



The Role of English Communication Competence in Enhancing Business Administration Students' Employability Skills.

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Abstract

This study aims to examine the level of English Communication Competence (ECC) and Students' Employability Skills (ES) among Business Administration students at Politeknik LP3I Medan, Marelan Campus. English communication competence is considered an essential competency for preparing graduates to meet the demands of the global labor market. However, empirical evidence regarding its contribution to students' employability skills remains limited. This study employed a quantitative descriptive research design using a survey method. Data were collected through a structured questionnaire based on a five-point Likert scale and distributed online via Google Forms to 13 Business Administration students from semesters 2, 4, and 6 selected through purposive sampling. The collected data were analyzed using descriptive statistics, including frequencies, percentages, and mean scores. The findings showed that students' English Communication Competence was at a moderate level ($M = 3.13$), with the highest score in understanding spoken instructions or information in English ($M = 3.46$) and the lowest score in writing emails or business letters in English ($M = 2.85$). Meanwhile, Students' Employability Skills were at a relatively high level ($M = 3.83$), with the highest score in the ability to work independently and collaboratively in a team ($M = 4.15$), while problem-solving ability obtained the lowest score ($M = 3.46$). These findings indicate that although Business Administration students demonstrate relatively good employability skills, their English communication competence—particularly in written communication—still requires improvement to better support workplace readiness in a global professional environment.

Keywords : English Communication Competence, Employability Skills, Business Administration Students, Quantitative Survey, Higher Education

1. Introduction

1.1 *Introducing the Problem*

English communication competence has become increasingly important in today's global labor market. As businesses continue to expand across national boundaries, the ability to communicate effectively in English is no longer considered an additional skill but a necessity. For Business Administration students, English plays a significant role in supporting future career development, as they are likely to interact with international clients, business partners, and colleagues from different cultural backgrounds. Therefore, possessing good English communication skills can enhance students' readiness to meet workplace demands and compete in an increasingly globalized business environment.

Previous studies have emphasized the importance of English proficiency in the business context. Butar Butar, Yolanda, and Hasanah (2024) in their study entitled “Exploring the Crucial Role of English Speaking Skill in Global Business: Implications for Student Success and Business Growth” highlighted the role of English speaking skills in creating business opportunities, building professional relationships, improving career prospects, and supporting business growth. Similarly, Syahadati and Darajat (2025) in their study entitled “Strategi Peningkatan Keterampilan Berbicara Bahasa Inggris dalam Konteks Bisnis pada Mata Kuliah Entrepreneurship” also underscored the significance of English speaking skills in professional business settings. They also suggest that students often face various challenges in developing their English communication skills, such as limited vocabulary, lack of confidence, psychological barriers, and insufficient opportunities to practice. Although these studies have contributed to understanding the importance of English in business contexts, most of them rely on literature reviews and focus



primarily on speaking skills.

However, there is still limited empirical evidence regarding how English communication competence contributes to the employability skills of Business Administration students. In addition, communication competence involves not only speaking but also writing, listening, and reading skills, which are equally important in professional settings. This study therefore seeks to examine the relationship between English communication competence and employability skills among Business Administration students. It is expected that students with higher levels of English communication competence will demonstrate better employability skills, including confidence in job interviews, readiness for workplace communication, and the ability to build professional networks.

The findings of this study are expected to contribute to the existing literature on English communication and employability by providing empirical evidence from the perspective of Business Administration students. In addition, the results may serve as a reference for universities in designing learning programs that better prepare students for the challenges of the modern workplace and help students recognize the importance of developing their English communication skills for future career success.

1.2 Explore Importance of the Study

English communication competence has become one of the most essential skills in the era of globalization, particularly for university students who are preparing to enter an increasingly competitive labor market. For Business Administration students, the ability to communicate effectively in English is not only beneficial for academic purposes but also serves as a crucial requirement in professional settings. Many companies, especially multinational organizations, expect graduates to possess adequate English communication skills to support workplace interactions, business negotiations, professional networking, and career advancement. Consequently, students with limited English competence may face challenges in securing employment opportunities and adapting to global workplace demands.

