

DIVERSIFYING EMPLOYABILITY SKILLS OF THE ENGLISH LITERATURE STUDENTS

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Abstract

Employability has been a concern of both the workforce and higher education. Despite being extensively studied in higher education, very few studies have examined the English literature department. The present study aimed to identify the perceptions of employability and other relevant factors among literature department students, such as the English literature students' perceptions of their department, the potential gap between job relevance and their preferred jobs, the perceived essential subjects, and the employability skills that students need for future employment. The research method used in the present study was quantitative. Specifically, it used a questionnaire to collect the data from the participants. Sixty-five English students voluntarily participated in the survey research. The results indicated that the participants had positive perceptions of their department for securing future employment. Furthermore, teaching, translating, or interpreting positions were perceived as the most suitable jobs for English literature graduates. Nevertheless, the findings indicated the gap between the students' perceived job suitability and their career aspirations. Specifically, most participants aspired to pursue careers in general employment and office work rather than stereotypically relevant positions. Given the variety of career aspirations identified among students in the present study, college administrators are expected to diversify the employability skills for English literature students to avoid the potential mismatch between students' dream jobs and the perceived stereotypical jobs that most language colleges offer.

Keywords: Diversifying, Employability skills, English Literature, Students

Introduction

Scholars have long claimed that English is still one of the most important languages to learn until now (Crystal, 1997; Zein et al., 2020). Two factors are generally perceived as the influential factors: the growth of social media, and the status of English as scientific language. Admittedly, the growth of social media has increased the number of available jobs and chances, thus allowing anyone who masters the international languages to take the chances (Tagg, 2020). With these chances, English remains one of the most essential means for communication at the moment (Laukkarinen, 2023).

In addition, the trend of English as a science language has also driven those who wish to enter the international spotlight to acquire academic English. With the dominating role of English as a scientific language, most scholars struggle to earn their reputation by publishing their scientific works in English (Englander, 2014; Madani, 2025). Di Bitteti and Ferreras (2017) identified that the articles published in English generally have more citations than those published in other languages due to the potential access to a larger audience.

In line with the increasing awareness of *employability* (Cheng et al., 2022; Tomlinson, 2012; Yorke, 2006), extensive studies on employability have been commenced by scholars (Eimer, & Bohndick, 2023; Scandurra et al., 2024; Tight, 2023). Despite being conducted in the variety of college departments (Ananthram et al., 2024; Kwarteng, & Mensah, 2022; Ladkin et al., 2023; Paadi, 2014; Tanius, 2018), only very few studies analyzed the employability of English departments. In fact, scholars have generally insisted that English remains essential in securing employment (Mehdaoui, 2022; Tran et al., 2024).

Hitherto, most English studies tend to explore the role of English as a supplementary skill rather than as a field of study (Annisa et al., 2023; Erling, 2015; Martinaj, 2020). Specifically, studies conducted in employment contexts tend to investigate English as a separate skill, such as reading, writing, listening, or speaking (Cambridge English, 2016; Setiawan, 2022; Tran et al., 2024). In fact, the English literature department offers more than just the above skills to its students. It also provides the knowledge on English and other relevant skills so as to allow the graduates to have a more competitive edge when searching for a job.

While the studies of English students' perceptions toward employment have gradually been noticeable, there is no study highlighting the potential gap between the perceived relevant jobs and the students' preferred jobs. In fact, as college graduates, the English students, just like other college students, are expected to fill not only the relevant positions with their backgrounds but also potentially more varied jobs. In sum, the present study not only sought to understand the students' perceptions of their English department toward future employment, but also potential gap between the relevant and preferred employments coveted by the English students, thus allowing the English department stakeholders to have much wider horizons on the possible chosen career paths occupied by their English graduates.

Research questions

1. What are the English literature student's perceptions of their department?
2. How do the English literature departments differentiate between the job relevance and the job preference?
3. What are the perceived necessary subjects when seeking employment?
4. What employability skills are needed for finding employment?

