

## Investigating Undergraduates' Professionalism Expectations to The English Language Education Department Curriculum: A Case Study

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### ABSTRACT

This qualitative case study investigates the professionalism expectations of undergraduate students in the English Language Education Department at Universitas PGRI Adi Buana Surabaya concerning their curriculum and study materials. Drawing on in-depth interviews with five graduates from batches 2017, 2018, 2019, and 2020, supplemented by curriculum documents and academic transcripts, the research identifies a significant gap between students' academic preparation and the demands of their diverse professional careers. Findings reveal that while the curriculum is generally acknowledged as a crucial roadmap for education, specific courses, most notably literature and English syntax, are widely perceived as lacking practical contribution to daily work in various fields, including teaching, tourism, transportation, administration, and hospitality. This disconnect is further exacerbated by a divergence between initial career aspirations and actual employment realities, often influenced by academic performance (GPA) and limited job market opportunities. The study highlights a clear undergraduate perspective advocating for a more practical and professionally relevant curriculum. Graduates expressed a strong desire for reduced theoretical content, increased hands-on application, and the integration of courses that directly address career readiness, job market dynamics, and professional ethics. The implications of this research underscore the critical need for the English Language Education Department to re-evaluate and adjust its curriculum to better align with the evolving needs of the workforce, thereby enhancing graduates' preparedness and competitiveness in their respective careers.



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## INTRODUCTION

It is interesting to see how the curriculum at Universitas PGRI Adi Buana Surabaya aims to equip future English educators, yet many graduates find themselves in diverse professional fields. This phenomenon underscores the crucial role of the curriculum and study materials in shaping graduates' preparedness for the world of work. The curriculum serves as a vital roadmap in education, outlining learning objectives, content, effective teaching methodologies, and assessment strategies (Rahayu et al., 2023). Its smooth implementation is indispensable for a functional educational process, necessitating periodic adjustments to align with evolving societal

needs and technological advancements. Fundamentally, the curriculum strives to cultivate individuals who are not only academically proficient but also possess essential life skills like collaboration, communication, and adaptability, thereby preparing them for the complexities of the future. The very concept of the curriculum is dynamic, shifting and growing in response to the changing times, informed by progress and the varied philosophical perspectives of educational scholars, ultimately serving as a foundational reference for learning content and subject matter (Ahmad Dhomiri et al., 2023)

Material selection stands out as a significant determinant of success in the teaching and learning process (Suliadi, 2020). Research indicates that learning materials that resonate with students' interests and real-world experiences can substantially enhance their learning outcomes. Effective study materials are characterized by their flexibility and adaptability to students' needs and contemporary developments. The suitability of study materials with the demands and developments of the times will greatly affect the undergraduates of department in the university. The study material presented must be in accordance with the cognitive level of students and can be related to the real-life context, Brown, H. D. (2020). Appropriate study materials will affect the competence of undergraduates towards professionalism in their work.

In the era of globalization which is marked by the rapid development of information technology, the demand for professionalism is increasing. This is not only true in the world of work, but also in the higher education environment. Students as prospective professionals have certain expectations for the quality of the teaching materials they receive. These expectations are influenced by various factors, such as the development of the times, technological advancements, and the demands of the job market.

Their function extends to accommodating the progress of society, science, technology, and the ever-evolving demands of the professional sphere. The modern workplace is particularly dynamic, undergoing rapid transformations driven by scientific and technological progress. Consequently, the proficiency in foreign languages, especially English, has gained prominence in international contexts, becoming the lingua franca across numerous domains, including science, technology, engineering, medicine, pharmacy, education, tourism, entertainment, information technology, business, commerce, the internet, and employment (P.S. Rao, 2019; Wijana, 2018).

