The Influence Of English Mastery And Competencies On Students' Readiness To Enter The World Of Work

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Article Info	ABSTRACT
Keywords: Mastery of English, Competence, Work Readiness, Students	This research aims to analyze the influence of English language mastery and competency on students' readiness to enter the world of work. Mastery of English is considered important in the era of globalization, while competencies that include technical, interpersonal and managerial skills play a key role in determining the work readiness of college graduates. The research method used is a quantitative approach with a survey design. Data were collected from final year students at the University, using a structured questionnaire. The data analysis technique used is path analysis to examine the influence of English language mastery and competency on students' readiness to enter the world of work. The research results show that both English language mastery and competency have a significant effect on students' work readiness. This research provides an impression for higher education institutions to strengthen students' English language and competency development programs in order to increase their readiness to face the challenges of the world of work.
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INTRODUCTION

In today's competitive and globalized job market, university graduates are expected to not only have strong technical skills but also fluency in speaking English. English is now widely used in many industries, including business, technology and scientific studies. Graduates have an advantage over other candidates when it comes to getting a job, working with colleagues from around the world, and thriving in a multicultural workplace because of their fluency in the language.

Another important component of success in work is professional competence. The knowledge, abilities and attitudes needed to successfully carry out job duties and obligations are included in competencies. Graduates with strong subject matter expertise are better prepared to take initiative, adapt to changing job needs, and make significant contributions to the company. This has to do with having the capacity to continue learning and developing as the field advances.

English has become an international language that is widely used in various fields of business and industry over the last few decades. Employees with good English skills are highly valued by multinational companies and other global organizations. Graduates of English-language universities usually have more job options in their home countries as well

as abroad. Because English is often used in corporate communications, negotiations, and cross-cultural teamwork, it is a necessary skill for prospective employees.

Professional competencies, which include technical abilities, specialized knowledge in a particular subject, and soft skills such as problem solving, collaboration, and critical thinking, are also increasingly prioritized in the hiring and training process. Employers look for graduates who have relevant competencies they can use immediately in a fast-paced work environment in addition to their degree.

This phenomenon encourages universities to improve curricula and develop programs that focus on English language mastery and student competency. English study programs and competency training in various fields are becoming more popular. However, not all students succeed in developing these skills well during their studies, which then impacts their readiness to enter the world of work. Evaluating the impact of professional competence and English language proficiency on students' career development and employment prospects is essential. By offering empirical data that can assist businesses and academic institutions in creating strategies that effectively develop human capital ready to face the global labor market, this study seeks to close this knowledge gap.

English is a basic subject related to most professions [1], english can be found in formal education, but students often experience difficulties in communicating in English because formal education does not teach speaking adequately[2]. Meanwhile, one of the problems faced by Indonesian accountants in facing the competitive world of work is their low English language skills[3]. A person's English ability can be measured by the English language test scores contained in a competency certificate or similar[4].

Apart from being an international language, English is also a foreign language for Indonesians, including students[5]. English language skills make the career aspirations of students who initially chose the accounting profession think twice about continuing. This is in accordance with research[6]that communication skills are believed to be the most important characteristic needed to get a job in accounting, followed by English and interpersonal skills. English language skills include reading, listening, writing and speaking. These English language skills can be classified into two groups, namely receptive skills which include listening and reading, and productive skills which include speaking and writing [7].

According to Sutrisno and Zuhri [8] defines competency as an ability based on skills and knowledge supported by work attitudes and their application in carrying out tasks and work in the workplace which refers to the specified work requirements. According to Spencer & Spencer[9], competence is better defined as a person's underlying characteristics that are related to the individual's work effectiveness in his or her job. Whereas[10]explains that competency consists of a number of key behaviors needed to carry out a certain role to produce satisfactory achievement or performance.

Sanghi [11], says that competence is the expertise and performance standards achieved by someone. Meanwhile, competence is said to be the behavior adopted when displaying one's competence (expertise). Widyatmoko (2014), in his research said that there are several things that must be considered in managing work readiness, namely (1) having

several logistical and objective considerations, (2) having the desire and ability to work together with other people, (3) having critical attitude, (4) adapt easily to the environment, (5) be able to take responsibility, (6) have a high willingness to progress and always follow developments according to their field of expertise.