Literature Review

Employability and the underpinning skills

Numerous terms refer to employability. The present study adapted the term *employability* from Yorke (2006, p. 8). It defines *employability* as "A set of achievements – skills, understandings, and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community, and the economy" (Yorke, 2006, p. 8). Furthermore, Robinson (2000 as cited in Buntat et al., 2013) stated employability skills as "those basic skills necessary for getting, keeping, and doing well on a job. Although, the concept of employability is generally intertwined with other concepts, such as competence, attributes, knowledge or even skills, the present study adopts the more simplified concepts in that employability is supported by soft and hard skills.

Scholars like Lamri and Lubart (2023), for instance, argue that there are generally two skills supporting employability, namely hard skills and soft skills. Hard skills refer to technical, tangible, and quantifiable abilities. Hard skills are typically acquired through training and education and are a prerequisite for job duties. They are necessary for specific tasks within an industry that requires specific expertise and proficiency, such as welding, accounting, typing skill, or foreign language teaching skills (Boonmoh & Chanchay, 2024; Lamri & Lubard, 2023). Unlike hard skills, soft skills generally refer to personal qualities that help employees succeed in their workplace (Lamri & Lubard, 2023). Ideally, a competitive worker should possess both hard and soft skills so that they can be successful in their employment (Boonmoh & Chanchay, 2024).

The role of English, and the popularity of English department

Despite as being dubbed as a popular skill in securing employment (Araújo et al., 2015), the popularity of English literature degrees among youths remains debatable. Up to this time, scholars confirm that having an English literature degree means a graduate will have broad and versatile skills for future employment (Englander, 2014; Erling, 2015; Patterson, 2026). As time lapses, whatsoever, the increasingly important role of other international languages has also been identified (Takei, 2024; Xie, 2021).

The growth of Chinese economic power, for instance, has increased the need for Mandarin mastery worldwide (Xu & Liu, 2023). Furthermore, the development of newly rewarding fields, such as STEM has also attracted high school graduates to learn this expertise in colleges (Ananthram et al., 2024; Black et al., 2021). At the same time, the decline in the number of English majors in some colleges in the U.S. has been reported (Schalin, 2015). Longstaffe (2015) argues that, despite being employable, the English literature department needs to incorporate employability aspects while maintaining its primary foundations as a literature department. Contextually, it needs to cater to the new things that English learners can do in specific industries to allow English literature graduates to have more chances to gain employment while at the same time helping the English department survive.

Perceptions

There are some definitions of perceptions. The term perception in the present study is closely related to someone's opinion, feeling, or thinking. In sum, the term 'perception' in this study refers to the English literature students' opinion about their major, the potential employability, and the other relevant factors that may affect it. The concept of perception, which is considered the way people think or feel toward a particular entity, is adopted (Pepe, 2016).

Previous studies

Until now, only a few studies have examined the employability of English departments. One of the few studies that has scrutinized the employability of English graduates was Mehdaoui's (2022). He examined the English students' perception of the necessary employability skills they should possess when searching for employment in Algeria. Recruiting forty students, he employed a questionnaire to elicit the English students' perception regarding the employability skills needed for employment. He found that the students were perceived to have acquired sufficient English skills, while lacking teamwork and research analysis skills.

The other study on English department employability was conducted by Pontilas et al. (2023). They examined the employability of graduates from the AB English Language Studies program at Camarines Sur Polytechnic Colleges (CSPC) in the Philippines, specifically emphasizing the 2022 batch. They investigated the correlation between graduates' educational backgrounds and career outcomes. Furthermore, they also evaluated the program's influence on individuals' academic and professional development and assessed the pertinence of the curriculum. Unlike Mehdaoui's findings (2022), they identified a significant correlation between the AB English program and the employment outcomes of its alums since a majority of them reported securing jobs that are closely aligned with their educational background. They found that the English graduates tended to recognize the program's favorable impact on academic, communicative, and professional advancement (Pontillas & Fajardo, 2023).

The latest study pertaining the role of English in employment context, was the one conducted by Rahaman et al. (2026). They conducted study the study qualitatively. They identified that most of the workers used English during the observation. It was also identified that writing was deemed as the most essential skill applied in the Bangladesh Company. It was found that the use of writing was chiefly to share information among the workers and employers.

