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## Empowering Employability: LP3I Polytechnic Students' Perceptions of English CV Development in ESP I

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### Abstract

*This study aims to describe the perceptions of LP3I Polytechnic students regarding the development of Curriculum Vitae (CV) in English taught through the English for Specific Purposes (ESPI) course. The increasingly fierce competition in the world of work, the ability to compile a professional CV in English is one of the important abilities possessed by students to increase competitiveness in the job market. This research uses a descriptive qualitative method with an in-depth interview approach to students who take ESPI courses at LP3I Polytechnic. In addition, researchers used observation and documentation as supporting data. The results showed that Students believe that learning how to write CVs in English aligns with the demands of the job market, and they feel prepared to compete effectively. The ESPI course, which focused on CV development in English, helped them recognize the significance of English language proficiency in the workplace. After participating in the ESP course on CV writing, the students felt more confident about entering the workforce. However, some students mentioned facing challenges related to grammar, vocabulary, and adapting their CV format to meet professional standards This study suggests designing learning materials and support from institutions to better prepare students to develop professional CV.*

**Keywords:** Employability, CV development, Students' perception

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## 1. INTRODUCTION

The era of globalization continues to grow and competition in the world of work is getting tougher, companies that have a global network, require workers who master technical skills in their fields and are also able to communicate well in English. According to data from the World Economic Forum (2021), more than 90% of available jobs worldwide require English language skills at various levels, ranging from basic communication to in-depth professional communication. This has an impact in Indonesia, where many multinational companies and local companies require a workforce that is fluent in English. Budi Santosa, an education and language expert, states in his article that almost all industry sectors in Indonesia, including technology, banking, and manufacturing, expect their employees to have English language skills. The IT and digital marketing sectors, for example, require workers who can communicate with international clients.

Based on the above phenomenon, mastering English communication is very important for students because in the world of work, they must be able to communicate verbally and in writing with company clients. Before plunging directly into the world of work, students must certainly prepare themselves first, starting from English communication to the ability to make an English CV. The ability to compile a CV (Curriculum Vitae) in English is one of the main tools used in applying for jobs, both in local companies that have international clients and in multinational companies.

LP3I Polytechnic as one of the vocational higher education institutions in Indonesia, has a strategic role in preparing its students to enter the workforce. One way to increase students' competitiveness in the global job market is to develop the ability to compile a professional English CV that complies with international standards. Therefore, the English for Specific Purposes (ESP I) course which is part of the curriculum at LP3I Polytechnic has a crucial role. In ESP I, students are taught English skills that are relevant to the needs of the world of work, one of which is CV writing in English. This aims to prepare students to have effective communication skills in writing, especially in the context of international job applications. This course is designed to equip students with practical skills, however there are still challenges relating to how students apply CV development in English. Some students may find it

difficult to translate their experience and expertise into English that complies with international standards. Therefore, students' understanding and perceptions regarding the importance of CV development in English in ESP I courses need to be explored more deeply. Through this research, it is hoped that an overview of how LP3I Polytechnic students' perceptions of English CV development in ESP I course can be obtained. This study also aims to identify the challenges faced by students in developing English CVs and provide input on the steps that need to be taken to improve teaching effectiveness and student understanding of English CV development.

## **2. LITERATURE REVIEW**

### **2.1. English Language Learning for Specific Purposes**

English Language Learning for Specific Purposes (ESP) is a language learning approach that focuses on specific communicative needs in a professional context. Hutchinson & Waters (1987), state that ESP is goal-oriented, with materials tailored to the needs of learners in a particular field. According to Johns and Machado (2001) in Rahmiani et al (2024), ESP is language learning based on learning points that are specific to the needs of certain groups of learners by taking into account the socio-cultural context of the learners themselves. This is relevant to Scrivener's (2005) statement in Rahmiani et al that ESP is English language teaching that is oriented to the needs and goals of learners who focus on the career context. Rahmiani et al (2018) defines ESP as an English language teaching program that is based on a particular context with the use of vocabulary and sentence structures that are based on learning needs and objectives. So it can be concluded that ESP is an English language learning program with specific content and learner context with reference to specific needs and goals.

