

**ENGLISH COMPETENCIES AND EMPLOYMENT:
PERCEPTIONS OF ENGLISH DEPARTMENT ALUMNI**

THESIS



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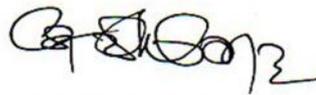
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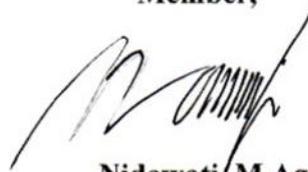
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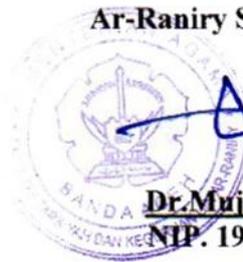


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Banda Aceh, January 24st, 2018

Irma Raswati

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SURAT PERNYATAAN

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul "*English Competencies and Employment: Perceptions of English Department Alumni*" Adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, seluruhnya menjadi tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 24 January 2018

Saya yang membuat pernyataan,


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ABSTRACT

This study investigated the perceptions of English Department alumni about English Competencies and Employment. The aim of this study is to know the role of English Competencies in Employment. The qualitative research approach was used for exploring and understanding the participants' perception regarding the benefits of English Competencies in Employment. In choosing the sample of this research the writer used randomly sampling. The interview section was used as the technique to collect the information from twelve English Department alumni who graduated at 2013 to 2016. The first results showed that most of the alumni agreed that English Competencies really helpful when they looked for a job. The second, there were no significant obstacles for the alumni in looking for a job because most of them had had obtained a job directly after graduation. The third, there were several suggestions which had to be prepared by the students of English Department to help them easier in looking for a job after graduation, namely: 1) studying diligently and smartly. 2) realizing what skills are needed by the surrounding environment. 3) during at the university, trying to look for the part time job, such as become a volunteer at positive events or organizations to increase experience. 4) improving the GPA. 5) preparing to have a good score on TOEFL and IELTS. In conclusion, the alumni had positive perceptions on the important role of English Competencies on Employment.

Keywords: English competencies, Employment

CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the important languages which is learned by people at any ages in many countries for different purposes. In Indonesia, occasionally, people use English in daily communication; such as when talking about job with office partners, having conversation with friends in English class, sharing experiences with families, asking/answering questions with teachers/lectures, taking an English examination, or talking with foreigners. In addition, since Indonesia becomes one of the destination countries for tourists, proficiency in English provides more opportunity to have potential income by being a tour guide or interpreter.

In addition, having the English competencies, such as: listening, speaking, reading, and writing helps people in many aspects, namely: passing English examination, obtaining the best score in TOEFL/IELTS, looking for scholarship to continue study abroad, and also writing job application letter. In brief, English competency is mostly a required skill in many aspect of community in order to have a better opportunity in social life.

Nowadays, employment becomes the important aspects for people. The general meaning of employment is doing something needed by people to achieve the goal. Wales (2009, as cited in Wawan and Dewi, 2010) said that

employment is main activity which is done by people to obtain the income. It means employment is about working and obtaining the salary to make people survive in the economical era.

Everybody has their own way in trying to find a job, such as: preparing self, showing the talents, increasing the self-confident, searching the company link, giving the best when the interview process and so forth. In this light, educational background is one of the important aspects that become a consideration whether a person accepted or rejected. The institution or the company usually looks at one's field of knowledge and their level of education degree in the recruitment process.

Lately, looking for employment becomes more difficult. Job market provides limited opportunities. Realizing that looking for a job becomes more challenging, the scholars need to understand what are skills required in a job market. Refers to Suryadi (2010), the job seekers must have some characteristics, such as: competent, proficient, professional, intellectual, and creative. These requirements lead people need to put maximum efforts in order to be employed. Eventhough, they have already worked hard, the results may disappoint them because of the strict rivalry. Thus, there is no surprise that many scholars are struggling to find a job after they graduate from university. The increasing number of the graduates every year makes the condition getting worse. This situation becomes present students' concern and may lead them pessimistic about their future.

Considering the limitation above, the English Department alumni need to improve their skills in order to be ready to compete in the free market competition nationally or internationally. According to Richard and Rodger (1986, as cited in Fitriana 2012), almost all of the communities in the world are using English as the communication language in the international meeting. Proficient English, then, become crucial for the job seekers as it is an international language. It will be an additional value for them as they are considered to be able to interact with others in the international community. Thus, this condition benefits English Department alumni as they have more opportunity in job market. However, some of English Department alumni still find that looking for a job is challenging. There are three factors that may cause the scholars are difficult to obtain a job after graduation. The first is the lack of skills, the second is the lack of self confidence, and the last is too high standard of job criteria.

Some experts have conducted a relevant research with this topic. The first is Kadir and Noor (2015) in a research about Students' awareness of the importance of English language proficiency with regard to future employment. The aim of this research is to investigate what the level of students' awareness on the importance of English future employment. Kadir and Noor (2015) revealed that a majority of the students had either high or medium level of awareness on the importance of English for future employment. Two students had been involved in an internship application process which made them realize that their level of English was still lacking.

Two students seemed to be unaware of the importance of English, though they were in their final year. The authors suggest that the university needs to ensure that all students are aware that English language fluency is important for future employment and the university also needs to highlight the importance of English for career success much earlier so that future graduates can make the necessary preparations.

The second research was conducted by Zubari, Sarudin, Nordin and Ahmad (2011) about English Competency for employment: actualizing industry needs with the proficiency in enterprise communication. In this research, the author took the problem about how does English competency impact in the employment. The market research was based on data from a seminar, interviews, and survey questionnaire gathered from 295 respondents from 14 industry sectors. In view of the significance of this matter, a market research was conducted to investigate (1) the industry needs for graduates who are competent in English and (2) the needs for an English competency test to assess graduates' English competency for employment. This research means to be aware the job seekers about preparing self to learn English before they are going to look for a job. As a result, Zubari et al. (2011, p.2) reported that,

“The findings of the market research reveal that English is the most important language for employment; English competency is assessed in the recruitment process by all industry sectors; and employers provide in-house training programs to enhance employees' English language competency.”

Considering the phenomenon above this research was conducted to find out the perception of English department alumni about how to access the employment after graduated from English department using English competencies which had been obtained at the university.

B. Research Questions

Based on the background above, the research questions of this research are:

1. What is the role of English competencies on employment?
2. What are the challenges of English department alumni in finding a job?
3. What are the necessary preparations of English department students in order to access employment after graduation?

