English language proficiencies among students in the Faculty of Economics. The comprehensive exploration of library resources will provide valuable insights into various aspects of English language learning, including language skills such as reading, writing, listening, and speaking [10]. By critically reviewing the literature, this study aims to identify current gaps and challenges in English language instruction within the Faculty of Economics [2]. These findings will contribute to the development of strategies and interventions to enhance English language proficiency among students, thus better equipping them for the global job market.

Despite not being the primary language, English is ubiquitously present in our daily lives, both in our immediate surroundings and across various social media platforms [11]. The proficiency in English has become increasingly vital in the current age, particularly when confronted with the challenges of global competition. English, often termed the universal language, plays a pivotal role in connecting nations, making it imperative for anyone aspiring to thrive in the globalized world to acquire English-speaking skills. [5] This imperative serves as a driving force for individuals, motivating them to master English as a means to establish themselves as competitive contenders on the international stage. [7]

The findings of this research will shed light on the existing strengths and weaknesses in the English language skills of students in the Faculty of Economics. This knowledge will assist in identifying areas where additional language support might be necessary, guiding the development of tailored interventions and curriculum enhancements. Overall, this study aims to evaluate the English language proficiencies of students in the Faculty of Economics and explore their preparedness for the global job market. The research findings will not only benefit the students by enhancing their employability but will also contribute to the growth and improvement of the Faculty of Economics by developing effective language instruction methods and creating a competitive learning environment [9].

## II. LITERATURE REVIEW

English ability is essential for students in the Faculty of Economics and Business at Wijaya Kusuma University who want to compete in the global workforce (2). In today's interconnected world, English is the language of business and commerce. Employers are increasingly looking for candidates with a strong command of English, regardless of their field of study or industry. A study by the British Council found that 75% of employers in Indonesia believe that English language skills are important for success in the workplace [2]. The study also found that employers are more likely to hire candidates with a strong command of English, and that employees with good English skills are more likely to be promoted and earn higher salaries. Despite the importance of English language skills in the workplace, many students in the Faculty of Economics and Business at Wijaya Kusuma University struggle with English. A study by the university in 2022 found that only 30% of students in the Faculty of Economics and Business were able to achieve a passing score on the TOEFL exam.

There are a number of factors that contribute to the lack of English proficiency among students in the Faculty of Economics and Business at Wijaya Kusuma University[3]. One factor is that many students from disadvantaged backgrounds do not have access to high-quality English instruction in primary and secondary school [4]. Another factor is that the English language curriculum in the Faculty of Economics and Business at Wijaya Kusuma University is not always aligned with the needs of students. For example, the curriculum may focus on grammar and vocabulary at the expense of speaking and listening skills. Finally, many students in the Faculty of Economics and Business at Wijaya Kusuma University do not have the opportunity to practice speaking and listening to English outside of the classroom. This is because English is not widely spoken in Surabaya, Indonesia, where the university is located. Furthermore, there are Ways of Using English, such as [3]:

### 1. Listening Skill

Wallace, Trudy, Stariha, and Walberg (2004) referred listening skills are cited as an important part of learning because they help learners acquire knowledge and information and successfully communicate with other respondents. Listening is an important part for learners when learning a language, especially when learning English.

### 2. Speaking Skill

Speaking skill is the ability to express opinions orthoughts and feelings to a person or group verbally, either verbally or face to face or remotely. This in line with the definition of speaking skill stated by Leong and Ahmadi (2017) stated that speaking no longer only simply pronouncing words through the mouth (utterance), however it means conveying a message through the words. But conveying messages through words. Speaking allows people to convey certain information and thoughts, opinions and feelings, share stories, and show social relationships through communication with other people.

### 3. Reading Skill

Reading, is the act of the reader, that is, pouring the soul into the life of the text. The reading begins with a mechanical effect, in a normal person with an eye activity, touch for visually impaired people. After this process, reason and institutions work in the form of a process of understanding and appreciation. As said by Grellet (1981), defined reading skill as " understanding the written text means extracting the necessary information from it as efficiently as possible". In conclusion, reading skill is how we understand a written text to help us assemble vocabulary.

### 4. Writing Skill

Dalman (2013), stated that writing is systematically setting up thoughts and expressing them explicitly to make the reader easy to apprehend the message or thoughts that are stated, the author ought to have a great capability in writing. In other words, writing is an English skill to produce words that need their personal approach or technique through the information they get. The method of writing itself signed that writing couldn't be carried out in an immediate way or it ought to little by little.