Study materials inherently possess an adjustment function, meaning they must adapt to the advancements in society, science, technology, and the shifting requirements of the world of work. In our increasingly globalized era, progress in science and technology is inextricably linked with the use of foreign languages for international communication. The prevalence of foreign languages is evident in various international programs, with English serving as the primary language in a multitude of fields (P.S. Rao, 2019). Within higher education, such as the English Education Department at Universitas PGRI Adi Buana Surabaya, English is not just a medium of instruction but also a field of study encompassing listening, speaking, reading, and writing skills. The curriculum and its associated study materials are meticulously designed to serve as a guide for material delivery and assessment, ultimately aiming to produce competent graduates.

However, the current reality at the English Language Education Department Universitas PGRI Adi Buana Surabaya presents a divergence. Not all graduates pursue careers directly within the field of education; some have found employment in sectors such as transportation offices, hotels, as teaching staff, radio broadcasters, entrepreneurs, and in the tourism and travel industry. This phenomenon suggests a potential disconnect between the study materials encountered during

their undergraduate studies and the competencies required in these diverse workplaces. Study materials that do not align with the demands of contemporary work environments can significantly impact a graduate's professional competence. Recognizing this gap, this research endeavors to investigate the extent to which the curriculum addresses undergraduates' professionalism expectations. Therefore, this study, titled "Investigating Undergraduates' Professionalism Expectations to The English Curriculum; Undergraduates' Perspectives (Case Study)," seeks to explore this critical intersection.

Several previous studies had shown that the professionalism expectations only focused on ELT, general perspectives on ESP, and professionalism in medical field (Dikhale PT, 2020; Khaleel & Ali., 2023; Ozer, 2019). In ELT field, this study highlights the importance of understanding student expectations in designing and developing educational programs. By meeting student expectations, the ELT program can improve the quality of learning and achieve better results, so that the results of this research can be used as a basis for conducting further research or as a reference in making decisions related to the development of the ELT program (Khaleel & Ali., 2023).

Furthermore, (Ozer, 2019) also focuses the study on English for Specific Purposes (ESP) within the tourism context and examines expectations and satisfaction. The study found that while students had moderate expectations for the course, their overall satisfaction was high. The positive gap between expectation and satisfaction was particularly evident in aspects related to course content, teaching-learning process, lecturer performance, and assessment.

Another perspective about professionalism expectations also taken among undergraduate students in a Medical College, which explore the perception of undergraduate level medical students and assess their attitude towards professionalism. (Dikhale PT, 2020). The results of this study highlight the importance of professionalism in the view of medical students, not only focuses on medical knowledge, but also on the development of professional attitudes and behaviors. Learning methods that involve direct interaction with lecturers and simulation of real cases are considered effective in facilitating this learning.

While in this study, the author intends to investigate undergraduates' professionalism expectation to the study materials, which finally give the contribution to the improvement of curriculum.

To ensure a focused and relevant discussion, this study will be confined to an analysis of the curriculum of the English Language Education Department at Universitas PGRI Adi Buana Surabaya and the profile of professionalism deemed necessary in today's world of work. This leads to the central research question: What are the expectations of undergraduate students regarding professionalism in relation to the study materials at Universitas PGRI Adi Buana Surabaya? The primary purpose of this research is thus to investigate these professionalism expectations from the perspective of the undergraduate students themselves. Professionalism is an attitude and behavior that reflects a commitment to the highest quality standards in carrying out academic duties. A professional in the field of higher education not only has extensive knowledge, but also has a high work ethic, the ability to adapt to change, as well as the dedication to develop himself and his field of study. A professional has adequate knowledge, skills, and abilities to carry out his or her duties. In the context of higher education, competence includes mastery of teaching materials, effective teaching skills, and the ability to conduct research.

Professionalism also concerns ethics or morality as well as responsibility in carrying out an educator who must uphold the values of honesty, integrity, and objectivity in all his actions. In

addition, a professional is able to communicate clearly and effectively, both verbally and in writing, so that they can work in a team, resolve conflicts, and build professional networks, therefore, diverse expectations among students cause frequent discrepancies between their expectations (Byrne et al., 2011; Leesie, 2010).

