

The Influence of English Listening, Reading and Speaking Skills on The Ability To Get Work For Graduates of The Business Administration Department

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Abstract

This study aims to determine the English language skills of students graduating from the Department of Business Administration, Semarang State Polytechnic. This research is a quantitative approach. Respondents in this study were students who graduated from the Business Administration Department in 2022 from four study programs, namely a) Business Administration Study Program, b) Marketing Management Study Program, c) Applied Business Administration Study Program d) International Business Management Study Program consisting of a sample of 100 respondents from the entire population. The data collection techniques used were interviews and questionnaires. This study uses confirmatory factor analysis tools and maximum likelihood estimation on SEM (Structural Equations Modeling) from the AMOS 24.0 (Analysis of Moment Structure) statistical package. The data collection technique uses a questionnaire with incidental sampling and snowball sampling. The results of parameter estimation in accordance with the hypothesis that Listening Skill significantly affects Get Work with a critical ratio (c.r) value of 4.007 and P-Value 0,00, Reading Skill has a positive effect on Get Work with a critical ratio (c.r) value of 2.194 and P-Value 0.028, Speaking Skill has a positive effect on Get Work with a critical ratio (c.r) value of 5.007 and P-Value 0,00. From this study it can be concluded that having good English soft skills competence as a support for success in getting a job for alumni of business administration majors, and conducting continuous self-development in accordance with technological developments.

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Keywords: Listening Ability, Reading Ability, Speaking Ability, Get Work.

INTRODUCTION

English is a basic course related to most professions (Haneef et al., 2019). English can be found in formal education, but students often experience difficulties in communicating with English because formal education does not teach speaking adequately (Cynthia & Cahyana, 2014). Meanwhile, one of the problems faced by graduates in Indonesia in facing competition in the world of work is the low level of English language skills (Prasetyo et al., 2017). A person's English proficiency can be measured by the English test scores on a certificate of competency or the like (Aisyiyah, 2015). In this regard, Semarang State Polytechnic provides an English Competency Test for its students which can be used to determine students' English language skills and as a condition for participating in the final examination and taking a diploma.

Having a good command of English is a much-needed skill in today's market. English language skills provide many benefits for life today. The reason why English language skills are needed in the current era is that learning English can make it easier to find work, make it easier to establish social interactions, improve careers, make it easier to find knowledge or add reading material outside the national scope so as to open up insights into science and technology, and many other benefits.

Higher education is an institution that is responsible for the progress and intelligence of the nation in order to compete with other nations. Regarding English learning competencies, universities have an important role for students to be able to compete in today's world of work. Not only emphasizing on the mastery of English for academic purposes, but English learning is oriented to the interests or demands of the world of work according to their respective fields of science. This shows that the basis of English teaching in higher education should not be oriented towards academic interests but also directed to equip graduates to be able to have English competencies required by certain fields of work (English for Occupational Purpose) in different groups of fields of science.

Career choice is one of the conceptual frameworks to explain human phenomena (Bandura, 1997). The framework describes any human phenomenon as the result of a dynamic process consisting of reciprocal relationships between categories of factors: individual social cognition, individual behavior, and social context (McCormick & Martinko, 2004). One of the human phenomena examined in this study is English language proficiency.



English language skills are one of the problems faced by graduates in Indonesia in the world of work (Prasetyo et al., 2017). Handayani (2016) stated that in competing in the world of work it is important to have English language skills. This is because many companies work with foreign parties so that job seekers in the field of business administration who have English language skills are highly considered (Budiasningrum, 2015).

According to Nurjamal (2011, p.2) language skills consist of four aspects, namely listening skills, speaking skills, reading skills, and writing skills. There needs to be an in-depth focus on these four aspects in order to evaluate and improve one's language skills.

This research is important to do because in VK & Padmanabhan's (2016) research examined high school students while this study wants to see if there are the same results if it is conducted on college students. In addition, this study also wants to prove the research conducted by Suryani et al., (2018) that English is needed in a career in business and office administration. This is because with the development of the times, English has entered all fields of work (Syahputra, 2014).