Previous studies have highlighted the significant contribution of English proficiency to career readiness, professional development, and employment opportunities. However, most existing studies primarily focus on the importance of English language skills in general or emphasize speaking ability without specifically examining how English communication competence contributes to the employability skills of Business Administration students. Therefore, empirical evidence regarding the relationship between English communication competence and employability skills remains limited, creating a need for further investigation.

Based on this gap, the present study aims to explore the role of English communication competence in enhancing the employability skills of Business Administration students. Furthermore, this study seeks to provide insights that may assist higher education institutions in developing more relevant English learning programs that align with current labor market demands and better prepare graduates for future professional careers.

1.3 Describe Relevant Scholarship

Previous studies have emphasized the importance of English communication competence in supporting students' academic achievement and career development. Effective communication skills in English enable students to participate in professional interactions, deliver presentations, collaborate with colleagues, and access global sources of information. In addition, English communication competence is increasingly recognized as an important factor in preparing graduates to meet the demands of a competitive labor market.

Research conducted by Gulo, Zai, and Tarigan (2024) revealed that Business Administration students require improvement in administrative report writing, business correspondence, formal presentations, and comprehension of academic and professional texts. The study also found that students experience difficulties in using vocabulary related to administration, business, and management. These findings suggest that English learning should be designed to address the specific academic and professional needs of students within their field of study.

Furthermore, previous studies have shown that employability skills, such as communication, teamwork, problem-solving, and professional readiness, are essential competencies for graduates entering the workforce. However, limited research has specifically examined how English communication competence contributes to the development of employability skills among Business Administration students. Therefore, further investigation is



needed to provide a deeper understanding of the relationship between English communication competence and employability skills in higher education contexts.

1.4 State Hypotheses and Their Correspondence to Research Design

Based on the literature reviewed and the research gap identified, this study is guided by the assumption that English communication competence plays an important role in enhancing the employability skills of Business Administration students. Students who possess stronger English communication competence are expected to be better prepared for workplace communication, professional interactions, presentations, teamwork, and career development.

Accordingly, this study addresses the following research question: *How does English communication competence contribute to the development of employability skills among Business Administration students?* This question is based on the understanding that employability skills encompass communication abilities, teamwork, problem-solving skills, adaptability, and professional readiness that are required in today's labor market.

To answer this research question, the study employs a quantitative research design using a survey method. Data are collected through a structured questionnaire distributed to Business Administration students. This approach is considered appropriate because it enables the researcher to obtain measurable data regarding students' English communication competence and employability skills. Through quantitative analysis, the study seeks to examine the role of English communication competence in enhancing students' employability skills and career readiness.

2. Method

2.1 Identify Subsections

This study employed a quantitative survey design to investigate the role of English communication competence in enhancing Business Administration students' employability skills. The Method section is organized into several subsections, including participant characteristics, sampling procedures, measures and covariates, research design, and experimental manipulations or interventions.

Data were collected through a structured questionnaire distributed to Business Administration students at Politeknik LP3I Medan, Marelan Campus. The questionnaire was designed to gather information regarding students' English communication competence and employability skills. The collected data were analyzed using descriptive statistics to provide an overview of the participants' responses and to examine the relationship between the variables under investigation.

2.2 Participant (Subject) Characteristics

The participants of this study were Business Administration students enrolled at Politeknik LP3I Medan, Marelan Campus. A minimum of 13 students from semesters 2, 4, and 6 participated in the study. The participants were selected using purposive sampling because they had experience in learning English and were considered capable of providing information relevant to the objectives of the study.

The inclusion criteria required participants to be active Business Administration students enrolled in semesters 2, 4, or 6 at the time of data collection. Students who were not enrolled in the Business Administration program or who did not complete the questionnaire were excluded from the study.