Above all, most of the studies tend to focus on the English skills, and the employment contexts where the English is used. In fact, the potential gap between the relevance and the preferred position aspired by the English graduate is left unexplored. The present study attempted to extensively examine the role of English in the employment context viewed by English literature students as well as the other inseparable aspects, such as the perceived potential employability of being English literature students, the potential gap indicated with the relevant and the preferred jobs aspired by the students, the perceived importance of courses offered to them during the study, and the employability skills that the English literature students need to have for future

employment.

Research Method

Participants of the Study

Since the present study sought to elicit the perceptions on English language department, which is naturally connected to opinions, mind, or the way someone see an entity, the researchers decided to recruit their students to be the main objects or the participants (Creswell, 2012). The participants were the ones currently studying at Sekolah Tinggi Bahasa Asing Technocrat, Tangerang (Henceforth abbreviated STBA Technocrat Tangerang). The researchers admitted that the characteristics of a certain school along with the accreditation and supports/facilities offered to the students could possibly affect the result of the findings, further study attempting to identify the students' perceptions regarding this matter could be taken from different campuses or universities as it can probably incorporate more varied students' backgrounds.

Data Sources and Data analysis

Data sources are the raw data taken from the findings of study indicating the students' perceptions regarding the focuses of the study. The data analysis was the specifically quantitative data indicating their choices based on the scales and the independent answers regarding certain questions. In sum, the choices available in the questionnaire have been carefully arranged so that they could not only indicate the students' statements as in generally formatted choices (i.e., strongly disagree, disagree, doubted, agree, and strongly agree) but also to allow them to provide more independent and varied answers (i.e., their preferred employments, and the perceived important subject/courses for their future employments).

Research instruments

The present study focused on identifying the students' perceptions of employability skills and other relevant factors. Therefore, it used descriptive survey research, which could be categorized as a quantitative research method. A descriptive survey involves asking the same set of questions to a large number of individuals by several means to elicit the participants' responses (Fraenkel et al., 2012). Survey research allowed the researchers to identify the participants' perceptions and other relevant factors in the present study. The instrument used to elicit the data was a G-form, which contained containing some answers to be chosen by the respondents. Despite being limited in the choices, the use of Likert scale-like options allows the researchers to identify important factors that may be useful to support the research findings.

Data Collection Procedure

The data were taken from the participants who were students of foreign language colleges where the researchers work as their lecturers. In order to avoid the influence of hierarchical relation (i.e., lecturers – students), the lecturers did not openly instruct the students to fill in the questionnaire. Instead, the lecturers only provided some information regarding the potential benefits of participating in the study and distributed the questionnaire to the student's cell phones simultaneously. Convenient sampling was applied as the present study relied only on those who were convenient enough to participate in the present study (Fraenkel et al., 2012).

Before the administration of the survey research, the researchers, who were the lecturers in the institution, proposed the research plan to the chairman of the institution and other administrators of the English literature department to allow the researchers to distribute the questionnaire to the students simultaneously after the class. Based on the plan, the instrument of the present study was the simplified G-form, which was shared to the participants' cell phones during their break time after the class was over. Before distributing the G-form, the participants were informed on some important aspects of the research, such as the importance of the research, and the right of the research participants to remain anonymous. The information was presented in front of the class by each of the researchers simultaneously.

The data was collected from 12 May until 18 May 2024. The participants were active students who were currently studying at the same language institution where the researchers work as their lecturers. In order to obtain valid results, the participants were not instructed to fill in the questionnaire; rather, they were asked to participate in the survey research voluntarily. Of the 215 students, it could be identified that 65 participants were willing to respond to the questionnaire.

More specifically, forty five female and twenty male students, were identified to respond to the questionnaire.

Demographic analysis of the participants

Gender	Number	Percentage
Female	45	69.23 %
Male	20	30.76 %
Total	65	100 %

The researchers admitted that the participants took part in the study might not be significant (30.23 %). The researchers found that there might have been some causes affecting the students' inability to participate in the survey, such as the lack of information to the students attending the classes during the application of the survey, and the students' activities during the mid-term test. Further study replicating the study should consider the above findings.