However, their expectations may hinder their achievement at university. Lobo and Gurney (2013) looked into how students' expectations related to their attribution rate and frequent attendance. They discovered that students' motivation to continue and active attendance are directly impacted by expectations. In a way, fulfilling students' expectations has a significant impact on their academic performance and motivation.

Depending on the major they choose, students have different expectations. Students generally expect their employment chances to improve. In a study, Balloo et al. (2015) looked into the variables influencing students' decisions to enroll in college. Depending on the student's gender, age group, caregiving responsibilities, application method, fee status, and English proficiency, they noted that improving one's career prospects was the primary motivation for attending university. Western students are more likely to enroll in college in order to advance their careers and personal lives (Phinney et al., 2006). The English language is crucial in four main areas in developmental contexts: increasing employability, encouraging global mobility, expanding development chances, and acting as an imperial language in exceptional circumstances. Students thus recognize the value of English for work-related goals. *"Many adult learners are now learning English as migrants to find suitable employment"* (Haque, 2014). Everyone has specific expectations for any English language training because they recognize how important English is (p.56). *"Students expected to learn the following skills/contents from their English language courses: reading, writing, speaking, listening, pronunciation, grammar, note taking, and presentation skills for the job market,"* he continues (p.60). Students have expectations to become fluent in English because they believed that after taking English language courses, they would be proficient in speaking, writing, listening, and reading. However, they later found that they were still lacking in all four language skills and they anticipate that taking English language classes would help them pronounce words correctly, which is something that schools and universities have mostly ignored. Haque further stated that pupils were satisfied with the grammatical activities they completed in class and expected to utilize language correctly. Presentation abilities are especially important to students because they will be useful in their future careers.

Evidence shows that students' expectations about their university education can diverge from the learning experience that university educators intend to provide (Brinkworth et al. 2009). If students' expectations do not match those of the university's teaching staff, it seems likely that their experience will be impacted on negatively. Expectations may factor into students' performance, attendance, drop out risk and their satisfaction with university (Lobo and Gurney 2014). Student satisfaction should thus not be disregarded. Increasing student satisfaction may be achieved by giving them more realistic expectations for their degree program or by aligning their experiences with their expectations. Although a lot of research has previously been done on student expectations, it doesn't seem like any effort has been made to fully comprehend them at this time. In the numerous research covered above, students' expectations vary widely in relevance. Therefore, it is useless to talk about certain expectations as something that all pupils share. Balloo, Pauli, and Worrell (2015) found that depending on their individual situations, students have different expectations.

This research holds significant importance for several key reasons. Firstly, it can illuminate the existing gap between the study materials offered by the English Language Education Department at Universitas PGRI Adi Buana Surabaya and the professionalism profiles demanded by the current job market. Secondly, the findings of this study can inform the revision of the curriculum, making it more pertinent to the needs of the professional world and thereby producing graduates who are better prepared and more competitive. Ultimately, a more relevant curriculum will equip students with knowledge and skills that are more aligned with the demands of various industries, potentially facilitating their entry into jobs that correspond with their field of study.

To provide clarity and a shared understanding, the following key terms are defined within the context of this study:

1. Undergraduates: This refers to students in the stage of higher education following the completion of high school. This level of education is designed to provide foundational knowledge and skills over a period of three to four years, culminating in an undergraduate degree.
2. Expectation: In this context, expectation is understood as an undergraduate student's belief or anticipation regarding the alignment of their study materials with the professional skills and knowledge they perceive as necessary for their future careers.
3. Curriculum & Study Materials: The curriculum serves as a guiding framework that outlines educational objectives and the content to be learned. Study materials, on the other hand, encompass all forms of resources utilized by educators to facilitate the teaching and learning process in the classroom. They are intended to be learning resources that guide students in acquiring information and developing skills relevant for their future. Study materials can include information, tools, and texts that teachers use to plan and execute learning activities (another perspective cited in the text). Furthermore, they are systematically arranged learning materials used by both teachers and students in the learning process (another perspective cited in the text).
4. Professionalism: Professionalism embodies the essential knowledge and skills required to execute one's professional responsibilities competently. It signifies an attitude characterized by expertise gained through specialized education and training, applied as a means of livelihood. Essentially, professionalism is the synergy of technical competence and ethical conduct, involving the application of specialized knowledge in a responsible and proficient manner.