Correspondingly Pool & Sewel[12] said that work readiness influences several factors, namely: (1) a combination of knowledge, (2) skills, (3) understanding and (4) personal attitudes that make people ready to choose appropriate work so that work readiness is achieved. Knowledge is not only academic about the theories obtained in the classroom, but knowledge about the world of work is also needed to be given to prospective graduates in order to: (1) Have an image that supports work readiness. (2) Direct practice in business activities and industrial activities can also develop the students' skills. (3) Directly participating in work activities in the business or industrial sector can also broaden students' insight and experience.

Furthermore, to be ready to enter the world of work, a person must have training or experience in an environment and setting that is appropriate to the discipline they have studied. Students' knowledge, abilities and mental characteristics can be explored through the lens of the world of business and industry. Students are better prepared to face challenges in the workplace because of the experience they gain from practical field work[13], emphasizes that a person's work readiness can be influenced by completed internships in commercial and industrial fields.

Lack of skills will hinder students' work preparation as prospective employees, which will affect their ability to adapt to the world of work, lack of self-confidence when doing work, inability to achieve goals, and poor performance. Therefore, competency in skills is needed to increase student work readiness, so that future graduates feel better prepared to enter the world of work.

METHODOLOGY

This research uses a quantitative approach with a survey design. This approach was chosen to measure the relationship between English language mastery, competency, and students' readiness to enter the world of work in an objective and measurable manner. The population of this study were students from various majors in their final year at XYZ University. Because final year students will soon enter the world of work, it is important to select respondents who are most relevant to the research issue. The data collection technique uses accidental sampling.

According to Ghozali[14], the minimum sample size recommended for the PLS-SEM test ranges from 30 to 100 respondents, According to Sugiyono[15] [16], the sample is part of the number and characteristics possessed by the population, for this reason the sample taken from the population must be truly representative or representative. The size or sample size of this sample really depends on the level of accuracy or error desired by the researcher. Because the exact size of the member population is unknown, the sample size was calculated using the Cochran formula [17]. From the calculated result is 96.04, in calculations that produce fractions (there are commas) it is best to round up[17].

The data analysis method used in this research is Smart Partial Least Square (SmartPLS). Using SmartPLS software, the Partial Least Square (PLS) approach was used to analyze the data. In this case, PLS outperforms other structural equation modeling (SEM) techniques as one of the SEM solution methods. Researchers concentrating in the social sciences often use structural equation modeling (SEM) because of its greater flexibility in bridging theory and data, as well as its ability to perform route analysis using latent variables. Because partial least squares (PLS) does not rely on many assumptions, this analysis technique is quite powerful.

FINDINGS AND DISCUSSION

Convergent Validity

An indicator is declared to meet convergent validity in the good category if the outer loading value is > 0.7. The following are the outer loading values for each indicator on the research variables.

Table 1. Convergent Validity Test Results

From the table above it can be seen that all outer loadings in the measurement of each research variable have an outer loading above 0.5 which has been fulfilled, thus it can be said that all indicators as measuring constructs for the three research variables have convergent validity.

Discriminant Validity

The AVE value aims to measure the level of variation of a construct component which is collected from the indicators by adjusting the error level. Testing with AVE values is more critical than composite reliability. The minimum recommended AVE value is 0.50. The AVE output obtained from Smart PLS 3.0 is presented in the following table:

Table 2. AVE Test Results

	Average Variance Extracted (AV...
	0.634
KESIAPAN MAHASISWA MEMASUKI DUNIA KERJA	
KOMPETENSI	0.569
PENGUASAAN BAHASA INGGRIS	0.569

Source: Data Processed by Smart PLS, 2024

The recommended AVE value should be greater than 0.5[14]. The AVE value of all constructs is higher than 0.5. As can be seen from the table above, each AVE value has a value greater than 0.5, which indicates that all variables meet the requirements for AVE use and testing, thereby meeting discriminant validity testing.