C. The Aim of Study

As for the aim of study is formulated as follows:

1. To find out the role of English competencies on employment.
2. To find out the challenges faced by English department alumni in finding a job.
3. To discover the necessary preparation needed by English department students in order to access employment after graduation.

D. The Significance of Study

This research is expected will be used for many people in preparing to access the employment process, such as:

1. The students

It gives the information for the students about what they have to prepare in accessing employment in order to face the challenging in the job market.

2. The English Department

It can be used as a solution to minimize the unemployment of the scholars at Ar-RaniryUniversity especially at English department.

E. Terminologies

1. English Competencies

Crystal (2000) argued that, English is one of the international languages which usually used in international meeting to interact with others around the world. Whereas based on Oxford learner's pocket dictionary, competence is the ability to do something well. So, English competency is the ability to use and understand properly the English language, so, it can be used as an effective communicative tool. The English competencies include 4 skills, such as: listening, speaking, reading, and writing.

2. Employment

Based on Oxford learner's pocket dictionary, the meaning of employment is a regular paid work. Agreeing with this meaning, Notoatmodjo (2010) defined that, employment or job is an activity that doing willfully by someone to obtain an income. Moreover, Harefa (2001) added

that, “employment is the activity which is to suffice the basic necessities of life.”

Based on two opinions above, the writer agreed that, employment is planning activity that was arranged by people carefully to produce the salary and to comply the primary needs in this life.

4. Perception

Based on Oxford learner’s pocket dictionary, perception is an ability to perceive something. Continuing in Oxford dictionary, another meaning of perception is the way of seeing or understanding something. Waidi (2006, as cited in Prabowo, 2010) explained that, perception is a person’s point of views in understanding a thing which is happening around us. In seeing an object, everyone has the tendency. The differences could be affected by many factors, such as knowledge, experience, age, gender, and etcetera. On the other hand, Sabri (2010) told that, perception is the unforgettable events that we have ever experienced or observed. The events which were remembrance can reappear as a new idea. In this research, perception refers to the perspective of English department alumni about English competencies and employment.

CHAPTER II

LITERATURE REVIEW

A. English Competencies

Sarworini (2007, as cited in Yulius, 2014) explained that competencies are the human basic characteristics which helped people in finishing their tasks. Competencies indicate the human potential in doing their task. On the other hand, according to Thoha (2007, as cited in Yulius, 2014), competencies are the one of essentials substance which is related to the knowledge and skills that people usually obtained from the school, training, and experience.

Based on two opinions above, competencies are the human basic characteristics that belong to someone since the birth. These characteristics could be changed along with the increasing ages, entering the level of education, associating with the circumstances in the neighborhood and so forth. This competency helps people in doing tasks in daily activities accordance to each field.

In the job market scope, Davis (2005, as cited in Yulius, 2014) classified that there are 2 factors that influence on competencies, namely: knowledge and skills. Knowledge is the information which is obtained by people to find out the comprehension and experience that can guide employees to extend the best profit for their job field. Meanwhile, skill is the competency of the employees to finish their task punctually and efficiently at job market or group organization (Yulius, 2014). In short, the employees

competencies in working process constitute the reflection of how deep the knowledge and skills they have (Sarworini, 2007).

As part of language competency, English plays an important role at the job market. Almost all of the companies are interested in the person who has skillful on English. English skill becomes one of the additional values in looking for a job. This is the reason that makes most of people learn English (Fitriana, 2012). Moreover since several years ago, English was introduced as required subject in university. It is becoming the main course of students, even though, they are not from English major.

According to Obaidullah (2016), in learning English, it is a necessity to make learners comprehending the English basic skills. These competencies include 4 skills, such as: listening, speaking, reading, and writing.

1. Listening skill

Listening is the ability to identify and comprehend what others said. According to Courtland and John (2013), listening is the most important skill required to complete the tasks at the office. Effective listening is crucial in the process of building trust not only between organizations, but also between individuals. Understanding the nature of listening is the first step towards improving listening skills, which affect what people hear and what the meaning they absorb.

Indrajaya (2016) said that listening is not a static activity, but, it is a dynamic activity. Such as, listening of conversations between two people or more required full concentration and is not affected by intruder factors

in a conversation. Therefore, listening activity itself is not an easy task and it needs enough training. The more a person practice listening; the better she or he will be in understanding a conversation with others.

Indrajaya (2016) added that the habitual as an effective listener will produce some positive things, among others:

- A good listener will be liked by others because they can satisfy the basic human need to be heard.
- Employee performance increases when the received message is well understood.
- An accurate feedback from subordinates (employees) will have a positive impact on their work performance.
- Managers and employees will avoid misunderstanding in the delivery of a message.
- A good listener will be able to separate where the facts and what is just the issue.
- A good listener has a tendency to open up new ideas from others, thus encouraging the development of creativity.
- An effective listener will also be able to produce good work performance and increased job satisfaction.

Based on the explanation above, listening skill is the key to make a successful communication, and a good listener could avoid

the misunderstanding among people at the office, organization, and so forth (Indrajaya, 2016).

2. Speaking skill

Based on Competence Based Curriculum, speaking is one of the four basic competences the students should understand very well at school or college (DepartmenPendidikanNasional, 2006). It has an important role in communication. The mastery of speaking skills in English is the priority for many second and foreign language learners because in daily activities people always communicate with other. This refers to what we called as conversationwhich is done spontaneous by two or more person. In specific meaning, speaking is how people try to convey the message to others as an interactive process which involves producing, receiving and processing information(Torky, 2006).

In the job market, English speaking skill is important when a person wants to obtain a job. Comprehending English leads a person to do his/her job optimally, particularly when he/she has to interact with people from English language country. In addition, English speaking skillis also used as a tool to communicate intellectually with business partners or associates in order to develop the business (Fitriana, 2012).

3. Reading Skill

Wixson and Peters (1984, as cited in Anthony, Pearson, & Raphael, 2007) purposed that reading is the process of constructing meaning through the dynamic interaction among the readers existing knowledge, the information suggested by the written language, and context of reading situation. Besides, reading is not merely about reading every single word from a text, but also the way how readers could comprehend it.

Wawryk, Harrison, and Prentice (2004, as cited in Nawra, 2016) argue that reading is a process to make personal connections and construct the meaning between the readers and a text. Effective readers understand and remember what the crucial information they have read from the text. They can recognize words quickly and efficiently. They can summarize and discuss the content of the texts. They can analyze and evaluate what they have read.