In order for the discussion to be presented by the author in accordance with the background of the problem, she limits the problem and focus on: analysis of the curriculum of the English Language Education Department at Universitas PGRI Adi Buana Surabaya and the profile of professionalism needed in the world of work. The purpose of this study is to investigate expectations of undergraduate students regarding to professionalism to study materials at universitas PGRI Adi Buana Surabaya.

## METHODS

This research conducted in the English Language Education Department Universitas PGRI Adi Buana Surabaya. The data was taken from the results of interviews with alumni regarding the relevance of study materials to expected jobs after becoming undergraduates of the target of the interview is undergraduates with different work professions. The professions are as teachers, tour and travel agency, teaching staff, hospitality, transportation Department Officer.

This study employed a qualitative research approach with a case study design to investigate the specific professionalism expectations of undergraduate students regarding study materials at the English Language Education Department, Universitas PGRI Adi Buana Surabaya. Situated within a natural setting without researcher intervention, this field research focused on a detailed examination of the experiences and perspectives of students. Data collection involved major data from in-depth interviews with five undergraduate students from the 2017, 2018, 2019, and 2020 cohorts. Minor data, including curriculum documents, academic transcripts (IPK), and course syllabi from the English Education study program, supplemented the interview data. Thematic qualitative analysis was utilized to analyze the collected data, aiming to identify specific patterns and insights into undergraduate students' professionalism expectations related to their study materials. Data validity was ensured through triangulation, combining information from student interviews and curriculum documents. Data credibility was enhanced by employing in-depth interviews with open-ended questions, allowing for a comprehensive understanding of the students' perspectives. The data analysis process six-phase thematic analysis framework: familiarization with the data, generating initial codes, searching for themes (aided by NVivo software), reviewing themes, defining and naming themes, and finally, producing the research report followed (Braun & Clarke's, 2013). There are instruments of this research:

Table 1. The Interview instruments

No	Questions
1.	What is your current profession?
2.	Can you describe your learning experiences related to the curriculum in English Language Education Department?
3.	Could you share your reflections on your career achievements after graduation?
4.	In your opinion, does an introduction to the professionalism you are currently in need to be included in the curriculum?
5.	How do you think professionalism in study materials contributes to your overall looking for a job?
6.	What are your expectations for the English Language Education undergraduates' professionalism?

The documentation is used to adjust the curriculum of each batch. There are several batches that were researched by researchers, namely from the 2020 class of 1 person, the 2019 class of 1 person, the class of 2018 to 1 person, and the 2017 class of 2 people. After the documentation is obtained, the researcher adjusted the curriculum with the transcript of each batch which then the researcher matches the curriculum with the alumni profession at this time. The purpose of the process is to find out whether the curriculum can contribute to the professionalism because IPK can also affect the job will get of undergraduates. The following is a table of 5 sources in data collection technique:

Table 2. Sources in data collection technique

Initials	Class	Current Job
B	2018	National School Teacher
A	2017	Tour & Travel Agency Owner
I	2019	Staff Administration/Teaching Staff
H	2018	Transportation Department Officer
A	2020	Hospitality

The process of data analysis the research used thematic analysis and content analysis. The thematic analysis and content analysis is the process of systematically identifying and examining themes within qualitative data. This means that, the methods is very flexible and is a great advantage given the diversity of undergraduates' professionalism. According to (Clarck & Braun, 2013) The purposes of Thematic analysis is to identify important or interesting themes, patterns in the data, and use these themes to investigate or say something about the problem. It's not just about summarizing the data, the excellent of Thematic and content analysis is a interpret and understand it. According to (Clarke et al., 2016) provide six-phase guide which is a very useful framework for conducting thematic of analysis.