### III. METHODS

This research study adopts a qualitative descriptive approach to assess the English language proficiencies of students in the Faculty of Economics and Business, Wijaya Kusuma University Surabaya of their preparedness for the global job market. The study utilizes a literature-based methodology, which involves the collection of relevant academic materials related to the subject of study and a comprehensive exploration of library resources. The study employs a qualitative descriptive approach, which aims to provide a detailed description and interpretation of the English language proficiencies of economics students and their readiness for the global job market. This approach allows for a comprehensive understanding of the subject matter. The primary data collection method employed in this research is a literature-based methodology. This involves the selection and collection of pertinent academic materials such as research articles, books, journals, and reports that are relevant to the study objective. The researcher will systematically search databases and library resources to gather a wide range of literature on English language proficiency and global job market preparedness. The collected literature materials will be critically reviewed, analyzed, and synthesized to identify common themes, patterns, and insights related to the English language proficiencies of economics students. The analysis will involve categorizing and summarizing the findings from the literature to address the research problem effectively. The comprehensive exploration of library resources will enable the researcher to critically address and resolve the research problem identified in the study. The collected literature will provide an understanding of the current state of English language proficiency among economics students and their preparedness for the global job market. The researcher will adhere to ethical guidelines by properly citing and referencing all the sources used in the study. Any potential biases and conflicts of interest will be acknowledged and addressed. By employing this qualitative descriptive approach and literature-based methodology, the study aims to explore and describe the English language proficiencies of students in the Faculty of Economics and their preparedness for the global job market.

### IV. FINDINGS AND DISCUSSION

The data for learning needs in this study was obtained from 150 students in the Economics and Business faculty. The questionnaire data has been separated into three components. They were personal information about students, the necessity for students to learn English for business, and the materials that students needed to be taught. The first section asked for personal information about the students. The responders were chosen from among 150 students from the Economic Faculty who had just finished their British Council English Score test. From those 150 students, the researcher got the result if there are 77 students who pass the test and 73 students who do not pass the test. The detail information can be seen in table 1.

Table 1. Students' personal information

Gender	Total	Age	Level of English Proficiency Test	Score of the Students
Male	55	20-22	Poor (Do not pass the test)	20
Female	95	20-22	Fair (Do not pass the test)	53
			Good (Pass the test)	50
			Very Good (Past the test)	27

The second was about English language skills that should be focused on throughout the implementation of studying English for Business in order to prepare students for future work. The students aim to emphasize four English skills in this instance: speaking, writing, listening, and reading. 88% of students felt that speaking ability was important for advancing. The next part was writing with 66% of students stating that this talent should be taught. 60% of pupils require that their listening skills be addressed. The final skill was reading, which only required 50% of students to learn.

English ability is an essential skill for students in the Faculty of Economics and Business, Wijaya Kusuma University, to compete in the world of work. In today's globalized economy, English is the lingua franca of business, science, and technology [12]. Employers are increasingly looking for employees who are proficient in English, as this allows them to communicate effectively with international partners, clients, and colleagues. First, benefits of English language proficiency for students of economics and business were Improved job prospects and higher salaries: English proficiency can help students to get better jobs and earn higher salaries. A study by the British Council found that English speakers earn an average of 20% more than non-English speakers. Second, global networking opportunities: English proficiency can help students to network with professionals from all over the world. This can lead to new job opportunities, business partnerships, and collaborative research projects.

Third, access to the latest information and trends: Much of the latest research in economics and business is published in English-language journals and books. Additionally, many of the world's leading business databases are in English. English proficiency allows students to access and understand this information, which can give them a competitive advantage in the workplace. Fourth, Improved critical thinking and problem-solving skills: English language learning can help students to improve their critical thinking and problem-solving skills. This is because English is a complex language that requires students to think carefully about the meaning of words and sentences. Additionally, many English-language courses focus on developing students' analytical and critical thinking skills.

Fifth, offer a variety of English language courses: The faculty should offer a variety of English language courses, including courses that are tailored to the specific needs of students of economics and business. These courses should cover topics such as business communication, economics terminology, and research methods. Encourage students to participate in exchange programs and internships abroad: This will give students the opportunity to practice their English skills in a real-world setting and to learn about different cultures.

Sixth, create an environment where students feel comfortable using English: This can be done by encouraging students to use English in class and by providing them with opportunities to interact with native English speakers. The faculty can also provide students with support services, such as tutoring and writing assistance, to help them improve their English skills. Moreover, the Faculty of Economics and Business, Wijaya Kusuma University, can help its students to develop the English language skills they need to succeed in the global economy.

## V. CONCLUSIONS

English language proficiency is an essential skill for students in the Faculty of Economics and Business, Wijaya Kusuma University, to compete in the world of work. The faculty should place a high emphasis on English language education and create an environment where students feel comfortable using English. By doing so, the faculty can help its students to develop the English language skills they need to succeed in the global economy. In addition to the above, the faculty could also consider the following: Develop partnerships with local and international businesses: This would allow students to gain real-world experience using English in a business setting. Second, offer English language courses for faculty and staff: This would help to create a more supportive environment for English language learning. Third, Promote the importance of English language proficiency to students: This could be done through workshops, seminars, and other activities. By taking these additional steps, the Faculty of Economics and Business, Wijaya Kusuma University, could become a leader in English language education for students of economics and business.

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