Results and Discussion

The English Literature student's perceptions of their department

Number	Items	Options		
		Disagree	Doubt	Agree
1	I think my English department is more important compared with other language departments at the moment	7 (10.76 %)	11 (16.92 %)	47 (72.30 %)
2	In terms of Employability, I think my English Literature department is...	Bad	Doubt	Good
		2 (3.07%)	17 (26.15%)	46 (70.76%)
3	There are many companies that need English.	Disagree	Doubt	Agree
		0	1 (1.53%)	64 (98.46 %)
4	I think other foreign languages are more important than English at the moment	Disagree	Doubt	Agree
		15 (23.07%)	32 (49.23%)	18 (27.69%)
5	Foreign languages that are important to learn to improve my employability skills (besides English)	French German Arabic Mandarin Korean Japanese Other No Choice		4 (6.15 %) 2 (3.07%) 14 (21.53%) 47 (72.30 %) 18 (27.69%) 28 (43.07) 8 (12.30%) 1 (1.53%)
6	I like my English department because...	- I like it because I need it to find a job. - I use English for social media interaction. - I like to watch English movie - I like to write in English - Others		35 (53.84%) 11 (16.92 %) 10 (15.38%) 1 (1.53%) 8 (12.30%)

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The findings indicated that most students had positive perceptions of their English department. Specifically, forty-seven students (72.30 %) perceived that the English department is more important or needed than the other language departments. They also argued that there are many companies that need English skills, as indicated by sixty-four participants (98.46%). Lastly, forty-six students (70.76 %) of the participants indicated that their decision to take English was a good one.

The English Literature students' perceptions of the potential differences between job relevance and job preference

Number	Items	Answers	
		Options	Results
1	In my opinion, the most suitable jobs for English Literature graduates are	- Teaching Profession - Writer - General Employment - Translator - Marketing - Tour guide/Flight Attendant/Embassy	24 (36.92%) 19 (29.23%) 25 (38.46%) 34 (52.30 %) 14 (21.53%) 3 (4.61%)
2	Actually, I want to be...	Teacher/Lecturer/Trainer: 9 (13.84%) Graphic Designer/Fashion Designer/Other Art & Beauty Worker: 8 (12.30%) Supervisor/Manager/Director: 8 (12.30%) Travel Agent/Flight Attendant/Hotel Employee/Other Hospitality Worker: 11 (16.92%) Research Analyst/Diplomat/Ambassador/Other Governmental Worker: 8 (12.30%) Technical Writer/Copywriter/Creative Writer/Other Publishing Worker: 2 (3.07%) Accountant/Assistant Manager/Secretary/Other Office Worker: 13 (20%) Translator/Interpreter/Sign-Language Interpreter: 2 (3.07%) Technical Operation/Engineer/Distribution Operator/Other Industrial Worker: 3 (4.61%) Other: 1 (1.53%)	
3	I think English Literature skills are suitable for... job.	Teacher/Lecturer/Trainer: 23 (35.38%) Graphic Designer/Fashion Designer/Other Art & Beauty Worker: 4 (6.15%) Supervisor/Manager/Director: 5 (7.69%) Travel Agent/Flight Attendant/Hotel Employee/Other Hospitality Worker: 15 (23.07%) Research Analyst/Diplomat/Ambassador/Other Governmental Worker: 5 (7.69%) Technical Writer/Copywriter/Creative Writer/Other Publishing Worker: 15 (23.07%) Accountant/Assistant Manager/Secretary/Other Office Worker: 12 (18.46%) Translator/Interpreter/Sign-Language Interpreter: 18 (27.69%)	

		Technical Operation/Engineer/Distribution Operator/Other Industrial Worker: 1 (1.53%) Other : 3 (4.61%)
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The findings indicate that most participants tend to link the English department with certain stereotypical works/jobs, such as being a translator, teacher, or writer, as indicated by thirty-four participants (52.30%), twenty-four participants (36.92%), and nineteen participants (29.23%) respectively. Even though general employments are also mentioned by the participants as a possible choice, as indicated by twenty-five participants (38.46%), most participants tend to perceive that English literature department graduates will generally be more suitable to work in the above fields.