2.3 Sampling Procedures

The participants in this study were selected using purposive sampling, a non-probability sampling technique in which respondents are chosen based on specific characteristics relevant to the research objectives. The participants consisted of Business Administration students from semesters 2, 4, and 6 at Politeknik LP3I Medan, Marelan Campus. These students were selected because they had been exposed to English language learning during their studies and were considered capable of providing information related to English communication competence and employability



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skills.

Data were collected through a structured questionnaire distributed online using Google Forms. Prior to the data collection process, eligible students were invited to participate voluntarily in the study. The questionnaire was administered during the 2025/2026 academic year within the academic environment of the Business Administration Program at Politeknik LP3I Medan, Marelan Campus.

Before completing the questionnaire, participants were informed about the purpose and objectives of the study. They were also assured that their participation was voluntary and that all responses would be treated confidentially and used solely for academic purposes. No monetary compensation or incentives were provided to participants. The study adhered to fundamental ethical principles of educational research, including voluntary participation, confidentiality, anonymity, and respect for participants' privacy and rights throughout the research process.

The study targeted Business Administration students from semesters 2, 4, and 6 at Politeknik LP3I Medan. A minimum of 15 participants was considered sufficient to provide preliminary insights into the relationship between English communication competence and employability skills within the context of this study. The sample consisted of 13 students selected to represent Business Administration students with varying levels of academic experience and exposure to English language learning. These 13 students came from semesters 2, 4, and 6, with the distribution being 4 students from semester 2, 4 students from semester 4, and 5 students from semester 6.

As the study was conducted within a single institution and involved a limited number of participants, the findings should be interpreted within the specific context of the sample. Therefore, the conclusions drawn from this research are intended to describe the characteristics and perceptions of the participating students and should not be generalized to all Business Administration students in other higher education institutions.

2.3.1 Sample Size, Power, and Precision

The target population of this study consisted of Business Administration students enrolled at Politeknik LP3I Medan, Marelan Campus. The study involved students from semesters 2, 4, and 6, as these students had varying levels of academic experience and exposure to English language learning. A minimum of 15 participants was established as the target sample size to obtain preliminary data regarding the relationship between English communication competence and employability skills.

The sample was selected using purposive sampling based on the inclusion criteria established by the researcher. All participants met the requirements of being active Business Administration students and voluntarily agreed to participate in the study. Since the study was exploratory in nature and conducted within a limited academic setting, the sample size was considered adequate to provide initial insights into the research problem.

Although the participants represented students from different academic levels, the sample may not fully represent the broader population of Business Administration students in other institutions. Therefore, the findings of this study should be interpreted within the context of the selected sample, and any conclusions drawn should not be generalized beyond the characteristics of the participants involved in the research.

2.3.2 Measures and Covariates

The primary outcome measure in this study was students' employability skills, which included communication skills, teamwork, problem-solving abilities, adaptability, and professional readiness. The secondary outcome measure was English communication competence, which encompassed speaking, listening, reading, and writing skills. Data were collected using a structured questionnaire designed to assess participants' perceptions of both variables.

The questionnaire employed a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). All participants responded to the same set of questionnaire items. The instrument was designed to ensure consistency in data collection and to provide measurable information regarding students' levels of English



communication competence and employability skills.

Relevant covariates included participants' semester level (2, 4, and 6) and their previous exposure to English language learning. These factors were considered because they may influence students' communication competence and employability skills. To enhance the quality of measurement, the questionnaire items were reviewed and revised prior to distribution to ensure clarity, relevance, and suitability for the target participants.

2.3.3 Research Design

This study employed a quantitative research design using a survey method to examine the role of English communication competence in enhancing Business Administration students' employability skills. A quantitative approach was selected because it allows the researcher to collect numerical data and analyze the relationship between variables systematically.

The study was conducted in a natural educational setting without any experimental treatment or manipulation. Data were collected through a structured questionnaire distributed to Business Administration students from semesters 2, 4, and 6 at Politeknik LP3I Medan, Marelan Campus. Since all participants completed the same questionnaire and were not assigned to different groups, the study utilized a non-experimental survey design.