Based on the explanations of these experts, it can be concluded that, ESP I at LP3I Polytechnic focuses on developing English language skills relevant to the world of work, such as the ability to compile a CV (Curriculum Vitae) in English in accordance with international professional standards. This becomes the basis for the preparation of English learning materials that cover basic linguistic aspects and also practical skills that support students' readiness to enter the world of work, such as creating an effective CV in English.

## 2.2. Writing Skill Learning

The ability to write is one of the important communication skills in the context of the world of work. According to Schaum (2000), writing involves various aspects ranging from language structure, organization of ideas, and understanding of the intended reader. To develop writing skills, students need to master grammar, vocabulary, and how to organize ideas coherently. Richards and Renandya (2002) suggest that to develop writing skills, language learning should include methods that provide students with opportunities to write creatively and structurally, with writing exercises that focus on specific text types (e.g., essays, reports, official letters) and provide constructive feedback. Hyland (2003) emphasizes the importance of writing genres in English language teaching, including the genres of job application letters and CVs.

Based on the explanations of these experts, it can be concluded that students need to learn how to create CVs that reflect their qualifications and match the expectations of international industries and companies. Writing skills, especially composing CVs in English starting from grammar, vocabulary, organizing qualifications, skills, achievements are needed for students in preparation for applying for jobs in multinational or international companies.

## 2.3. Students' Perceptions of Learning

Students' perceptions of the learning process affect the results they achieve. Schunk (2012) states that students' perceptions of learning can be influenced by personal and environmental factors. Students tend to judge their learning experience based on the results they achieve and the support they receive from teachers and classmates. These perceptions can affect their motivation and engagement in learning. According to Schunk (2004), perception is an individual's understanding and interpretation of a particular situation, which can affect their attitude and motivation. Biggs (2003) suggests the theory of constructivism in learning, where students construct their knowledge through learning experiences that are relevant to real life.

Such as CV writing used in job search. Therefore, students' perception of the importance of CV writing in English will affect their engagement and understanding in ESP I learning. Based on the experts' explanations above, it can be concluded that students' perceptions of the

importance of English CV writing in ESP I courses can affect their efforts in mastering CV writing skills in English. If students perceive English CV writing as an important part of career preparation, they will be more motivated to learn to write CVs effectively and professionally.

#### **2.4. Work Readiness**

Work readiness refers to an individual's readiness to enter the professional world with the skills and knowledge required by the industry. According to NACE (National Association of Colleges and Employers, 2020), work readiness includes communication skills, leadership, interpersonal skills, and relevant technical and language skills. Robinson and Judge (2017) define work readiness as a combination of technical skills, knowledge, and positive attitudes and behaviors that individuals have that can affect their performance in the world of work. McGraw (2014) emphasizes that work readiness includes two main aspects, namely technical readiness (the skills needed to do the job) and psychological readiness (the ability to manage pressure, adapt to change, and interact with others). Stewart and Brown (2009) argue that work readiness is the readiness of an individual in terms of attitudes, skills, and knowledge to enter the world of work. Based on the experts' definitions, it can be concluded that work readiness depends on the education and training that has been provided as well as practical experience. The development of CV writing skills in English is one aspect of work readiness that students must have in order to compete and be ready to work in the global job market.

### **3. METHODS**

The type of research used is descriptive qualitative. Sugiyono (2013) explains that descriptive qualitative research is research that aims to describe a phenomenon under study in its natural state. This research uses data obtained through in-depth interviews to provide a clearer and more detailed picture of an event. While Creswell (2014) states that descriptive qualitative research is a research method used to explore and understand the meaning of individuals or groups of social phenomena or certain problems. Based on the explanation of the experts above, researchers collected research data through in-depth interviews. The author conducted observations and documentation as supporting data.

The researcher made direct observation to the class by teaching the ESP1 course with the topic of making a CV in English. The researcher explained CV structure, grammar, spelling and English vocabulary in detail. Furthermore, the researcher collected students' CV work as supporting documentation. The researcher tried to explore students' perceptions and challenges related to the development of CV-making skills in English through the English for Specific Purposes (ESPI) course.