In learning English, reading includes as one of the important skills to be understood by learners. At school, students learn reading to comprehend the text which has given by the teacher. While, they will be able to understand the text, it will be easy to answer the following question related to the text. Similar in the workplace field, reading is the way employees understand a text and the way they can communicate what the texts inform or require.

4. Writing skill

According to White (1986, as cited in Nawawi, 2011), writing is more than public communication, it is a way of thinking. In detail, writing is an activity to express ideas, issues, events, feelings or thoughts to others through written form.

Based on opinion above, writing is a common in daily life. For examples, when person texts his friends about the Liga Football Champion by message, it is writing. When students ask for permission from their teacher by writing a letter, it is writing. When a girl shares her experiences about the events happened each day in a diary or a blog, it is writing. In short, writing is important in connecting people with others around the world. Realizing writing is a necessity, people start to learn how to write correctly and make others could understand the message that wanted to convey while they read it.

In addition, Rahman (2005) added that writing is one of the activities benefit for people such as:

- A person can increase curiosity and concern for the environment by writing
- A person can organize his thoughts and opinions systematically by writing.
- A person can be famous by his writing.

In the particular field, the writing ability is one of criteria in recruitment process. Even though students have already learned writing

course at school it is sometimes still not enough to make them competent in writing. School assignments are unlike most writing required in a professional work place. Academic writing assignments often focus on testing knowledge. They require defining concepts or terms and supporting statements. In comparison, workplace writing is more likely to describe or analyze situations without openly explaining the knowledge base or citing sources. Workplace writing is usually more about communicating or documenting ideas rather than demonstrating competence (Beaufort, 1998).

Realizing writing skill is really crucial, many employers are alarmed about poor writing skills in new employees and have asked business schools to increase attention on writing skill (Quible & Griffin, 2007). Hence, substandard writing skills have been noticed in schools and workplaces across disciplines.

B. Employment

Notoatmodjo (2010) defined that employment or job is an activity that doing willfully by someone to obtain an income. Moreover, Harefa (2001) added that employment is the activity that must be done by people to suffice the basic necessities of life. The specific meaning of employment is planning activity that was arranged by people carefully to produce the salary and also fulfill the primary needs in this life.

According to Harare (2009), the requirements needed in accessing employment are:

- Fulfill the criteria of the companies demanded, such as: age, gender, educational background, and so forth. Then, it is also crucial to pay attention about what kind of job field that requested.
- Job application letter.
- Background knowledge about the company target. Harefa (2001) added that background knowledge or usually called as “worker knowledge” is really important in accessing employment. The company target will consider the future employees which have some information about a job that they applied.
- Skills that needed of the company.

Harefa (2001) explained that skill is the crucial thing in looking for employment. Although a person already has a job, but, if he or she cannot prove his or her skills, they could be fired from the position.

Saleh (2005) declared that the benefit in looking for a job in this modern era is the company will select the person who is competence in their field, hence, the person which is competence on his or her job would have the higher opportunity to obtain a job. However, this condition also gives the bad effect for job seeker. They have to compete extra to prove themselves in accessing employment, because the company just receives the employees which really have skillfully competences and fulfill the international standard.

Harare (2009) added that besides to fulfill the company requirements, what other things the job seekers have to prepare are:

- Find the link that can take you to the job market
- Gather all of the information about job opportunities
- Show the talents
- Join in the biggest group of the succeed people
- Do not ever stop trying to look for the job

Paul and Murdoch (1992, ac cited in Syafiq and Fikawati, 2003) explained that facing of the world of work, a bachelor must be equipped with the following qualifications in order to be able survive and excel in competition:

1. Having general knowledge and have to be a mastery of English
2. Having communication skills, include: computer mastery and Internet, audiovisual presentations, and other communication tools
3. Having personal skills, include: independence, communication ability and listening, courage, and spirit in teamwork
4. Having flexibility and motivation to move forward is the ability to adapt and to be better in the future. Then also having the desire to advance as a leader

Based on some explanations above, as a conclusion, the job seekers have to make sure that they have prepared the best in fulfilling the criteria above in order to have more opportunity in accessing employment after graduation.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the writer used qualitative method to find the answers for the research questions. Creswell (2003) stated that qualitative research is an exploratory research which produces the descriptive data in oral or written form about the behavior of participants who are going to be observed. A qualitative approach is used to obtain the specific information from the research participants. It is also used to gain a comprehending of underlying reasons, opinions, and motivations of the participants. In this research, a qualitative approach benefits in term of obtaining the deep and broad information from participants directly.

B. Population and Sample

Population is all of subjects or objects that were chosen by the writer to be observed in the research (Sugiyono, 2010). The population of this research was all of English Department alumni since 2013 to 2016 who have graduated from Ar-Raniry University. The numbers of alumni were 293; from this population, the samples are chosen.

Sugiyono (2010) stated that sample is the representative of population. It is impossible to examine all of subjects or objects in population because of some reasons, namely: lack of fund, lack of times, and lack of energies.

For this study, the writer takes 3 alumni from each year of 2013 to 2016 to be the participants. Thus, there were 12 alumni become the sample in this research, they are: DSI and MAD (the teachers from *Balai Pendidikan dan Pelatihan Ilmu Pelayaran 'BP2IP'* Malahayati Aceh), RD (the teacher from *Islam Cendikia El-Hakim Junior High School at Aceh Besar*), RZ (the teacher from *Dayah Jeumala Luengputu at Pidie Jaya*), HSL, FIZ, and MN (the lecturers at UIN Ar-Raniry), CI and RFA (staff at English Education Department), ALR (the employee at *Jasa Asuransi Indonesia / JASINDO*), WN (worker at Bakery, Melbourne Australia). Then, the last participant, QA is still studying at another major in UIN. However, he also graduated from English Department in 2014. Right now, sometimes he works as a freelance on some events.

The participants were chosen using simple random sampling. According to Usman and Akbar (2008), simple random sampling is the technique to choose the sample randomly without regard to any specific terms or conditions. It means this kind of sampling technique aims to provide equal opportunity for all members of the population to be selected as a sample. The selected subjects could be from various kinds of jobs; either it could be the unemployment. The writer chooses this technique because of the easiness purpose as the writer did not know most of them before.

C. Data Collection Method

This research was conducted on October, 19th 2017 until November, 11th 2017. The primary source to collect the data is interview. According to Arikunto (n.d. as cited in Pohan, 2007), “Interview is an oral dialog which is done by the researcher to obtain information from the participants”. In similar, Creswell (2009) added that qualitative interviews mean the researcher conducts face-to-face interviews with participants, interviews them by telephone, email, or engages in focus group interviews with six to eight interviewees in each group. Interview is used to obtain a lot of information about particular topic from the participants more in-depth.