Unlike the perceived job relevance, the findings also indicate that most participants preferred to be office workers rather than occupy stereotypical positions. In fact, most of the students prefer to have an office job, as indicated by thirteen participants (20%), or hospitality industry workers, as indicated by eleven participants (16.92%). Despite being significant, being a teacher only becomes the third choice, as indicated by nine participants or 13.84% of the participants.

The subjects perceived necessary when seeking employment

Number	Items	Answers
1	Subjects that are important for being employed (you can choose a minimum of 1 maximum of 5)	English for Business : 42 (64.61%) Speaking : 39 (60 %) Interpretation : 2 (3.07 %) Public Speaking : 27 (41.53 %) Journalism and Publishing : 4 (6.15 %) Listening : 10 (15.38 %) IELTS/TOEFL/TOEIC : 17 (26.15 %) Public Relations : 19 (29.23%) English for Law : 7 (10.76%) Rhetoric, Composition, and Literary Studies : 0 Entrepreneurship : 16 (24.61 %) Psycholinguistic : 4 (6.15%) Creative Writing : 1 (1.53 %) Movie and Scriptwriter : 1 (1.53 %) Grammar : 15 (23.07 %) Poetry and Prose Analysis : 2 (3.07 %) English for Hospitality : 12 (18.46 %) Writing : 18 (27.69%) Pronunciation : 16 (24.61%) Translation : 6 (9.23%) Philosophy : 0 Reading : 6 (9.23 %) Semantic : 0 English for Science : 3 (4.61 %) Marketing/Copywriting : 11 (16.92 %) Pragmatic : 0 English for Diplomacy : 3 (4.61 %) Phonology : 0 Cross-Cultural Understanding : 0 Drama, Theatre, and Playwriting : 3 (4.61%) Business Correspondence : 4 (6.15%) Syntax : 1 (1.53%)

		Sociolinguistics : 2 (3.07%) Philology and Etymology : 1 (1.53%)
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The findings indicated there were certain English subjects perceived as necessary when seeking employment. English for Business was chosen as the first subject, as indicated by forty-two participants (64.61%). Furthermore, speaking was considered important by thirty-nine participants (60%). Public speaking was considered important by twenty-seven participants (41.53%). Lastly, Public Relations was considered important by nineteen participants (29.23%), and IELTS/TOEFL/TOEIC was chosen by seventeen participants (26.15%) respectively.

Employability skills needed by English Literature students for future employment

Number	Items	Answers	
		Options	Results
1	What are your top 3 Employability skills needed to have for future employment?	• Communication skills • Information Communication Technology (ICT skills) • Entrepreneurship skills • Networking skills • Leadership • Teamwork-Problem-solving	62 (95.38 %) 38 (58.46%) 16 (24.61%) 34 (52.30 %) 43 (66.15 %) 1 (1.53%)

Based on the findings, it can be found that communication skills belong to the most important employability skills perceived by the students, as indicated by sixty-two participants or 95.38 %. Secondly, leadership skills, as indicated by forty-three participants (66.15%), and Information Communication Technology (ICT skills) as the third most important employability skills indicated by thirty-eight participants (58.46 %). The rest employability skills perceived as important by the students were networking skills, chosen by thirty-four students, or approximately 52.30%, and entrepreneur skills, mentioned by sixteen students, or approximately 24.61% of the whole participants.

Discussion

The popularity of English vs. the importance of English

Based on the data above, it can be interpreted that most students tend to indicate their positive perceptions toward English. The data confirmed the previous studies indicating the students' positive perceptions of learning English and its relation to other factors including to employment (Getie, 2020; Harzanah, N. D., Islam, M. H., & Hamdany, 2024; Puspitasari, T., & Ishak, 2023). Indeed, scholars have long hypothesized that English is widely perceived important to learn due to its popularity worldwide (Barratta, 2014; Crystal, 1997; Graddol, 1997).