LITERATURE REVIEW

Listening Ability

The first factor is listening ability. Listening ability is one of the important factors in language learning, because in fact in everyday life the most language activities that a person does are listening activities. Schwartz (2004, p.2) says that, "Adults use half of their communication activities to listen, while students receive 90% of the information in campus from listening to both lecturers and other people." Having good listening skills based on expert opinions and theories is an indicator of good language skills. Based on the opinions of experts, in order for someone to have good listening skills, it is necessary to pay attention to four factors, including: interest, vocabulary, concentration, and interest in the topic. The four require in-depth attention so that it is found which factors need to be improved and improved. Various factors that hinder student listening include physiological aspects and psychological aspects.

According to Syah (2010, p.130), "which includes physiological aspects including body year power, student intelligence, while those including psychological aspects include student attitudes, talents, interests, motivation, and intelligence levels." These difficulties need special attention from lecturers so that students can learn without obstacles.



Vocabulary factor is a factor other than interest that also needs to be considered so that someone has good listening skills. According to Underwood (1990, p.15), "there are several difficulties that can hinder a person's listening ability, among others, vocabulary". Having limited vocabulary will certainly make someone (the listener) unable to understand the content of the text he hears and can even make the listener bored and frustrated. It can be concluded when someone has boredom and even frustration when or in listening indicates that someone has poor listening skills.

Concentration is one of the factors that affect a person's listening ability. This is explained by Underwood (1990, p.15) there are several difficulties in listening, including the inability to concentrate due to several things, namely: uninteresting topics, physical fatigue, noisy environment, room temperature that is too hot or cold.

Nunan (2003, p.8) states that there are four main factors that influence the delivery of messages in listening, one of which is interest in the topic. This factor explains how interested students are in listening to the topic of discussion delivered by lecturers/native speakers/other communicators. An indicator that someone has an interest is when someone has a strong urge to know.

Reading Ability

The second factor is reading ability. Reading ability is the ability to understand the intentions and thoughts of people expressed in writing in the form, exemplified as follows: short notes, letters, newspaper articles, short stories, novels and others. Having the ability to read is very important for a person because of its enormous benefits in learning, especially in developing verbal skills and fluency as well as improving memory and comprehension.

Factors that need to be considered in reading ability. Based on expert opinion Nurbiana (2006, p.3) explains that, "there are several kinds of factors that can affect a person's reading ability, one of which is the motivation factor." This is also reinforced by Alaxander in Zuchdi (2008, p.27) that, "the factor that affects a person's ability to understand reading is motivation."

Another factor is new vocabulary and language complexity. According to Oxford (1990, p.9), "in reading a text, students must be able to analyze keywords, main ideas and capture information." Language complexity is one of the factors that affect one's reading ability.

According to Swan in Somadayo (2011, p.28) the cause of someone having difficulty in reading is a sentence that has high complexity, as well as syntactic complexity. This shows that a



person can read a text if he has a lot of vocabulary and is able to read even though the sentences or information listed are very complex, so that when encountering complex vocabulary and language structures students still dream of the meaning of the language or message conveyed and students also still cannot mention the correct language structure.

The third factor to consider is related to new vocabulary. Having limited vocabulary, of course, will hinder one's reading ability. Effectively and efficiently, of course, it will take longer to understand the reading. Thoha (1998, p.154) explains that having good language skills can be obtained through education, training and experience.

Speaking Ability

The third factor is speaking ability. According to Tarigan (2008, p.16) speaking is, "the ability to utter articulated sounds or words to express and convey thoughts, ideas, and feelings." Having good speaking skills is one aspect of good language skills. So far, speaking has been considered a frightening specter for some people.