Sugiyono (2017) states that purposive sampling is a sampling technique with certain considerations, such as subjects who are considered to have special criteria that are relevant to the research objectives. Arikunto (2010) states that purposive sampling is a sampling technique by selecting samples based on individual or group considerations that are considered to provide maximum information. So the subjects in this study were LP3I Polytechnic students who took English for Specific Purposes (ESP I) courses. The researcher selected a number of students purposively, namely students who were selected based on criteria who had completed the task of making a CV in English. Researchers not only collect data but also analyze and interpret the data to describe the phenomena that occur.

#### 4. RESULTS AND DISCUSSION

Based on the data obtained from in-depth interviews, observation and documentation, with LP3I Polytechnic students, the following are some of the main findings regarding CV writing in English in the ESP I (English for Specific Purposes) program:

##### a. Perception of the Materials Taught

Most students expressed satisfaction with the materials taught during ESP I learning. They feel that the teaching of CVs in English is in line with the needs of the working world and they are ready to compete competitively in the job market. These are supported by the results of student interviews regarding the reasons why students decide to make an English CV. This was revealed from the research subject's statement that

*"Menurut saya, materi ESP I, khusus penulisan CV dalam bahasa Inggris, sangat berguna dan relevan sama kebutuhan dunia kerja sekarang. Mata kuliah ini tuh memberikan pengetahuan tentang menyusun CV yang profesional dan efektif, serta penggunaan tata bahasa bahasa dan format mesti sesuai dengan standar internasional. Saya rasa materi ini sangat membantu dalam meningkatkan*

*kemampuan saya untuk nulis CV yang menarik dan dapat mempresentasikan diri saya dengan baik kepada calon pemberi kerja nanti." kerja (Research Subject, November 4, 2024).*

It means that the respondent stated that in her opinion, the ESP I materials, particularly on CV writing in English, were very useful and relevant to the needs of today's working world. She explained that the course provided knowledge on how to compose a professional and effective CV, as well as the use of grammar and formatting in accordance with international standards. The respondent felt that this material was very helpful in improving her ability to write an attractive CV and be able to present herself well to potential employers in the future.

*Lebih mudah untuk memperkenalkan diri, kosa kata lebih mudah, untuk keperluan kerja, poin skill dalam cv ternyata harus dijelaskan lagi, cv menjadi nilai tambah bagi perusahaan, lebih gampang untuk melamar kerja, persiapan untuk interview kerja (Research Subject, November 4, 2024).*

It means that they find it easier to introduce themselves professionally, and also making an English CV is an added value for applying for jobs and job interviews. The next interview results are related to the benefits obtained in learning English CVs at ESP1.

*Bisa membuat CV bahasa Inggris mulai dari personal statement, objective...., pembelajaran ESP1 khususnya pembuatan CV sangat detail dibandingkan dengan pembuatan CV dalam mata kuliah lainnya, lebih tau lagi tentang CV yang sesuai pola, menjadi lebih tau bagaimana cara merangkai poin poin dalam CV tersebut, menjadi dasar dan gambaran untuk interview kerja (Research Subject, November 4, 2024).*

It means that they understand the structure of English CVs and English CVs become the basis and description for practicing English job interviews and job interviews in real life. Overall, students showed positive perceptions of the ESPI program, although they expected more opportunities for hands-on practice and application. This suggests that more practice-focused teaching methods can reinforce the skills they are learning. Collaboration with companies could be a solution to create a more contextualized and applicable learning experience.

b. Improved Understanding of English for the workplace

Most students reported that the ESPI course focusing on CV development in English helped them understand the importance of English language skills in the world of work. They stated that basic

English skills are often learned, but the ability to write an effective and professional CV in English is a new skill that they acquired through the ESP1 course. This was revealed from the research subject's statement that

*"Ya pa, pembuatan CV dalam bahasa Inggris tuh sangat membantu saya dalam meningkatkan keterampilan bahasa Inggris di dunia kerja. Saya nyadar kalo peluang kerja di beberapa Perusahaan internasional tuh butuh keterampilan bahasa Inggris untuk komunikasi dan juga untuk memahami tren pasar global. Adanya CV dalam bahasa Inggris membuat saya tuh harus meningkatkan keterampilan bahasa saya, agar dapat meningkatkan peluang saya untuk pengembangan karier di pasar kerja global." (Research Subject, November 4<sup>th</sup>, 2024).*

It means that the respondent explained that creating a CV in English really helped her to improve her English skills in the world of work. She realized that some job opportunities in multinational and international companies require English language skills, both for communication and for understanding global market trends. The existence of an English CV made her feel the need to improve her language skills, in order to increase opportunities for career development in the global job market.