2.3.4 Experimental Manipulations or Interventions

This study did not involve any experimental manipulation, intervention, or treatment. Participants were not assigned to experimental or control groups, and no special instructional program was implemented during the research process. Instead, the study focused on collecting information regarding students' English communication competence and employability skills through a questionnaire.

All participants completed the same questionnaire under similar conditions. The collected responses were used to identify students' perceptions of their English communication competence and employability skills, as well as to examine the role of English communication competence in supporting workplace-related competencies. Therefore, no intervention procedures were required in this study.

3. Results

3.1 Recruitment

The data collection process was conducted during the 2025/2026 academic year in the Business Administration Study Program at LP3I Polytechnic Medan, Marelan Campus. The respondents were selected using a purposive sampling technique, consisting of active students in semesters 2, 4, and 6 who had participated in English language courses. The questionnaires were distributed online through Google Forms. A total of 15 students were invited to participate in this study, and 13 students completed the questionnaire entirely; therefore, all data were included in the analysis process.

3.2 Statistics and Data Analysis

The data were analyzed using descriptive statistics, including frequency, percentage, and mean scores, to describe the level of English Communication Competence and Students' Employability Skills.

Table 1. Characteristics of Respondents

Characteristic	Category	Frequency (%)
Gender	Female	8 (61.5%)
	Male	5 (38.5%)
Year of Entry	2023	1 (7.7%)



	2024	1 (7.7%)
	2025	11 (84.6%)
Total		13 (100%)

Based on Table 1, the majority of respondents were female, accounting for 8 students (61.5%), while male respondents totaled 5 students (38.5%). Regarding the year of entry, most respondents belonged to the 2025 cohort, with 11 students (84.6%), while one respondent each came from the 2023 and 2024 cohorts.

Table 2. Results of
English Communication Competence

No. Item	r Hitung	r Tabel	Keterangan	Indikator
X1	0.925	0.553	Valid	ECC1
X2	0.788	0.553	Valid	ECC2
X3	0.858	0.553	Valid	ECC3
X4	0.828	0.553	Valid	ECC4
X5	0.812	0.553	Valid	ECC5
X6	0.774	0.553	Valid	ECC6
X7	0.904	0.553	Valid	ECC7
X8	0.717	0.553	Valid	ECC8
X9	0.860	0.553	Valid	ECC9
X10	0.631	0.553	Valid	ECC10
Mean	0.810	0.553	Valid	Overall

Based on Table 2, the overall mean score of English Communication Competence was 3.13, indicating that students' English communication competence was at a moderate level. The highest mean score was found in indicator ECC8 (3.46), which refers to the ability to understand instructions or information delivered in English. Meanwhile, the lowest mean score was found in indicator ECC5 (2.85), which refers to the ability to write emails or business letters in English.

Table 3. Results of Students' Employability Skills

No. Item	r Hitung	r Tabel	Keterangan	Indikator
Y1	0.880	0.553	Valid	ES1
Y2	0.783	0.553	Valid	ES2
Y3	0.906	0.553	Valid	ES3
Y4	0.866	0.553	Valid	ES4
Y5	0.923	0.553	Valid	ES5



Y6	0.885	0.553	Valid	ES6
Y7	0.819	0.553	Valid	ES7
Y8	0.850	0.553	Valid	ES8
Y9	0.840	0.553	Valid	ES9
Y10	0.682	0.553	Valid	ES10
Mean	0.843	0.553	Valid	Overall

Based on Table 3, the overall mean score of Students' Employability Skills was 3.83, indicating that the respondents had a relatively high level of employability skills. The indicator with the highest mean score was ES8 (4.15), namely the ability to work independently and collaboratively in a team. In contrast, the indicator with the lowest mean score was ES3 (3.46), namely the ability to identify and solve problems effectively.