In this study, the semi-structured interview was used. According to Sugiyono (2010), the semi-structured interview is the category of in depth interview which more flexible to do than structured interview. In this kind of interviews, the writer used the interview guidelines to make sure that all of questions on the research question would be answering. The questions were about English competencies and employment from English department alumni’s perspective.

During the interviews process, it was impossible to write every single words that participants said, so, the writer recorded it used mobile phone recorder to help her in transcription process. The problem was the participants’ voices sometimes were unclear, so, the writer also took a note for the important points during the interviewing process to avoid the problems in analyzing data. Moreover, other problems also appeared during

collecting data, such as: some participants live far away from the writer's place, and some of participants are really busy, so, sometimes it is quite difficult to make appointment with them.

D. Data Analysis Method

After collecting the data, the writer analyzed it by using qualitative data analysis. It is used to describe behaviors, actions, feelings, perceptions, and interaction of individuals. The procedure measurement usually involves verbal descriptions and interpretation rather than statistical analysis of numerical data.

In transcription process, the writer listened to the recording several times and compare it with the notes that was taken during the interview process. This step was followed by summarizing the data to choose the crucial information that are related to the topic of this research. Later, the writer displayed the data. In this research, the data transcription was displayed in descriptive analysis. The writer ended the process by concluding the information from the data findings.

E. Brief Description about English Department Alumni

Ar-Raniry University was established on October 5th in 1963. It is located in Jl. Ar-Raniry, Kopelma Darussalam, Banda Aceh. The university which is headed by Prof. Dr. Farid Wajdi Ibrahim, MA, as the rector, has nine faculties and each faculty consists of several departments under its authority; one of them is English Department.

English Department (*PBI*) has purposes to prepare its undergraduate students to be educationalexperts and professional teachers. In order to achieve the goals, the department has arranged English curriculum appropriately and effectively. For examples, many important subjects are provided for the students, such as four English skills (listening, speaking, reading and writing), educational subjects (educational knowledge, educational philosophyand educational methodology), curriculum and material analysis, and other courses to support the students to be a competent English teacher. It is aimed to produce well-behaved, qualified, creative, and competitive graduates as the next English teachers. In addition, hopefully they will be able to give contribution for the development of education or other fields notably in Aceh.

English Department has been led by Dr. T. Zulfikar, S.Ag. M.Ed. It has 31 permanent lecturers and 5 non permanent lecturers. Then from 36 lecturers, 50% of them have master degree (S2) and the others are doctoral degree (S3). Right now, there are 1.105 students studying at English Department who come from several regions of Aceh and also other provinces in Indonesia. Moreover since 2013 to 2016, the graduates of English Department were 293 people. The data about the graduates students and the enrolled students at English Department at Ar-Raniry university were described in the table below:

Table 3.1. Data of Alumni Graduates Numbers 2013-2016

No	Graduation Year	Number of Graduates
1.	2013	85
2.	2014	52
3.	2015	62
4.	2016	94
	Total	293

Table 3.2. Data of English Students numbers 2013-2017

No	Academic Year	Number of Students
1.	2012	35
2.	2013	219
3.	2014	237
4.	2015	177
5.	2016	201
6.	2017	236
	Total	1.105

Source: Archive of English Department 2018

CHAPTER IV

THE RESULT AND DISCUSSION

The purpose of this study is to determine alumni perception about English competencies and employment. This chapter discussed the results of the research based on the data from the interview.

A. Data Analysis Procedure

There were several interrelated steps used in the process of analyzing data. The first step was to organize and prepare the data for analysis. This involved interviewing the participants, transliterating the result of interviews, typing up field notes, and arranging the important data depending on the purposes of this study.

The interview section had been done by asking twelve participants. The participants were chosen randomly based on the graduation data from the academic office at the alumni section since 2013 till 2016. The writer chose 6 males and 6 females from 293 alumni samples, they are:

Table 4.3. Information of the participants interviewed times and places

No.	Initial of participants	Year of graduated	Gender	Time of interview
1.	HSL	2013	Female	November, 2 nd 2017. 15.13 a.m. Via WhatsApp application
2.	DSI	2013	Female	November, 2 nd 2017. 11.00 a.m. Participant's house in Blangkrueng.
3.	MAD	2013	Female	October, 27 th 2017. 2 p.m. at BP2IP Malahayati office.
4.	MN	2014	Male	October, 28 th 2017. 16.30 p.m. at AneukKupi coffee Lamnyong.
5.	RD	2014	Male	October, 26 th 2017. 11 a.m. via WhatsApp
6.	MZ	2014	Male	October, 19 th 2017. 16.30 p.m. Via WhatsApp
7.	QA	2015	Male	October, 30 th 2017. 9.40 a.m. Sarjana Canteen
8.	FIZ	2015	Female	November, 3 rd 2017. 11.00 a.m. At the yard of Tarbiyah B building.
9.	WN	2015	Male	November, 11 th 2017. 12.30 a.m. Via WhatsApp application
10.	ALR	2016	Female	October, 26 th 2017. 12.07 a.m. Jasindo Insurance Office in Lampriet
11.	RFA	2016	Female	October, 28 th 2017. 09.49 a.m. English Department Office
12.	CI	2016	Male	October, 27 th 2017. 08.38 a.m. T Canteen

During the interview process, the writer recorded interviewees' answers and opinions with mobile phone recorder. Then, the writer transcribed it into the transcription. Each participant spent more than 8 minutes to respond the questions from the interviewer. Each interviewee obtained the same questions that should be answered. These questions were designed as easy as possible to respond. Moreover to seek the deep

information, several additional questions were asked based on the interviewees' answers in accordance with the topic.

The second step began with the data analysis. The writer read and looked at all the data. This step provided a general sense of the information and gave an opportunity to reflect on its overall meaning. What general ideas were participants saying? What is the tone and the impression of the overall information?

The final step in data analysis involved making an interpretation of the findings or results. This consisted of summarizing the results, comparing the results with past literature and theories, and ending with suggestions for future research.

B. The Analysis of Interview

Analysis of the interview results were divided into four sections which are classified based on particular questions.

Q.1. What do you think on English knowledge that you got at English Department during in the university, is it useful for you in the workplace? If yes, how many percent is it using in your job right now?