The first step is a familiarization with the data was carried out by listening to the audio and understanding the interview audio carefully. To facilitate understanding the audio was also transcribed in text form to determine the themes or point needed. The second step, after familiarizing yourself with the data through transcripts, initial codes generated consisting of professionalism expectation such as teacher, tour and travel agency, entrepreneur, teaching staff, transportation department officer in dealing with the study materials so that the researcher carried out detailed and specific classification. The third step, after determining the initial codes, a search for potential themes that are relevant to the main research theme is carried out with the help of the NVivo application to make it easier to determine the theme. The fourth step is a review by re-coding the transcripts, syllabus, IPK, and classifying the data more specifically to be included the final analysis. The fifth step is to determine the theme from the data analysis that is in accordance with the research question so that the specific expectations of undergraduate students regarding the professionalism to study materials at universitas PGRI Adi Buana Surabaya. The final step, namely research, carries out the process of writing an analytical discussion of the code that has been represented in the previous steps in accordance with existing theme.

To check the data validation, according to Sugiyono, Triangulation is as useful technique. It can be interpreted as a technique of data collection that combines data from various techniques of data collection and the existing data. The triangulation used in this research was by combining the information from both the students and teacher's side. It is also combined the techniques of data collections, i.e. documentation and interview.

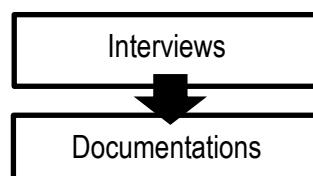


Fig 1. The techniques of data collections

To examine the data that has been submitted, the researcher also needs the data credibility to prove that the data is appropriate with the fact in the field. According to (Braun & Clarke, 2013) The theories which are used in this research are interview and documentations. To fulfill the validity of data about the specific expectations of undergraduate students regarding the professionalism to study materials at universitas PGRI Adi Buana Surabaya will also use the technique that is the open questions.

## FINDINGS AND DISCUSSION

The provided text details findings from a study on the professionalism expectations of English Language Education Department undergraduates (batches 2012, 2018, 2019, and 2020) regarding their curriculum. The research identifies a gap between these expectations and the reality of their professional lives, as well as their perspectives on the curriculum itself.

### Discrepancy in Undergraduates' Professionalism Expectations vs. The English Curriculum

The study consistently reveals a significant gap between what English Language Education undergraduates expected from their curriculum in terms of professionalism and their actual professional experiences. This aligns with Brown, H. D. (2020)'s theory emphasizing the importance of study materials being relevant to students' cognitive levels and real-life contexts. Ruswanda (2018) defines professionalism as the application of specialized knowledge acquired through education and training, combining technical expertise with ethical behavior. The data demonstrates how the perceived irrelevance of certain courses impacts graduates' preparedness for their diverse professions. The findings shown as below:

Table 3: Undergraduates' Professionalism Expectations vs. The English Curriculum

Undergraduate's Current Position	Expected Career	Courses Perceived as Unhelpful	Reasons for Perceived Irrelevance	Influencing Factors
Teacher at local public high school (SMAN 9 Surabaya)	Teaching at an international school	Literature, English Syntax	Courses were highly theoretical and lacked practical application for daily teaching	Academic transcript (grades)
Owner of a tour & travel agency	Employee in a multifunctional company	Literature, English Syntax & Morphology	Provided theoretical insights only; no direct contribution to business practices	Limited job fairs; GPA below company requirements
Officer in the transportation department	Translator in a multifunctional company	Literature, Linguistics	Literature offered conceptual insight only; linguistics was too theoretical for daily work	GPA did not meet company qualifications
Teaching and administrative staff at Universitas PGRI Adi Buana Surabaya	Translator in a multifunctional company	Literature, English Syntax, Pragmatics	Overly theoretical; lacked applicability to professional translation and administration	Low GPA in translation and interpreting courses
Hospitality industry employee	Translator in export/import or multifunctional company	Instructional Design, Literature, English Syntax	Instructional Design not relevant to hospitality; literature provided insight only; syntax purely theoretical	Program background; grades in translation/interpreting courses

These individual experiences highlight a recurring theme: theoretical courses, particularly literature and syntax/linguistics, are frequently perceived as disconnected from the practical demands of their chosen professions, leading to a gap between academic preparation and real-world application. The influence of GPA and limited job opportunities also played a significant role in shaping graduates' career paths.