3.3 Ancillary Analyses

This study did not conduct additional analyses such as subgroup analysis or exploratory analysis. The analysis was focused solely on descriptive statistics to describe the levels of English Communication Competence and Students' Employability Skills based on the data obtained from the respondents. Therefore, no further analyses were conducted beyond the main objectives of the study.

3.4 Participant Flow

The respondent participation process is presented in Table 4.

Stage	Number of Students	Information
Invited to participate	15	Total students invited
Completed questionnaire	13	Included in analysis
Incomplete/excluded	2	Did not complete
Final data analyzed	13	Response rate: 86.7%

A total of 15 students were invited to participate in the study. Of these, 13 students completed the questionnaire entirely, allowing all collected data to be included in the analysis process. No data were excluded because all respondents completed the questionnaire in full.

3.5 Intervention or Manipulation Fidelity

This study did not employ an experimental design or any intervention involving the respondents. Therefore, no assessment of intervention fidelity or experimental manipulation was conducted. All respondents were only asked to complete questionnaires regarding their English Communication Competence and Students' Employability Skills based on their individual experiences and perceptions.

3.6 Baseline Data

The initial characteristics of the respondents indicate that the study involved Business Administration students from semesters 2, 4, and 6 at LP3I Polytechnic Medan, Marelan Campus. Most respondents were female students from the 2025 cohort. These characteristics provide an initial overview of the respondent profile that served as the source of data in this study.

3.6.1 Statistics and Data Analysis



All data obtained from the 13 respondents were analyzed using descriptive statistics. No data were excluded from the analysis because all questionnaires had been completed entirely. The analysis was conducted by calculating frequencies, percentages, and mean scores for each research indicator to obtain an overview of the students' levels of English Communication Competence and Students' Employability Skills.

3.6.2 Adverse Events

During the research process, no adverse events or negative effects were experienced by the respondents. This is because the study only employed a survey method through questionnaires without providing any treatment or intervention to the participants. The entire data collection process was conducted voluntarily while maintaining the confidentiality of the respondents' identities.

4. Discussion

The findings of this study indicate that Business Administration students at Politeknik LP3I Medan, Marelan Campus demonstrate a moderate level of English Communication Competence (ECC), with an overall mean score of 3.13. This finding aligns with the study conducted by Gulo, Zai, and Tarigan (2024), which revealed that Business Administration students still require improvement in various aspects of English communication, particularly in academic and professional writing skills. The moderate level of ECC observed in this study suggests that although students possess a basic ability to communicate in English, they have not yet reached the level of proficiency required for professional workplace settings. This is particularly evident in the area of written communication, where students recorded the lowest mean score (2.85), indicating that writing skills—such as composing emails and business letters in English—remain a significant challenge.

In contrast, students' Employability Skills (ES) were found to be at a relatively high level, with an overall mean score of 3.83. This result is consistent with the findings of Syahfutra, Niah, and Afrezah (2022), who demonstrated that higher education students generally possess adequate work-readiness competencies, including teamwork, communication, and professional adaptability. The highest mean score for Employability Skills was recorded in the ability to work both independently and collaboratively in a team (ES8 = 4.15), suggesting that students are well-prepared for collaborative work environments. However, the ability to identify and solve problems effectively (ES3 = 3.46) recorded the lowest mean score, indicating that critical thinking and problem-solving skills still require further development. This finding corresponds to Cimatti's (2015) argument that soft skills, including problem-solving, are among the most demanded yet underperforming competencies among graduates entering the workforce.

The discrepancy between students' moderate English Communication Competence and their relatively high Employability Skills suggests that while students are generally work-ready in terms of behavioral and interpersonal competencies, their English language proficiency—particularly in written communication—may hinder their ability to fully meet the demands of a globalized professional environment. This finding supports the view of Butar Butar, Yolanda, and Hasanah (2024), who emphasized that English communication skills play a crucial role in supporting career success, professional networking, and business growth. Furthermore, Ningtyas and Amirudin (2025) highlighted that the integration of digital media and communicative language activities can effectively enhance students' communicative competence, suggesting that more innovative and technology-based approaches to English language instruction may help bridge the gap identified in this study.