The answers are:

Based on twelve opinions of participants, the writer divided them into three categories, they are; strongly useful on the work field, the range about 80-100%. Useful on the work field, the range about 60-80%. Less useful, the range less than 60%. Based on the results from interview data, eight

participants agreed that English competencies really useful on the work field.

Namely:

HSL : *“Yes, because I teach English to the university students. And I also teach TOEFL course. Almost 100%”*

DSI : *“So far English competencies are very useful to work and survive on my job as a teacher at BP2IP Malahayati. However, we have two programs in there. The first is common English or English time, and the second is English maritime. Then, for the English time, English knowledge that we have on campus is very useful. Furthermore, for English maritime is a bit difficult because it is more likely focused on learning English Special Purpose. So, we have to re-learn because at college we do not fully learn about it. But so far what I already gained at college InsyaAllah very helpful in my work. I think it used more than 80%.”*

MN : *“I think English knowledge is certainly useful. First in terms of the knowledge itself; I as alumni of Tarbiyah faculty and as a lecturer at Ar-RaniryUniversity certainly could use it as the knowledge to teach English formally. Then, when I worked as a translator, English competency is needed to translate English in a standard manner. Standard English necessary in translating official articles, journals or other articles relating to various sciences. In addition, learning English during at the university is also beneficial for students. Because by understanding English could be useful to them when they wanted to look for the sources*

that were generally written in English, I mean to obtain the original sources not a translation. The Application of English language competency on my work is 100%.”

RD : *“I think it is very useful. Especially on my job as a teacher. Studying English at university is very useful for me, I could understand the basic knowledge of English and also the knowledge of pedagogy to teach students. I think it used about 80%.”*

RZ : *“Of course English knowledge is really benefit. Everything I have learned at the English department is really important and I can use it in the daily life as long as I lived in Dayah. Since, I can use English to communicate with the students and also to teach them to be able to use English in communication. English competencies effect in my job about 90%.”*

FIZ : *“Yes of course, because I work in English area so it is easy for me to work using English because its match my occupation right now. It is using maybe about 99%.”*

WN : *“Absolutely yes. I feel it very useful, as a worker at Bakery in Meulborne, Australia. Our daily conversation is fully in English. So, English skills are using 100 percent.”*

RFA : *“I think English knowledge is useful, because in fact, besides I work in the English Department office as laboran staff, I also become a part time lecturer. English competencies are very influential for my work other*

than in English Department office. So I tried to apply that English knowledge to my students. Besides, when I was in English Department office, most of our lecturers were speaking in English, so this made me have to balance myself with the lecturers and I have to speak English too. 85%.”

Two participants agreed that English competencies are useful on the work field.

MD :*“Knowledge of English is certainly useful, especially as the science of grammar. When at high school, we learned about grammar in general, but, at college we learn about grammar more detail. In addition, we not only learned about grammatical but also about the way how to teach. Overall, knowledge that we got during at English department is very useful and I can apply it on my job as a teacher at BP2IP Malahayati. It used about 70% knowledge what we learned on campus can we apply here. For example, the way to teach that is easily understood by students, then from a social point, how do we adapt with the environment as well. Then, the way how to be patient when facing the problems that may appear in the work. The last the way we are able to communicate with others.”*

ALR : *“Yes, of course English knowledge is useful. For example on my job as a secretary at JASINDO assurance office. If we focus on the office, English skill is definitely needed to communicate, although, it does not use one*

hundred percent. But here, we need English skills to understand the instruction when we wanted to upgrade data on computer, analyze data, or to fill a particular form. It is range about 60%.”

Two participants said that English competencies a bit useless, namely:

QA : *“I think the use of English in my work is very small, because I did not work on education field, I mean it still on education section, but not really specific to English, such as volunteer of social events. Further, one time I had become one of the school escorts in Aceh, so, at that time I did not fully use the English knowledge there, because in my job English language competence is not very necessary. I think about 20% needed the ability of English, and 80 using the local language, even, the use of Indonesian language is very slightly in there.”*

CI : *“In outline, English knowledge is a bit less useful for me. I mean do not really useless, but less used because working as a staff does not need English skills that we learned for four years at university. However, at least English skills are helpful. For example, because I am from English majors who know how to type spelling on English correctly, so when I typed not often happen typo. Try to imagine people who are not from English department work as staff in our English Department office, of course the work will be very slow. If we valued is about 30% used. For me, Alhamdulillah it still used even though only 30%, even, if we see many people out there worked in the field that is not related to their own*

major, even, the knowledge from university not used eventhough just one percent.”

Q.2. Based on your personal experience as an alumni of English Department, do English competencies help you easier in accessing employment?

The answers are:

All participants agreed that English competencies have the crucial power in looking for job. English skills mostly become an additional value to help them easier to gain a job. Indeed, when they could not obtain the formal job, the alumni still could gain the non formal or freelance job that relates to the skill that they have. Such as, tour guide, translator, English tutor, and etcetera. Although, some of them said that English competencies not the only one condition to obtain a job, but, in fact it is still important.

DSI : *“I think English competencies are very helpful, for example, if we apply for jobs directly related to education and English. Furthermore, in other field beside Education or English, English skills are also highly considered. When we are able to understand English, we will have the additional value to pass the work. Although, the job we are applying is not in the scope of English, but, it was still asked. Since the companies / institutions often demanded categories of fluency in English both active and passive into the requirements in the search for work.”*

MAD : *“Obviously very easy, because when we were a student of English department, we are not only required to learn in the class, but, we are also supported to learn outside the classroom. For example, we are asked to translate the book. Furthermore, English department also gives the opportunity to the students to deepen their talents. So, on campus we learn about the knowledge of English, and outside the campus we are still free to do another positive activity that can develop our talents and interests. The most important thing is English department taught us the science of language, so it is easy for us to mingle and get involved anywhere. Cause, English skills can pave the way for us to try floating career in various fields.”*

RD : *“Yes obviously, the ability of English is very useful for me when looking for a job, especially if we are looking for a job to teach. We have to speak English clearly and understand the grammar is necessary because our basic is English education. In addition, there are many public and private agencies looking for the person who has skills such as: English, computer and etc.”*

RZ : *“Sure, English competencies make me easy in looking for a job. When people hear about alumni from IAIN university certainly people will say ‘wow’.”*

QA : *“Automatically, English skills have many positive benefits, for example, when we have a certificate or a diploma from the English department, it*

can raise our grade when we look for a specific job out there. But for me, English knowledge is just as a supporting skill to increase my skills. Without the main skills, I mean, if only rely on English, I think it is not enough. The main skill is the most important, then, the language skills or English Proficiency is the second thing.”