According to Burns (1997, p.134), the factors that can affect a person's speaking ability are psychological factors. Psychological factors are referred to by some experts as the most influential factors in a person's speaking ability, including: motivation, courage, culture. In addition, it is also necessary to pay attention to factors that can hinder a person's speaking ability. According to Burns (1997, p.134) the factors that hinder one's speaking ability are cultural factors, lack of motivation, anxiety and embarrassment to speak in public. Grammar is a factor that has an influence on a person's language skills. This is conveyed by Burn (1997, p.134), that understanding different grammar is one of the obstacles for someone in speaking. The difference between mother tongue and English.

Get Work (Business or Office Administration)

Office administration is an important part of overall administrative activities. The term administration is related to cooperative activities in order to achieve predetermined goals. Cooperation is a series of activities carried out jointly, regularly, and purposefully with the division of tasks according to mutual agreement. As understood by most experts, administration is the overall activity of organizing cooperation which includes aspects of: organizing, managing, managing communication (internal and external), managing organizational finances, managing human resources (HR), managing information, and managing the necessary infrastructure. Office



administration is part of the administration responsible for managing information in order to carry out all organizational activities, especially in supporting the leadership function to make the right decisions.

In Indonesia, the function of office administration is better known as administration. Unfortunately, most people have a wrong perception of the role of office administration. They see the function of office administration as merely supporting the implementation of other activities in the organization. In other words, office administration is seen as less important for an organization. Such a view needs to be straightened out because in reality, the availability and mastery of information holds a key position that determines the success of an organization. The administrative assistant profession is no longer seen as limited to administrative skills but has developed with various responsibilities to adjust to technological, business and information developments (Siregar, 2018).

The role of decision-making systems and information processing in an organization is very important. In today's modern society, the main users of information are management, namely those who occupy key positions in the organization with the main task of functioning the organization effectively and efficiently. Administrative assistants are the center of data and information processing, as a medium for connecting parties with partners and stakeholders, and providing support for the success of leaders in carrying out managerial tasks (Siregar, 2018). The role of information processed by administrative assistants as management support in making these decisions is better known as the Decision Support System (DSS), a system that allows management to obtain information quickly, accurately, and relevant (Choiriyah, 2016). So the ability to speak English is very much needed in the office world, especially with the development of an era that is increasingly leading to globalization today, English is a skill that job seekers feel obliged to have (Setyawan, 2021).

RESEARCH METHODS

The research uses primary data which is processed quantitatively. The data sources in this study used primary data and secondary data. Primary data was obtained by means of surveys and interviews using a questionnaire with a Likert scale to students who graduated from the business administration department in 2022 with a sample of 100 respondents, the population in this study were all alumni of the business administration department in 2022 and the sampling technique in this study was a non- probability sampling technique, namely insidental sampling



and snowball sampling, which is a technique used for determining the sample using certain considerations so that the sample can truly represent the population, The data analysis techniques used in this study are confirmatory factor analysis techniques and maximum likelihood estimation in SEM and classical assumption tests (Normality test, Measurement Model test, Goodness of Fit test, and hypothesis testing) from the AMOS 24 statistical package.0 (Analysis of Moment Structure) (Ghozali, 2017).

RESEARCH RESULTS

Respondent Characteristics

The characteristics of respondents as subjects in this study can be seen in Table 1.

Table 1 Respondent Characteristics

No.	Characteristics	Results	Percentage
1.	Gender	Women	78 %
		Male	22 %
2.	Study Program	Business Administration	25 %
		Marketing Management	25 %
		Applied Business Administration	25 %
		International Business Management	25 %
3.	TOEIC score	≥ 475	79 %
		≤ 474	21 %
4.	Alumni waiting period	≥ 6 months	34 %
		≤ 5 months	66 %

Source: Processed primary data (2023).

In this study there were 100 respondents as a sample of the alumni population of the business administration department consisting of various study programs in table 1 explaining that the average alumni of the business administration department are able to speak English well and have a relatively short waiting period to get a job, which is under 5 months (Setyawan, et. al, 2021).



Normality Test

The conclusion of the Normality Test in the study is presented in Table 2.