In terms of employment context, the finding is relevant to some studies indicating the importance of English in employment context (Rahaman et al., 2026; Setiawan & Wahyuningsih, 2023; Setiawan, 2022; Zainuddin et al., 2019). Despite being essential, whatsoever, Malaysian employers also agree that potential employees should not only have an excellent command of the English language but also be competent enough to interact with international collaborators and clients (Zainuddin et al., 2019). Likewise, Tran et al. (2024) postulates that the English language has become the dominant communication tool in businesses and multinational companies around the globe, particularly in Vietnam context. Lastly, Rahaman et al. (2026) identify that besides being important, the need of English writing skill is essential as it helps support information sharing during the company operation in Bangladesh.

Despite the positive perceptions indicated by the students, they also perceived that some foreign languages are increasingly important for them when finding employment. The data indicated that Mandarin and Japanese were the most chosen foreign languages among students, with forty-seven students or approximately (72.30%) choosing Mandarin and twenty-eight students (43.07%) choosing Japanese. With the shift of the economic growth outstripping European or American markets (Takei, 2024; Xie, 2021; Xu & Liu, 2023), the role of other Asian languages constitute inseparable tool to enrich multilingual communication worldwide. Further study regarding other important languages to support more impactful communication in employment context needs to be conducted.

Job relevance vs. Career aspiration

Two statements are purposefully offered to the English literature students to identify their consistency in selecting the statements regarding the potential suitability of their department toward specific jobs/professions and their preferences. In response to the first statement, the finding shows that thirty-four students (52.30%) perceived being a translator, and twenty-four students or 36.92%, perceived being a teacher as a suitable job for English literature graduates. Similarly, most participants responded to the third statement with a relatively consistent answer. Specifically, twenty-three students or 35.38% indicated that English literature skills are relevant to being a teacher, and eighteen participants, or 27.69%, perceived that being an interpreter is the second most suitable job for English literature skills. Concerning job relevance, the present finding confirms the case in Costa Rica, in which the English major is frequently linked to a teaching qualification or a training program designed to prepare individuals for a career in customer service or teaching. The study shows that numerous English graduates work in stereotypical positions (Sanchez, G. L., & López, 2022).

With regard to the job preference, whatsoever, the majority of the students were identified to aspire to work in offices and hospitality industries indicated with thirteen participants (20 %), and eleven participants (16. 92 %). Only nine students (13. 84 %) wished to work as teachers/lecturers/trainers, thus making teaching positions and the like to be the third. Specifically, the present study disconfirms Thu's finding (2023) regarding career aspiration. Unlike Thu's finding (2023) indicating the majority of the Vietnamese English students' preference to be English teachers, most of the participants in the present study preferred to have an office work and non-teaching positions. Given the variety of the student's career aspirations, the language college administrator should diversify the employability skills provided to the language departments so that the students who enter the language program can also aspire to have more varied employments.

Metz et al. (2009) define career aspirations as vocational possibilities or work preferences under ideal circumstances. Identifying career aspirations before college entrance is imperative as it might provide more impetus for the students to study in the language college rather than expecting the commonly stereotyped choices available after graduation. Di Paolo and Tansel (as cited in Mehdaoui, 2022) corroborate that English teaching and learning department graduates are likely to be successful if the knowledge and skills that students learn reflect the demands of employment in certain industries.

In sum, when the students can achieve what they have longed for, they will be more dedicated to work in the field and be more satisfied in choosing their English program when studying in college. It is high time for the college administrator to ensure that the students taking English in higher education degrees have much clearer information about their potential career path along with their potential career aspirations and the potentially acquired skills during their learning period. Considering the above factors will probably prevent the students' disappointment generally caused by academic mismatch as a result of the difference between what the students have learned and the potential requirements for their future employment (Tang, R., & Wang, 2021).

The perceived essential skills in seeking current employment: English and non-

English skills

The findings indicated that there were both English and non-English employability skills perceived as essential by the students when seeking employment. The necessity of mastering English for business (64.61%), speaking (60 %), and public speaking (41.53%) indicated in the present study reconfirms some studies indicating the importance of communication in a business context or a more formal nuance. In Japanese context, Ojanperä (2014) identified that there have been numerous companies that use English in their workplaces. Likewise, in other Asian countries, such as Vietnam, Thailand, Malaysia or Bangladesh, the needs of English skill in employment context remains robust (Hiranburana, 2017; Rahaman et al., 2026; Ting et al., 2017; Van, 2020; Zainuddin et al., 2019).