FIZ : *“Yes of course, maybe language not only make me easy for looking a job, but also to communicate with others. Beside I work at university at English course, by English I can help people. For example like guide, I can communicate with them by using language. If the tourist come to Aceh I can invite them to go to the extra ordinary places in Aceh, and I can invite them to be in engage in our culture. So, this is one of the ways we welcome people to Aceh, one of the thing is being a guide. I think this way make alumni of English Department easy to find a job besides teaching.”*

WN : *“Of course yes, because the work interview was conducted in English. I would never get the job if I had no English competency. Here speaking skill as the main competency that we have to have. Not to forget the application form, it must be filled in English as well. So, our writing skill is fully needed here.”*

ALR : *“In my opinion, the ability of English is helpful in finding a job. But, it depends on what type of job you are looking for. When we apply for a job that generally accommodates the science of English we have. For*

example, work in IKAYOS surely we need the English skills 100%. However, when I work at service insurance in Indonesia, English knowledge is not fully used, only about 60% as I said before.”

ALR : *“That's what I feel right now. My work now, I can say like "because I am the alumni of PBI students". This is one of the positive aspects of our own major, our major is always empowering the alumni. I am one of the empowered alumni, and I am sure there is a special consideration why the prodi invites me here. Whereas, there are many hundreds of other alumni are also from English Department. But, why I was invited. That is why I think I am the lucky alumni of English Department.”*

CI : *“English ability Very facilitate me in finding work. As we know, English is an International language, so, English skills will still be tested even if we looking for work that can be said is not directly related to English. For example is a warden's test. Even a warder's test that is broadly unrelated to English, it still has an English test, albeit on a basic scale. It happens because English is an international language that will be used everywhere.”*

HSL : *“Yup, since many job right now put the Toefl score as one of the requirements. Many people could not find job just because of this simple certificate.”*

MN : *“I think it depends on the type of job you are looking for. The job that directly related to the language and education certainly English skills*

are very useful. Then, the first point is when an institution looking for teaching staff, we as alumni Tarbiyah English automatically more prioritized. Because, we educated to be a prospective teacher of English. In addition for the needed of translators or to work as staff in educational institutions, of course, alumni who are from Tarbiyah English considered more sensitive to education, to issues related to English education.”

Q.3. What challenges do you face when you try to look for a job?

The answers are:

Some of alumni explained that there are several conditions that make them have to compete extra to obtain a job, such as the challenges about university accreditation, the problems with the self confidence, the number of graduates each year exceed the job field that available, and looking for a job those different with their own major is also difficult. However, most of the alumni said that they did not face significant difficulty in accessing employment, because during at college almost 85% of them have had a job, generally on part time job. Then especially for them who worked in the education or English field, when they graduated from university, the institution would recruit them formally as the employee at the office. The writer showed the results of interview twelve participants more detail below.

HSL : *“The challenge is in the university accreditation. Somehow, I could not register for some job because of it. Not only because of our competence issues.”*

CI : *“The challenge that I face is because I'm from English who focus on language, I have difficulty in the field of mathematics. Science of Math wherever we go is always tested, including in Corruption Eradication Commission (KPK). What makes me fail in KPK when I tried to apply job in there is when the test that many tests about the numbers. That's one of the obstacles I faced.”*

RZ : *“It is hard to obtain a job in the globalization era. It is not only for me but also for everyone. But, do not give up, everything needs the times and the process.”*

WN : *“Some of the job may require a specific expertise for the position in the related field. We, as the English teachers are benefited at the moment in interview. But, the challenge was how to convince the manager that we were able to do the job. Because, my job in bakery was actually not related with our old experience as a teacher.”*

FIZ : *“Maybe it is about the confidence and language capacity. So, job is not always about formal but also informal. For example: being a translator. Maybe this is kind of a job for the people who are fresh graduated. Maybe, it is difficult to work in an office or institution, so for me, because*

our background is from English, it is better to use our English skills to be like a translator, a guide or even a teacher in a private or etcetera.”

DSI : *“Personally I did not experience any difficulty. When, I was in college I had been working part-time as an English tutor in the place of tutoring. However, sometimes I have a problem in the field of pedagogy. It happen because on campus we are taught to teach in a formal place, for example at school. However, in the place of tutoring, we are more demanding to be able to master in pedagogy. So, the problem is about pedagogy. While in terms of English knowledge there is absolutely no difficulty when looking for work. In general, I have no obstacles in finding a job. Because, when I was in college, I have started to be a guide in the tourism department of Banda Aceh city. Then I also taught English in jasmine education center and in tourism. Further, I also continue to be a journalist, and I also work in the office of a portrait magazine.”*

MN : *“I did not face the obstacle challenge in looking for a job. However, there are some conditions that should be the consideration of a bachelor in looking for a job. Such as the number of alumni and students who are too many from the faculty of English department are actually could be a positive thing and also negative. It can be positive if we are able to compete, but it can also be negative if we are not able to compete. Then, many competitions also become one of the other challenges in finding work.”*

RD : *“There is no obstacle now. Cause after graduation, I immediately got a job.”*

QA : *“I feel there is no difficulty. The point is because I did not work in the field that consider about the GPA, but more to a certain skills. So, GPA or value is supporters only. In addition beside the certain skills, the next thing to be considered is about the organizations I have ever followed. Then, how much we can interact with the people around the world, and how much we have the skills about the job that we are interested in. So, language competence is also necessary but not the main thing.”*

ALR : *“Based on my personal experience, I have no significant challenge. Because of my coincidence before graduation has begun to teach, such as teaching at school, tutoring, private from house to house and etcetera.”*

ALR : *“Alhamdulillah overall I do not have difficulty. Because of before graduation I have started teaching, and when I graduated, it feels like I am more flexible in continuing to teach.”*

Q.4. Do you have some advices for the final year students at English Department about what they have to prepare to access a job after graduation?

Another question had been asked to all participants about some advices for the students preparations in looking a job. The results of the interview showed that five important things that should be aware of the

students, there are; 1) As long as you are still a student, do not ever waste your time, study more, study hard. 2) Be aware what the job is needed by the environment around us. 3) Before graduate, try to find a part time job that could increase your teaching experience. 4) Join in the communities or organizations to broaden your network. 5) Improve your GPA, because it is one of the crucial points when you try to obtain a job.