Table 2 Assessment of Normality

Variable	min	max	skew	c.r.	kurtosis	c.r.
GJ3	2.000	5.000	-.041	-.168	-.563	-1.149
GJ2	1.000	5.000	.175	.716	-.490	-1.000
GJ1	1.000	5.000	.004	.018	-.181	-.369
R3	2.000	5.000	.178	.725	-.605	-1.235
R2	2.000	5.000	.178	.725	-.478	-.975
R1	1.000	5.000	-.317	-1.293	-.149	-.304
S3	1.000	5.000	-.072	-.294	-.484	-.987
S2	1.000	5.000	-.088	-.361	-.302	-.616
S1	1.000	5.000	.009	.037	-.371	-.758
L3	1.000	5.000	.145	.593	-.368	-.750
L2	2.000	5.000	.277	1.132	-.492	-1.003
L1	1.000	5.000	-.181	-.737	-.377	-.770
Multivariate					2.498	.681

Source: Processed primary data (2023).

Based on the normality test results presented above in Table 2, it shows that the data is normally distributed univariate and multivariate with the critical ratio value of kurtosis none of which is at ± 2.58 and the multivariate value is 0.893. The processed data can be said to be normal if it has a critical value (c.r) which is at ± 2.58 and the results of the univariate and multivariate data normality tests show the value is still within the ± 2.58 value range (Ghozali, 2017).

Univariate & Multivariate Outlier Evaluation

Mahalanobis Distance to measure whether or not the data is an outlier by looking at the observation score that is very different from the centroid score for 100 cases. Table 3 shows that the minimum mahalanobis distance listed is 6.881 and the maximum distance is 28.958. Data outliers are perceived from the mahalanobis value that exceeds the chi-square value. In this study, the chi-square of 12 degrees of freedom (number of variable indicators) at the 0.01 significance level is 29.408, so it is stated that there are no outliers. Ghozali (2017) As presented in table 3.



Table 3 (Mahalanobis Distance)

Observation number	Mahalanobis d-squared	p1	p2
37	28.958	.004	.330
35	23.961	.021	.613
34	23.259	.026	.474
90	23.009	.028	.300
29	22.372	.034	.246
.....			
67	7.461	.826	.006
10	7.367	.832	.004
41	7.318	.836	.002
66	6.979	.859	.003
8	6.881	.865	.002

Source: Processed primary data (2023).

Measurement Model Test

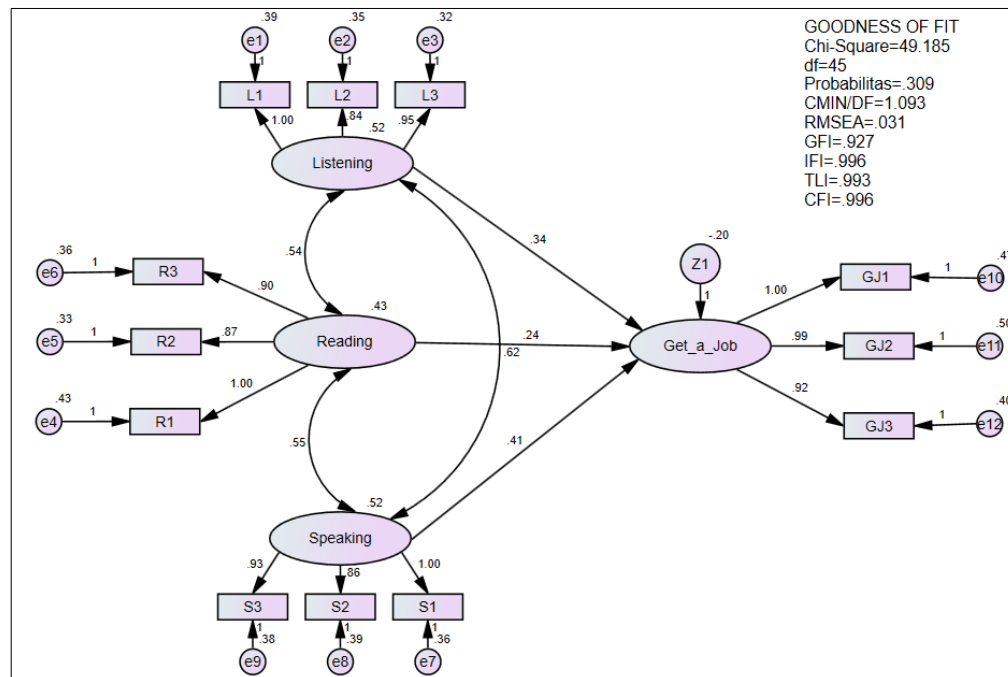
In this study, the chi-square value (χ^2) and the degree of freedom (df) value are shown. Based on the writing model test results, it can be seen that the chi-square (χ^2) has a value of 107.106 and the degree of freedom (df) has a value of 45 as presented in Table 4 and Figure 1.