### Undergraduates' Perspectives on The English Curriculum

Undergraduates generally acknowledge the importance of a well-designed curriculum in preparing them for the future, as noted by Rahayu et al. (2023) and Ahmad Dhomiri et al. (2023). Despite the observed discrepancies, the study reveals a shared perspective among the five undergraduates regarding the English curriculum. The finding had shown as below:

Table 4: Graduate Perceptions of Course Relevance and Curriculum Improvement

Participant / Role	Courses Perceived as Relevant	Courses Perceived as Less Relevant	Key Reasons	Curriculum Improvement Suggestions
Teacher	Teaching methods / instructional courses	Literature	Instructional courses supported lesson planning; literature viewed as general knowledge with limited daily teaching relevance	Package theory-based courses more practically within one semester; consider lecturers' teaching styles when assigning courses
Tour & Travel Agency Owner	Emphasis on need for practical courses	Literature; English Syntax & Morphology	Courses were highly theoretical and lacked direct applicability to business practices	Add practice-oriented courses (e.g., tourism planning, customer service, entrepreneurship)
Transportation Department Officer	Communication; Writing; Translation	English Literature; Linguistics (partially)	Communication-related courses aligned with workplace needs; literature insightful but not practical; linguistics time-inefficient	Redesign linguistic courses for time efficiency; introduce courses on career pathways for English graduates (including transportation sector)
Teaching / Administrative Staff	—	Literature; English Syntax; Pragmatics	Overly theoretical content with limited relevance to administrative and professional tasks	Consolidate linguistic courses; include curriculum content on job prospects and professional orientation
Hospitality Professional	—	Instructional Design; Literature; English Syntax	Courses unrelated to hospitality tasks; focus on theory rather than professional practice	Integrate professionalism-focused content (practical English skills, work ethics, interaction skills)

Based on data obtained from interviews and documentation, undergraduates English Language Education Department batch 2012, 2018, 2019, and 2020. The researcher found that there was a gap in professionalism expectations for the curriculum in the English Language Education Department. This is shown from the answers of the five undergraduates with various different professions. The researcher found 2 implications in this study, namely professionalism expectation to The English Curriculum during college, and also the perspective of undergraduates on the English curriculum. Across the board, undergraduates expressed a desire for a more practical and professionally relevant curriculum. There's a clear call for less theoretical content, more hands-on application, and the integration of courses that directly address career preparation, job market realities, and professional ethics. This consistent feedback suggests a need for curriculum review to better align with the diverse professional aspirations and actual career paths of English Language Education graduates.

The research data shows that there is a gap between undergraduate's professionalism Expectation to the English Curriculum or Study materials. This is relevant to the theory by (Brown, H. D., 2020) which says that the study material presented must be in accordance with the cognitive level of students and can be related to the real- life context. Appropriate study materials will affect

the competence of undergraduates towards professionalism in their work. According to Ruswanda (2018), professionalism is an attitude or situation when doing work that requires knowledge acquired through special education and training. At its core, professionalism is a combination of technical expertise and ethical behavior that involves the specialized education and training required for a particular profession and applying that knowledge in a competent and responsible manner.

First implications is about Discrepancy Undergraduates Professionalism Expectation to The English Curriculum (Became a Teacher) The statement of an undergraduate who works as a teacher shows that there is a gap between professionalism at the time of college and the English Curriculum. The data from the undergraduate interview stated that at the time of college had a professionalism expectation of becoming a teacher in an international school. However, the undergraduates of the 2018 batch are currently working as teachers at one of the schools in Surabaya, namely SMAN 9 Surabaya. In addition, undergraduates also revealed that transcripts of grades are an influence in the profession of interest. Undergraduate also revealed that there are 2 courses that do not contribute to his current profession, namely literature and English syntax because literature is not used for daily learning and English syntax only contains theory.