The answers of twelve participants about this question are:

HSL : *“They have to think deeply about what they want to be and where they want to work. They have to be someone in his or her field. They could not only depend on their friends’ dream or following the people around them. They have to shape their own dream. Maybe some of them coming to this major because of their family. When they find a job in this field, they get stuck. They should listen to their own hearts, they can turn their field if they love to.”*

DSI : *“The first is having the experience in teaching. For example, before graduating from university, they should have had teaching experience. At least at the child recitation center or at tutoring place. So, when they want to teach at school or in training halls like me, they already have work experience. Work experience is also an additional value for job vacancy providers to choose us to be part of their company or office. In addition, being active in following events such as English debates is also a matter of consideration for them. The second is some of job vacancy*

providers usually focus on the GPA. Because, when you want to work in the office they usually see the value of GPA in selecting prospective employees. Besides, seeing the values listed in curriculum vitae, they will also test our teaching skills. So, when we're on a micro-teaching test, they will assess whether our skills match those listed in the description of the GPA or not. The third is English competencies, both in terms of communication skill and teaching skill.”

MAD : *“First, when you are at the university, never just focus in the class with the same lecturer. But try to join the organization. Second, find the workshops and seminars outside the formal class. Because the knowledge you got on campus is only about 40%, and others are from the environmental factor that supports us to be more daring. Third, increase the interested in reading. Fourth, I think it should be the first point. You must pay attention to what is needed by the social environment around you at this time. If you just go to college, I think it seems useless. Because the college itself cannot guarantee you will get a job later. Fifth, increase the GPA, because based on my experience, when apply a job the main thing that is saw is the GPA. Sixth, save the organization certificates because it also can be an additional value when you want to find a job. Seventh, when in the work field, eventhough, you have a high value of GPA, if you cannot survive with the environment around you it can cause stress. Because in the work field, we will experience a lot of pressure. For*

example, work issues that continue to accumulate, problems with friends, superiors, subordinates, etcetera.”

MN : *“From now on, they must prepare Toefl. Then, before passing from university, the GPA should be increased, at least more than three. I mean it does not have to be more than three point five or above. But, it must be more than three because when looking for a job the limit minimum of GPA usually requested is three. English competencies should also be standard. Then, they should try to explore their own abilities, do not just rely on the knowledge that gained in college only, but also out of college. Moreover, if you want to get a permanent job like a civil servant or work in the public sector, the main skills demanded are not just English skills, but, rather the general ability of job seekers. Then, it requires the independence of job seekers to learn things which is required. Whereas, if looking for work in the private sector, we are not only seen in the fields or majors during college, but, they will pay attention to the terms of work experience. So when I graduated, and there are job vacancies that do not require the candidate must have work experience, it is better to try first to send job application, because later work experience can be useful to look for another job in the future.”*

RD : *“Suggestions for the students who are still studying at university, learn earnestly. Learn English and pedagogy in detail, because many people out there can speak English even though they are not lecturing in English*

majors. So in the future, there will be many strict rivals to looking for a job.”

RZ : *“Do not waste your time and your chance. Use it well to study English as long as you are still in the university, so, you can use it to communicate. Then, you also can get a higher score in Toefl and etcetera. English competencies also would help you in looking for a job, so please make sure your English skill is excellent.”*

QA : *“The first are mental readiness, skills, and also their ability to organize things. Students should not only just go to college. They should be able to interact with people out there, in term of social circumstances. Without the social interaction, it will be hard for us as a student to find a job. Furthermore after graduated from college, we will plunge into the social world that automatically make we have to meet many people. If today we just hang out with the old friends, and not expand the network of friends, surely we will be awkward when we must plunge into the world of work. The college does not fully teach us about the extraordinary things out there, both positive and negative. So from now on try to find many friends so that our mindset could be change. In addition, if you want to continue studying abroad or looking for a job abroad, start from now, try to improve the competence on English. Because, when you are abroad there is no one uses Aceh language, or Indonesia language. They only understand the English language. So, try to adapt with people in all of conditions. Where the feet on the ground, there the sky upheld. I think the*

organization is very influential. The organization can support our creativity. We will know many people and so on. When we know many people, then, we can change our mindset slowly. Moreover, we can also get new knowledge from other people while sharing together.”

FIZ : *“Based on my experience, I have involved in several communities in Banda Aceh. For example like Aceh excellent kid’s society. Then from the communities, we can get several information about the jobs, the connection link for a job, and etcetera. I also found several jobs from this community. For examples like course, one day job like guide. So, I recommended for the student who are going to be a bachelor, it is better to involve in several community because we need people to find the link of jobs. How people can know us if we do not associate or communicate with other. But, make sure you can make it balances with your study. Further, prepare about Toefl test, because Toefl is a ticket. Even though you do not want to continue to study abroad, Toefl is still a ticket. Try to join in the community. For your information, If you want to get involve here in Ar-Raniry university, you can go to LDC to be part time lecturer, just bring your certificate, the transcript, and the application letter. So, this is one of your beginnings in teaching.”*

WN : *“Prepare your Toefl scores as best as you can, and if you can achieve Ielts score, it will be better. Recently, many kind of jobs need a good English competency. So be prepared. Broaden your networks. Because you never know where your jobs can come from. Good luck.”*

ALR : *“My advice, when we graduated from university, we should be a good graduate and bearing the good name of our alumni. Never give up in learning, no matter how many troubles we face at college. Even if we have troubles, at least we are still able to feel the bench of the education, so, be grateful. Then, try to identify the situation around us, and you can start to prepare yourself accordance to the conditions which required by the surrounding environment. Further, try to expand the experience, because we can learn many things from new experiences.”*

RFA : *“In my opinion, the college is not about quantity or just about value. So do not just go to college to seek value, but look for activities other than in the formal class. You should build the relationships with people around you, but do not let the activities outside the campus interfere with the lecture system. For example, because you have many activities outside, then, it make you forget about your main responsibility at campus. So, your own target is still at campus, but try to multiply your relations and activities outside. Because from there, you can open your mind about the world, share the information with people, InshaAllah it will facilitate you. One more, it's based on my personal experience. I am not a typical student "kupu-kupu", I am very lazy went to the campus, but, I still make the campus as my priority. Further, when I invited to work at English education department, I believe they have the reasons why I was invited to be a staff there. It might be caused some of lecturers see my activity in the organizations, so, they chose me. The last, like I have told you*

before. The college is not only about quantity but more to the quality. Quantity consider as bonus. For examples like the GPA or achievement, it is just a bonus for your efforts.”