Table 4 Cut Value Criteria for Evaluation Results

Goodness-of-fitindex	Cut of Value	Analysis Result	Model Evaluation
Chi-Square	(Small) $\leq 61,656$	49.185	Good
Probability	≥ 0.05	0.309	Good
GFI	≥ 0.90	0.927	Good
IFI	≥ 0.90	0.996	Good
TLI	≥ 0.90	0.993	Good
CFI	≥ 0.90	0.996	Good
DF/CMIN	≤ 2.00	1.093	Good
RMSEA	≤ 0.08	0.031	Good

Source: Processed primary data (2023).

The model test results illustrated in Figure 1 show the goodness of fit criteria in the AMOS 24 program, indicating that the structural equation modeling analysis in this study can be accepted in accordance with the fit model. Based on this fit model, it can be concluded that the model meets the criteria for goodness of fit. Therefore, the structural equation model in this study is suitable and feasible to use so that interpretation can be carried out for further discussion (Ghozali, 2017).



Source: Processed primary data (2023).

Figure 1 Research Structural Model

Hypothesis Test

In the hypothesis testing stage, the causal relationship that is not significant is the critical ratio (c.r) value has a critical T value of ≥ 1.966 . In making decision making easier, the author can see from the probability (P) number where $(P) \leq 0.05$. If the value of $P \leq 0.05$ then H_0 is accepted, and if on the contrary if the value of $P \geq 0.05$ then H_0 is rejected, in the amos package the results of hypothesis testing can be seen through the regression weights output. (Ghozali, 2017) which is presented in table 5.

Table 5 Hypothesis Test Results (Regression Weights)

		Estimate	S.E.	C.R.	P
Get_a_Job	<--- Listening	.343	.086	4.007	***
Get_a_Job	<--- Reading	.239	.109	2.194	.028
Get_a_Job	<--- Speaking	.406	.080	5.077	***
L1	<--- Listening	1.000			
L2	<--- Listening	.840	.102	8.250	***
L3	<--- Listening	.948	.106	8.907	***
S1	<--- Speaking	1.000			
S2	<--- Speaking	.862	.103	8.390	***
S3	<--- Speaking	.930	.106	8.768	***
R1	<--- Reading	1.000			
R2	<--- Reading	.868	.115	7.579	***
R3	<--- Reading	.903	.120	7.522	***
GJ1	<--- Get_a_Job	1.000			
GJ2	<--- Get_a_Job	.991	.138	7.158	***
GJ3	<--- Get_a_Job	.920	.094	9.800	***

Source: Processed primary data (2023).

The output results on Regression Weights and Standardized Regression Weights explain that each indicator or manifest variable that reflects the latent variable has a critical ratio (CR) value greater (>) than 1.96 equal to the t value in regression (>) 1.96 and P (Probability of significance) with *** means by default significant at 0.001, it can be concluded that both hypotheses are accepted.