This study is not without limitations. The sample size was limited to 13 students from a single institution, which restricts the generalizability of the findings to a broader population of Business Administration students in other higher education institutions. Additionally, the use of a descriptive survey design based solely on self-reported questionnaire data may not fully capture the actual levels of students' English communication competence and employability skills in authentic professional contexts. Future studies are encouraged to employ larger and more diverse samples, incorporate observational methods or performance-based assessments, and explore the relationship between English communication competence and employability skills using inferential statistical analyses to establish a more robust empirical basis.



Overall, the results of this study underscore the importance of integrating English communication competence development into the Business Administration curriculum. The findings suggest that higher education institutions should prioritize the enhancement of applied English skills—particularly written communication—through industry-oriented learning programs, project-based activities, and authentic language use in professional contexts. By strengthening students' English communication competence alongside their employability skills, universities can better prepare graduates to compete effectively in the modern global labor market.

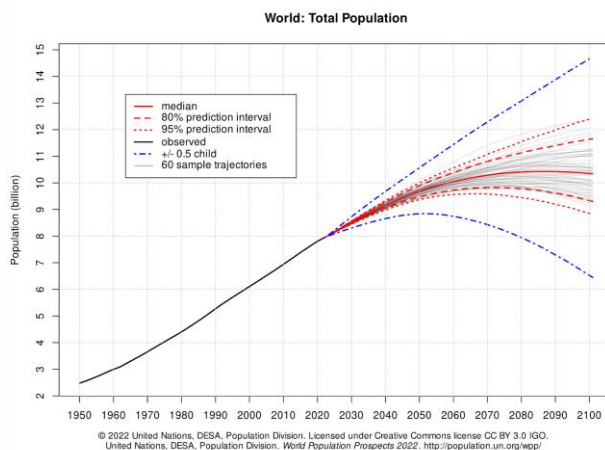


Figure 1. Figure title (This is an example of figure 1)

Description: Figures should be numbered sequentially according to their order of appearance in the text. Captions and descriptive notes must be placed beneath the figure. All figures should be presented in high resolution, preferably at 300 dpi.

Conclusion

This study aimed to describe the level of English Communication Competence (ECC) and Students' Employability Skills (SES) among students of the Business Administration Study Program at Politeknik LP3I Medan, Marelan Campus, for the 2025/2026 Academic Year. The study involved 13 respondents consisting of students from semesters 2, 4, and 6 who had participated in English language learning.

The findings revealed that students' English Communication Competence was at a moderate level, with an overall mean score of 3.13. This indicates that students have a fairly adequate level of English communication ability, particularly in understanding instructions or information delivered in English, which obtained the highest mean score of 3.46. However, several aspects still require improvement, especially the ability to write emails or business letters in English, which recorded the lowest mean score of 2.85. These findings suggest that students' English competence still needs to be further developed, particularly in written communication skills that are directly relevant to workplace demands.

Furthermore, the results showed that students' Employability Skills were at a high level, with an overall mean score of 3.83. This finding indicates that students generally possess a good level of work readiness. The most prominent aspect was the ability to work both independently and collaboratively in a team, with a mean score of 4.15. On the other hand, the ability to identify and solve problems effectively recorded the lowest mean score of 3.46, although it still falls within the good category. This suggests that problem-solving ability still needs to be continuously developed as an essential competency in facing the challenges of the professional world.

Overall, the findings of this study indicate that students of the Business Administration Study Program already possess relatively good employability skills; however, they still need improvement in English communication competence, particularly in written communication within professional and business contexts. Therefore, sustained efforts are required from educational institutions to develop more applied, adaptive, and industry-oriented learning processes, so



that students not only possess strong employability skills but are also able to communicate effectively in English to enhance their competitiveness in the job market.

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