

Development of Soft Skills in Teaching English to Agriculture Students

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A B S T R A C T

This study investigates the integration of soft skills within English learning experiences for English for Business Class participants, focusing on their relevance to future careers in agriculture. A narrative research design was employed in the study to delve into participants' English learning journeys and identify the most pertinent soft skills cultivated through learning activities. Semi-structured interviews are the primary data collection technique, allowing in-depth exploration of participants' experiences. Language appraisal and emotional geography analyses dissect the narratives and discern the most relevant soft skills for agricultural graduates. The analysis reveals many soft skills, including communication, problem-solving, decision-making, digital literacy, leadership, teamwork, critical and creative thinking, presentation skills, and reflection, all essential for navigating the complexities of agricultural work environments. These findings underscore the importance of integrating soft skills into English language learning curricula, particularly for students pursuing careers in agriculture. The study has implications for updating learning methodologies, refining teaching materials, and designing English learning activities tailored to the specific needs of agricultural professionals.

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Introduction

In the modern agricultural landscape, the importance of teaching English to agricultural students extends far beyond linguistic proficiency. As the farm sector becomes increasingly globalized, agriculture students are expected to communicate effectively with local peers and stakeholders worldwide. This phenomenon is in line with research conducted by (Cimatti, 2016), which states that compared to hard skills, which are directly related to the profession, soft skills require more critical and creative thinking, presentation skills, reflection, and other skills, which help people to be employed and develop into success. Developing soft skills has become an integral part of education in this field. Soft skills, encompassing communication, teamwork, critical thinking, and cultural awareness, play a pivotal role in preparing agriculture students for the complex and ever-evolving demands of the industry. This introduction delves into the critical task of nurturing soft skills in agriculture students through teaching English, emphasizing the broader competencies required for success in the dynamic and diverse agricultural sector. Agricultural workers must have a combination of professional aptitude, personal attributes, and specialized knowledge and competencies to excel in providing top-notch client services. These qualities, commonly called soft skills, hold significant value in various fields and careers (Bajjaly & Saunders, 2023).

Cultivating soft skills in education, particularly in teaching English to agricultural students, is paramount in today's dynamic and interconnected world. As the agricultural sector undergoes a rapid transformation and integration into the global landscape, the proficiency of agriculture students in English goes beyond mere language fluency. To thrive in this evolving industry, students must acquire various soft skills, encompass communication, adaptability, critical thinking, and cultural sensitivity. This introduction explores the vital role of cultivating soft skills in teaching English to agriculture students, emphasizing the broader competencies they must acquire to excel in a complex and diverse agricultural environment.

Once considered a local endeavor, agriculture has transcended geographical boundaries to become a global enterprise. As a result, agriculture students must adapt to this new reality, where they may collaborate with experts and organizations worldwide. The ability to convey their ideas, understand diverse perspectives, and work effectively in cross-cultural settings has never been more crucial. Hence, this introduction explores the multifaceted approach to teaching agriculture students English, emphasizing soft skill development. By fostering soft skills alongside language proficiency, educators aim to empower these students to excel not only as skilled agricultural practitioners but also as global citizens capable of tackling the challenges of the 21st-century agricultural sector.

Agriculture is no longer confined to local communities; it operates within a complex web of international collaboration. Effective communication and teamwork are essential for agriculture students to engage with diverse stakeholders, from fellow farmers to global corporations and policymakers (Bennell & Akyeampong, 2007). Research by Hartl (2009) highlights that soft skills, encompassing communication, leadership, and adaptability, have become a distinguishing feature of successful agriculture professionals. Furthermore, Matteson et al. (2016) underscored that soft skills, including interpersonal skills, cultural awareness, and the ability to work in multidisciplinary teams, significantly impact the employability of agriculture graduates. Numerous studies emphasize the growing importance of soft skills in the agricultural sector. McGregor et al. (2011) describe that the agriculture industry increasingly demands professionals with soft skills, including effective communication, problem-solving, and cultural awareness, to work collaboratively and adapt to the changing landscape.

Teaching English in agriculture education programs offers a unique opportunity to develop soft skills. Language learning involves communication, and proficiency in English enables agriculture students to engage effectively with diverse stakeholders, both locally and globally. Through language acquisition, students can learn to express themselves clearly, negotiate effectively, and work with people from different cultural backgrounds. Furthermore, business communication also requires communication strategies. Octaviana (2021) points out that learning communication strategies helps students see problems in talking not as impossible obstacles but as chances to learn something new. In addition, teaching English to agricultural students is a niche field that

demands an understanding of both language education and the unique requirements of the farming industry. As globalization and international collaboration become more common in agriculture, communicating effectively in English has become essential.