DISCUSSION

The results of this study indicate that graduate students majoring in business administration have a good appreciation for the learning methods carried out by lecturers. Graduate students majoring in business administration also realize that this material will be useful in their future lives. They are able to identify what work makes these two courses very meaningful. It can be concluded when someone has boredom and even frustration when or in listening indicates that someone has poor listening skills. Based on the research conducted,



graduate students majoring in business administration do not have boredom towards communicants (speakers, lecturers, native speakers). Some students complained that they had difficulty listening to communicators from abroad, many of the vocabulary was foreign to the ear. This shows that students still have limited vocabulary. In accordance with Underwood's opinion (1990, p.15) there are several difficulties in listening, including the inability to concentrate due to several things, namely: uninteresting topics, physical fatigue, Noisy environment, room temperature that is too hot or cold. Based on the data obtained from the research results, it can be concluded that graduate students feel that their concentration is reduced due to the late afternoon hours of Business English and English Conversation courses. Based on the results of the research conducted, students have a desire to add insight when lectures are felt to be lacking. Learning methods that are different from other learning, make students appreciate every topic delivered by lecturers. This method is able to increase concentration to understand the topic presented, but even though there is uniqueness in the learning method, it is still unable to force students to concentrate until the course ends. Because of the fatigue factor experienced by students. The third factor to consider is related to new vocabulary. Having limited vocabulary, of course, will hinder one's reading ability. Effectively and efficiently, of course, it will take longer to understand the reading. Based on what is obtained from the research results, it is concluded that graduates still have a small vocabulary. Graduates still experience many difficulties when they first receive the material presented. Students have difficulty in understanding and interpreting reading.

CONCLUSION

Based on the results of the research and discussion described in the previous chapter, it can be concluded as follows: Factors that influence the English language skills of Office Administration Education students include: a. Listening Skills: 1) The interest factor, in this case the student's interest in the material presented by the lecturer/native speaker/communicator is very good. Students show their enthusiasm for the material they listen to. 2) Vocabulary factor, in this case students still have little vocabulary. Students still experience confusion in interpreting a sentence. 3) The concentration factor, most students feel a decrease in concentration during learning, because the learning time starts at noon. 4) The factor of interest in the topic, students have an interest in the learning method provided, which is different from other learning, making students appreciate every topic delivered by the lecturer. b. Reading Ability: 1) Motivation factor,



in this case the students' reading motivation is still low. Some students lack the motivation to read, especially reading in Suggested Language 2) Language complexity factor, there are still many students who do not understand the language structure and language order. If given a complex arrangement, students are not able to do it. 3) The vocabulary factor, in this case students still have a low vocabulary. They cannot interpret a sentence with certainty. c. Speaking Ability. 1) Psychological factors, in this case students still have low confidence in speaking in public. There is a fear of making mistakes when dialoguing. 2) Grammatical factors, in this case students have low mastery of most types of grammar. Only able to mention the type but unable to explain the meaning of the grammar. English competency qualifications are required as a basis for knowledge to carry out modern era office activities properly and efficiently. Human resources in the field of business and office administration are required to have at least a Diploma 3 vocational program diploma in business administration. A number of organizations today even require their employees to have a minimum education of Diploma 4 or applied bachelor's degree, or undergraduate degree in a field that is allied with business administration. This qualification demand is very reasonable because office work is a profession that requires special preparation in the form of a long education. Every manager of office work must have the basics of adequate academic ability and strong professional insight. Educational qualifications equivalent to a bachelor's degree, office administration human resources have the opportunity to develop their profession optimally so that the services provided to users are also of higher quality. In addition to formal education, office managers are also required to have special skills as evidenced by certificates of expertise obtained through office competency tests at competent institutions.

FUTURE DIRECTIONS

Based on the conclusions outlined, the following can be suggested: Department of Business Administration, should analyze the ability of students from low, middle, and upper. So that students can measure their abilities so that students can be encouraged to be better. In addition, it makes it easier for educators to provide appropriate and efficient learning materials and methods. Furthermore, providing assistance to students related to English language skills in accordance with the predetermined language ability class, by appointing several students who have good English skills to help other students learn, outside of class hours by forming a group discussion forum. And finally, motivating and developing students' interests related to aspects of listening, reading, speaking, and writing, outside of lectures.



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