- CI: *“Tips from me, we never know where we sustenance. The important thing is when you have a chance do not miss it. However, if you intention after graduating from the English department to focus of wanting to be a teacher. Then, you do not have to try another job, focus yourself and be a teacher. But, if you want to find another job besides teachers, prepare yourself to try to send job applications where there is an opportunity. We do not know where our sustenance is, if we do not try it could be we would miss our fortune. The point is trying to seek sustenance with the fully effort.”*

C. Discussion

The writer gathered the data successfully by using the interview. After conducting the research, it could be seen that there are many perceptions of those twelve participants. Based on the analysis of data collection above, the writer concluded some important points as parts of the research findings in order to answer the research questions.

The first research question is about the role of English competencies on employment. Most of the alumni stated that English Competency is very useful in doing their job and in looking for a job because English skills become the additional value to improve their point in job recruitment.

Then as an international language, English also make the alumni have the broaden network to look for a job because they could communicate with people around the world. Certainly, it makes them could involve anywhere and be acceptable in the social environment. Harefa (2001) explained that skill is the crucial thing in looking for employment. Although a person already has a job, but, if he or she cannot prove his or her skills, they could be fired from the position. In this light, English skills will become the positive value for an employee and job seekers in the company's eyes.

Furthermore, the result of the data also showed the positive impact of English competencies when they are already in the work field. Especially for those who worked on Education field and other job which is related to the language, such as teacher, translator, tour-guide and so forth. When the people have enough skills on their job, they could give the best dedication there. This is supported by the opinion of Sarworini, he argued that the employees competencies in working process constitute the reflection of how deep the knowledge and skills they have (Sarworini, 2007).

The second research question is about the challenges of English department alumni in finding a job. The result of the interview showed that they did not face significant difficulties in looking for a job, because during at college, 85% of them have had a job, generally part time job at the Learning Center. However, some of the barriers might come up in the process of looking for a job, such as the problem about university accreditation, the lack

of self confidence, and the lack of information about new job recruitment, but, it does not affect much in the overall process in looking for a job.

The third research question is about the necessary preparations of English department students in order to access employment after graduation. According to the answers of participants, the writer concluded several main points that have to be prepared of the English department students in order to access a job after graduate from the university. These points hope could make students easier in looking for a job in this globalization era. They are: 1) As long as you are still a student, do not ever waste your time, study more, study hard and prove yourself if you are really skilful on your field. 2) Be aware on the job is needed by the environment around us and do not give up to look for a job. 3) Before graduate, try to find a part time job that could increase your teaching experience, because the job experience also could increase your value in accessing the certain employment. 4) Join in the communities or organizations to broaden your network. 5) Increase your GPA, because it is one of the crucial points when you try to obtain a job.

The alumni argument is similar with the Harare declaration. Harare (2009) explained that besides to fulfill the company requirements, what other things the job seekers have to prepare are:

- Find the link that can take you to the job market
- Gather all of the information about job opportunities
- Show the talents

- Join in the biggest group of the succeed people
- Do not ever stop trying to look for the job

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result in the previous chapter, the writer inferred:

1. All participants showed the positive perceptions about the role of English competencies on employment. After graduating from English Department, The English skills lead the alumni immediately obtaining a job. They could gain a job not only in the education field, but also in other field as translator, banker, tour guide, staff, employee and etcetera.
2. English competencies could become the important consideration that make the alumni of English Department to be accepted in the job market. Mastering English becomes crucial in the modern era, as it is important to hire people who could understand the international language to make the companies go forward.
3. The graduates from English Department would have wider opportunity to obtain a job after graduation as long as they prepare themselves well. Some preparations are suggested by the alumni: 1) studying diligently and comprehend English skills completely. 2) realizing what kind of skills or profession is needed by the surrounding environment. 3) looking for the part time job, such as become a volunteer at positive events or organizations to increase their experience. 4) improving the GPA. 5) donot

give up and keep trying to obtain a job, even if sometimes you fail. Because, failed is not the end, but, it is the beginning to let you move forward for the better live.

B. Suggestions

After conducting the study and analyzing the results of the interview, the writer would like to present several suggestions.

1. The students of English Department have to begin preparing the necessary requirements to compete in the job market after graduation.
2. The English Department management should be aware of the condition that happens in the real world, so, they could prepare the appropriate subject for the students in order to prepare students become more ready when they have to compete in the job market.
3. In this study, the writer generally investigated the participants who worked in education field, such as a teacher and part time lecturer. It happened because the lack of the information from the university about the alumni who had graduated. Thus, for the future research, it would be excellent if the participants really come from various job, thus, their perceptions and experiences also would have variations.

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Nomor : B-9063 /Un.08/TU-FTK/ TL.00/10/2017

9 Oktober 2017

Lamp : -

Hal : **Mohon Izin Untuk Mengumpul Data**
Menyusun Skripsi

Yth,
Kaum Muslimin
di-
Tempat

Assalamu'alaikum Wr.Wb.

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara (i) memberi izin dan bantuan kepada:

N a m a : **Irma Raswati**
N I M : 231324321
Prodi : Pendidikan Bahasa Inggris (PBI)
Semester : IX
A l a m a t : Jl. Tgk. Gilhee Inim Berabung, Tungkop, No. 31. Aceh Besar

Untuk mengumpulkan data pada:

Alumni Pendidikan Bahasa Inggris (PBI)

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

English Competencies and Employment: Perceptions of English Departmen Alumni

Demikianlah harapan kami atas bantuan dan keizinan serta kerjasama yang baik kami ucapkan terima kasih

An. Dekan
Kepala Bagian Tata Usaha,
M. Said Farzah Ali



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-4682/UN.08/KJ.PBI/TL.00/12/2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-9063/Un.08/TU-FTK/ TL.00/10/2017 tanggal 9 Oktober 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : **Irma Raswati**
NIM : **231 324321**
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

English Competencies and Employment: Perceptions of English Department Alumni

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 22 Desember 2017

Ketua Prodi Pendidikan Bahasa Inggris



T. Zulfikar

Interview Questions

1. Do you have a job?
2. Have you ever tried to look for a job after graduation from university?*
3. Where did you work right now?
4. What kind of profession you have there?
5. What do you think on English knowledge that you got at English Department during in the university, is it useful for you in the workplace?
If yes, how many percent is it using in your job right now?
6. Based on your personal experience as the alumni of English Department, do English competencies help you easier in accessing employment?
7. What challenges do you face when you try to look for a job?
8. Do you have some advices for the final year students at English Department about what they have to prepare to access a job after graduation?

**asking only to unemployed participants*

If the participant is not working, then, the writer will skip the questions number 3,4 and 5

AUTOBIOGRAPHY

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Banda Aceh, January 21st, 2018

Irma Raswati