Based on the interview above, it can be concluded that by integrating practical needs of the world of work into the English curriculum, students not only learn English, but also students have skills that can improve their competitiveness in the job market. their competitiveness in the job market.

#### c. Professional Readiness

The students felt more prepared to enter the workforce after attending the ESP materials on CV writing. They realized that a good CV depends not only on proper grammar and vocabulary, but also on a format and structure that conforms to international standards. They find the skill of creating a CV in English useful to attract the attention of the leaders of multinational companies or global corporations. This was revealed from the research subject's statement that

*"Ya, setelah mempelajari penulisan CV, saya merasa lebih siap untuk memasuki dunia kerja. Mata kuliah ini tuh mengajarkan saya cara menyusun CV dengan efektif dan mendeskripsikan keterampilan, pengalaman serta prestasi saya dengan cara yang menarik. Saya juga belajar cara menggunakan bahasa dan format yang tepat untuk lamaran pekerjaan internasional, dan hal itu sangat penting di pasar kerja global saat ini. Mata kuliah ini dapat meningkatkan rasa percaya diri dalam mempresentasikan diri secara profesional sehingga saya merasa lebih*

*siap untuk menghadapi peluang pekerjaan." (Research Subject, November 4<sup>th</sup>, 2024).*

It means that the respondent stated that she felt better prepared to enter the workforce after learning CV writing. The course taught her how to effectively structure a CV and explain her skills, experience and achievements in a way that appeals to potential employers. She also learned how to use the right language and format for international job applications, which is very important in today's global job market. The course increased her confidence in presenting herself professionally, so she feels better prepared for job opportunities.

It can be concluded that ESP materials that teach CV writing in English gives students greater confidence in facing the challenges of job search, especially in international and multinational companies. challenges of job search, especially in international and multinational companies. This is in line with the theory of link and match vocational education, which emphasizes the importance of equipping students with practical work skills.

#### d. Challenges in developing CV in English

Some students stated that they found it difficult in terms of grammar and vocabulary and also in terms of customizing their CV format based on professional standards. They felt that they needed more practice to achieve a higher level of confidence in writing an effective and professional CV in English.

*"Salah satu tantangan utama penulisan CV dalam bahasa Inggris tuh adalah saya merasa kesulitan dalam menulis pengalaman, keterampilan, prestasi saya dengan cara yang ringkas dan efektif. Selain itu, penggunaan tata bahasa yang tepat dan pemilihan kosa kata yang cocok. Saya juga harus menyesuaikan dengan format yang CV dalam Bahasa Inggris, yang berbeda dari format yang biasa digunakan. Namun, adanya latihan dan bimbingan, saya berusaha mengatasi tantangan ini."*

It means that Respondents stated that one of the main challenges in English CV writing is the difficulty in presenting their experience, skills and achievements in a concise and effective manner. In addition, another challenge is the use of proper grammar and the selection of appropriate vocabulary. She also had to adjust to a different format for international job applications, which is different from the usual format. However, with practice and guidance, the respondent overcame these challenges. It can be concluded that a need for more in-depth learning approaches, such as

project-based learning that reflects more realistic workplace situations. Experiential learning, such as hands-on practice or input from human resource professionals, can help overcome such challenges.

## 5. CONCLUSION

Based on the results and discussion, it can be concluded that LP3I Polytechnic students have a positive perception of Curriculum Vitae (CV) development in English as part of strengthening their employability. Although most students realize the importance of an English CV in improving competitiveness in the global market, there are still challenges in terms of CV writing skills that meet international professional standards. The English for Specific Purposes (ESP) course made a significant contribution in helping students understand and develop CV.

Overall, the results show that although ESP plays a role in developing students' English language skills, there is still a need for materials that are more focused on the practical aspects of CV making and other professional preparation. Therefore, it is recommended that LP3I Polytechnic strengthen the ESP curriculum by adding practical training sessions on both the content and structure of CVs as well as further support in developing more specific CVs matched with industry or company needs.

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