The second s explain that Discrepancy Undergraduates Professionalism Expectation to The English Curriculum (Became a Tour & Travel Agency Owner) In the results of the interview, the undergraduate who works as the owner of Astama Tour & Travel Agency revealed that at the time of college he had a professionalism expectation in a multifunctional company. However, due to the lack of job fairs and also GPA on transcripts that do not match the company's qualifications, the 2012 undergraduate batch established its own business to become an owner of a tour & travel agency. In addition, the undergraduate also revealed that there are 2 courses that are not relevant or do not contribute to the profession that is currently being undertaken, namely literature and English Syntax & Morphology which are considered to contain only insights and theories. So that the material is felt to be non- contributing.

Third, Discrepancy Undergraduates Professionalism Expectation to The English Curriculum (Became a Transportation Department Officer) according to the undergraduate, who is currently working as a Transportation Department Officer, there are several courses that are considered not to contribute to his current profession, namely English literature and linguistic courses. This is because literature courses are considered to be insight enhancers and linguistic courses only contain theories that are not used in daily work. The undergraduate batch of 2018 also revealed that the professionalism expectations at the time of college were not in accordance with their current profession. at the time of college, I expected to be able to work in a multifunctional company as a translator. However, in reality, he is currently working in a different field, namely Transportation Department Officer. The gap between professionalism expectations and the reality of professionalism is based on the IPK value listed on the transcript does not meet the Company's qualifications.

Fourth, Discrepancy Undergraduates Professionalism Expectation to The English Curriculum (Became a Staff Teaching/Staff Administration) Based on the results of interviews in the 2019 undergraduate batch who are currently working as Teaching Staff/Administrative Staff at Universitas PGRI Adi Buana Surabaya, it was stated that there were 2 courses that were considered not to contribute to their careers, the lectures were literature, English Syntax, and Pragmatics because they only contained insights and theories and there was no practice in the

course. On the other hand, undergraduate also stated that there is a gap between professionalism expectations and the reality of professionalism that is currently being lived. In his expectations, he wants to work as a translator in the field of multifunctional companies. However, in reality, he is currently working as a teaching/administration staff at Universitas PGRI Adi Buana Surabaya. This is because there is a IPK value stated in the transcript that the Translation and Interpreter Skills course is not good or not in accordance with the Company's qualifications. Fifth, Discrepancy Undergraduates Professionalism Expectation to The English Curriculum (Became a Hospitality) In the results of interviews with the 2020 undergraduate batch who are currently working as Hospitality in the hospitality industry, it was stated that there were courses that were considered not to contribute to their profession, namely Instructional Design, Literature, and also English Syntax. The Instructional Design course is considered not to contribute because the Undergraduate Profession is in the hospitality industry. On the other hand, Literature courses are considered not to contribute because they only contain insights that are not used in daily work. Meanwhile, the English Syntax course only contains theory so there is no practice in the course. In addition to talking about courses, undergraduates also discuss professionalism during college. At the time of college, he had a professionalism Expectation as a translator in an export and import company or a multifunctional company. In reality, currently working as a hospitality in the hospitality industry. This is because of the background of Education (Program Study) and also one of the values listed on the transcript in the translation and interpreting course which is considered by the Company that is interested.

The data also explain about undergraduates' perspectives to the English curriculum. Based on the findings of the interview data, this study shows that there is a similar perspective of the five undergraduates related to the English Curriculum. The first is explain about Undergraduates Perspectives to The English Curriculum (Undergraduate became a Teacher) Based on the data of the interview day, undergraduates who work as teachers have a perspective that most of the courses are useful for their current profession. For example, teaching methods or instructional courses that are quite helpful in the process of developing a learning plan. Undergraduate also has perspectives on courses which would be good if the courses were packaged more practically in 1 semester. Because in addition to the course tending to be boring because there are too many theories, the lecturer's teaching style should also be a consideration for the head of study program to re-include the course in several semesters.