This reliability test aims to determine the consistency and accuracy of the instrument in measuring latent variables. This reliability test can be seen from the Cronbach's alpha and composite reliability values. The role of thumb is the composite reliability value above 0.7 and the Cronbach's alpha value above 0.6. Reliability testing for the composite reliability value is presented in the following table:

Table 3. Composite Reliability Value

	Composite Reliability
KESIAPAN MAHASISWA MEMASUKI DUNIA KERJA	0.896
KOMPETENSI	0.888
PENGUASAAN BAHASA INGGRIS	0.888

Source: data processed by Smart PLS, 2024

It can be seen that the value of composite reliability has met the cutoff so it can be said to be reliable. Next, we also look at the value of Cronbach's alpha, from data analisys, the value of Cronbach's alpha appears to be reliable because it meets the criteria. Based on the results of the outer model assessment, both validity and reliability measurements have been fulfilled, the next analysis can be continued, namely inner model analysis.

The structural model is analyzed by looking at the R-square value of the dependent construct. The interpretation is the same as the interpretation of regression[18]. Changes in the R-square value will be used to assess the influence of the independent latent variable on the dependent latent variable.

Table 4. R-Square

	R Square	R Square Adjusted
KESIAPAN MAHASISWA MEMASUKI DUNIA KERJA	0.719	0.713

Source: Data Processed by Smart PLS, 2024

The R Square table above shows that the variable student readiness to enter the world of work (Y) is explained by English Mastery (X1) and Competency (X2) which are perceived at 71.9%, while the rest is influenced by other variables that were not studied. Test this hypothesis by paying attention to the level of significance and path coefficients between latent variables, namely carrying out statistical analysis by entering the variables being tested together. Decision making by looking at the direction of the relationship and significance of the model in question. The following are the output results of the Partial Least Square calculation using SmartPLS software.

Table 5. Path Coefficients

Path Coefficients

	Original Sample (O)	Sample Me...	Standard D...	T Statistics (|O/STDEV|)	P Values
KOMPETENSI -> KESIAPAN MAHASISWA MEMASUKI DUNIA KERJA	0.384	0.391	0.072	5.312	0.000
PENGUASAAN BAHASA INGGRIS -> KESIAPAN MAHASISWA MEMASUKI DUNIA KERJA	0.515	0.494	0.099	5.201	0.000

Source: data processed by Smart PLS 2024

The significance level value in this study was set at 5% (p-value < 0.05). This states that: H1 is accepted while Ho is rejected if t-count > t-table (p-value < 0.05). if there is an important correlation between the independent and dependent variables. When the t-count is smaller than the t-table (p-value is greater than 0.05), Ho is accepted and H1 is rejected. Or, there may be no substantial relationship between the independent and dependent variables.

The table above explains how to test the relationship between students' readiness to enter the world of work (Y) and their mastery of English (X1). The research results show that mastery of English positively and significantly influences students' readiness to enter the world of work. This is indicated by a path coefficient value of 0.515 and a p value of 0.000 (p-value <0.05) for identifying English language skills (X1) on students' readiness to enter the world of work. Thus, improving students' English proficiency can help them be better prepared to enter the world of work. This means that increasing competency can increase students' ability to enter the world of work

Testing the influence of Competency (X2) on students' readiness to enter the world of work (Y) is explained in the table above which shows that Competency (X2) has a positive and significant influence on students' readiness to enter the world of work. This is shown by the path coefficient value from Competency identification (X1) to students' readiness to enter the world of work of 0.384 and a p-value of 0.000 (p-value < 0.05).

CONCLUSION

The ability to communicate in English has a major impact on students' readiness to enter the world of work. Good English language skills help students find work more easily and are better prepared to meet the needs of global society. The combination of technical, interpersonal and management competencies has a major influence on work readiness. Students with high competency are more adept at navigating demanding and dynamic work environments. The importance of integrating English language mastery and competency development in the higher education curriculum. Thus, higher education institutions are expected to adopt holistic learning strategies to increase students' readiness to enter the world of work.

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