These findings indicates that the use of English in the future will shift to the more instrumental purposes rather than integrative purposes (Azar & Tanggaraju, 2020; Hong & Ganapathy, 2017). Furthermore, in terms of non-English skills, the majority of respondents (sixty-two students, or representing 95.38% of the total participants), perceived communication skills as the most crucial abilities for them. This finding is relevant to the research conducted in Vietnam by Phuong and Hua (2020), which demonstrated that employers consider communication skills essential for English-majored graduates. The need to have communication skills in the employment world has also been identified by Malaysian scholars in that the employers tend to perceive that communication ability is more essential rather than just being able to speak a foreign language (Ting et al., 2017).

The next important skill perceived by the students is leadership. The data indicated that forty-three students, or approximately 66.15 %, responded that Leadership is essential. This finding is also relevant to other studies in that leadership belongs to one of the essential attributes being required by the employers. In fact, as a melting pot where people of diverse backgrounds come and cooperate in the company, the quality of having good leadership will not only affect personal performance but also others in the organization (Budi Cahyono & Wening, 2023; Fanguero et al., 2026).

Furthermore, the important employability skill for students is Information Communication Technology (ICT) skills indicated by thirty eight students or 58.46% of the whole participants is also relevant to numerous studies indicating the necessity of equipping the job seekers with some ICT competences (Đorđević et al., 2025; Fitriani, 2024). The last one perceived necessary by the students when seeking employment is networking skills. In total, thirty-four respondents (52.30%) indicated that they considered networking skills inseparable. This finding is also relevant to the previous studies indicating the importance of several attributes in enhancing the competitive edge in employment search (Golegou & Peppas, 2025; Tushar & Sooraksa, 2023).

Given the students' career aspirations which are different from the commonly perceived career relevance, and the increasingly important roles of STEM and the influence of social media, administrators need to provide more non English skills to the English literature students so that they can possibly occupy more varied employments available in the modern era. For instance, the students are given more skills related to the social media specialist, which allows the English students to apply their English in these employments. It is high time that English literature/department be overhauled so that the English graduates are able to compete with other non-English majors, particularly when searching the jobs which are non-stereotypical.

Conclusion

The analysis of employability in the English department has been conducted by several scholars. However, identifying the aspects of employability in English departments along with the potential mismatch in the students' future job remains barren. The fact indicates that despite students' positive perceptions toward English as indicated in the survey, most students were identified to aspire different employments rather than stereotypical ones. This potential mismatch should be addressed by providing more diverse skills and attributes allowing the English

graduates to occupy more varied jobs in the future, and not only English-related jobs, such as teachers and translators or interpreters. The benefits of diversifying employability skills will also benefit not only the English graduates to have more competitive edge in the variety of employment contexts but also help reduce college graduates unemployment.

Despite highlighting several important points, there are some of the facts that need to be taken into account by those interested in the study. The present study was conducted only in one foreign language institution with 'good' accredited recognition from the government. The results might differ when conducted in institutions with higher accreditation degrees. Admittedly, the accreditation factor will also differentiate the support and facilities provided by the schools and the potential employment networks for their students. Therefore, further study should involve more students from different English institutions with varied accreditations to warrant more valid and reliable data.

With most of the working students participating in the present study, the result of the employability skills found in the present study might have been influenced with their occupational backgrounds. Despite the differences in the gender presented in the data, the differences of gender are not calculated specifically in the findings and discussion. Further study might entail the differences between male and female students so that the result of the study can be specifically identified. The number of the students who participate in the present study was not quantitatively significant as the researchers did not order their students to fill in the questionnaire. The researchers could only inform and request the students to participate the research project in order to avoid bias in the result of findings. Lastly, the data tabulation in the present study was conducted without using statistical calculations. It only relied on percentages to predict the total tabulation. Further study might entail much more advanced tabulation.

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