On the other hand, the data from the interview shows that there are perspectives that some courses are less relevant or contribute to the profession that is currently being lived, such as literature and syntax. Literature courses are considered important as general knowledge, but for daily work as a teacher is not really needed. Although there are some less relevant courses, overall, the English Education curriculum is helpful enough to be a good teacher. Therefore, adjustments are needed to be more relevant to the world of work. Some findings related to undergraduate perspectives to the English curriculum can be seen in the statement of the 2012 undergraduate batch who is currently the owner of Astama Tour & Travel Agency. According to him, there are several courses that are less relevant or do not contribute to his current profession, such as literature courses and English Syntax and Morphology because these courses contain insights and also only contain theories. On the other hand, undergraduate also has the perspective that in the curriculum at the English Language Education Department can add several courses that are more focused on practice and do not only contain theory, for example courses on tourism planning,

customer service, or even entrepreneurship.

From the results of interviews with undergraduates who work as Transportation Department Officers, it is stated that most of the courses are considered relevant, such as courses on communication, writing, and translation. However, there are some courses that are also less relevant, for example English literature courses which are considered important to add insight so that they are not integrated in daily work. On the other hand, linguistic courses should be designed or packaged better so that they can be given in one semester with various branches in it for time effectiveness. In addition, undergraduate also has a perspective if the course is related to the introduction of various professions that can be engaged in by English graduates, including in the field of transportation. Based on the data interview undergraduate, who is currently working as a teaching staff/administrative staff, the perspective is that some courses that do not contribute to his current profession are literature, English syntax and also pragmatics because they only contain insights and theories. In addition, undergraduates also suggest that linguistic courses do not need to be given separately for time efficiency. So that the study program team can package the course well in 1 semester. On the other hand, undergraduate also has perspectives related to the need for curriculum studies to prepare graduates when entering the world of work. There needs to be material on the introduction of the profession by analyzing the job prospects of undergraduates of the English Language Education Department which is then reviewed first and if necessary, added to the curriculum.

According to the results of undergraduate interview data who are currently working as hospitality in the hospitality industry, there are perspectives related to courses that do not contribute to their current profession, namely Instructional design, literature, and English Syntax courses. On the other hand, undergraduate also has a perspective if there is a need for material about professionalism in the English education curriculum. Because in addition to theoretical questions, students will also know how to enhance their English skills. A curriculum that contains an introduction to professionalism can also help students understand work ethics and how to interact with others. This can certainly help students prepare for their careers.

## CONCLUSION

This study reveals a significant discrepancy between the professionalism expectations of undergraduate students and the English curriculum within the English Language Education Department. Data gathered from interviews with graduates now working as teachers, tour and travel agency owners, transportation department officers, teaching/administrative staff, and hospitality professionals consistently highlighted this gap. While the English Education curriculum is acknowledged as important for career preparation, a recurring theme emerged: certain courses, particularly literature and English syntax, were deemed less relevant and contributed minimally to their daily professional work. This indicates a disconnect between academic offerings and the practical demands of diverse career paths.

Furthermore, a notable gap exists between graduates' initial career expectations and their actual professional realities. This discrepancy, often influenced by factors like GPA and limited job opportunities, underscores the need for a curriculum that not only imparts theoretical knowledge but also adequately prepares students for the multifaceted challenges and varied roles in the contemporary workforce.

The insights gained from these undergraduates' perspectives strongly suggest a critical need for curriculum reform. The Department of English Education should prioritize aligning its curriculum with the evolving demands of various professions. By incorporating more practical and applicable content, emphasizing real-world scenarios, and potentially introducing courses that directly address career readiness and professional ethics, the curriculum can better equip students for successful transitions into their chosen fields. Greater attention to the relevance of subject matter and the practical application of theoretical knowledge will be crucial in enhancing the overall professionalism of future English Language Education graduates.

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