Agriculture is a global industry with international trade, research collaborations, and partnerships. Agricultural students must have English language skills to access information, communicate research findings, and interact with stakeholders worldwide (Hopkins et al., 2012). Studies indicate that English proficiency is a significant factor in the success of agricultural professionals working in multicultural and global environments (Contreras & Moore, 2022). Teaching English to agricultural students necessitates contextualized language education. Utilizing real-life agricultural scenarios and technical vocabulary in language lessons helps students acquire language and industry-specific knowledge (Ansarey, 2016). Contextualized instruction enhances students' learning engagement and motivation (Choi & Johnson, 2005).

This introduction further delves into the role of educators and institutions in shaping the next generation of agriculture professionals. Teaching English, when infused with soft skill development, equips students with the tools to navigate the complexities of agriculture, be it in sustainable farming practices, agribusiness, or international policy-making. Through this exploration, we aim to shed light on the significance of soft skills in the education of agriculture students and how they can thrive in an industry that demands technical expertise, adaptability, empathy, and effective communication. As the agricultural sector continues to evolve, cultivating these soft skills is instrumental in preparing students for the challenges and opportunities that lie ahead.

The novelty of this study lies in its exploration of the integration of soft skills within English learning experiences tailored explicitly for participants in the English for Business course, focusing on their applicability to future careers in agriculture. While numerous studies have addressed the importance of soft skills in various professional contexts, this research delves into a specific niche by examining how these skills are developed and utilized in English language learning for agricultural students. Additionally, narrative research design, language appraisal, and emotional geography analyses offer a unique methodological approach to understanding the intricacies of participants' experiences and the soft skills cultivated therein. Overall, the combination of these elements contributes to the novelty of the research and its potential to offer valuable insights into enhancing the preparation of agricultural graduates for their future careers.

Research Method

Narrative inquiry is a qualitative research design that delves into the rich tapestry of human experiences by focusing on people's stories (Clandinin & Connelly, 2000). This research approach treats individuals as storytellers, emphasizing the importance of narratives in making sense of the world and giving voice to personal experiences. This research design is narrative research, which explores a story involving the researcher

and participants to explain the experiences and phenomena experienced by the participants directly (Clandinin & Huber, 2010). This research collected narratives using field texts sourced from multiple outlets. These field texts, commonly called data, were collaboratively crafted by the participants and myself as the researcher to depict various facets of their experiences. This method recognizes that individuals are not merely passive sources of data but active creators of their narratives. Narrative inquiry seeks to understand how individuals construct their stories and the cultural, social, and personal factors that shape their storytelling. It is highly flexible and adaptable as a research design, making it suitable for exploring various topics and phenomena, from personal identity and cultural belonging to trauma and resilience.

In this narrative inquiry research design introduction, we will delve deeper into this methodology's fundamental principles and components, its application in various fields, and the steps involved in conducting a narrative inquiry study. We implemented a narrative inquiry research design to uncover the complexities of human existence by studying stories, whether in the form of personal anecdotes, life histories, or any narrated accounts. Through exploring narratives and interpreting their underlying themes and structures, narrative inquiry provides valuable insights into the complexity of human experiences, shedding light on the stories that define us. Charmaz (2006) has proposed a constructivist grounded theory, adding another viewpoint to the discourse on methodologies. These diverse interpretations have contributed to the increasing adoption of grounded theory in various academic disciplines, including sociology, nursing, education, psychology, and other areas within social sciences.

Participant Demography

Six participants were recruited in this study since they belonged to the International Class and joined the English for Business course in the regular class, which integrates with soft skills activities. The participants were all agribusiness students in their fifth semester, ensuring homogeneity in educational background and academic progression. This homogeneity can help identify common themes and patterns within the group. Since the participants were in the same semester and taking the same course, they likely had similar experiences and exposure to the integrated soft skills activities. Their experiences were likely to provide valuable insights into the effectiveness of such integration within the academic setting.

Furthermore, the researcher is also an English for Business lecturer, has direct access to the students, has facilitated data collection, and has fostered a deeper understanding of their experiences. This accessibility could lead to more affluent and nuanced data. The emotional interaction between the researcher and participants allowed a deeper exploration of the participants' emotions and experiences within the learning environment.

Table 1. Participants Profile

No	Name	Gender	Department
1.	AR	Male	Agribusiness
2.	ST	Female	Agribusiness
3.	RAS	Male	Agribusiness
4.	MC	Female	Agribusiness
5.	RB	Female	Agribusiness
6.	SS	Female	Agribusiness

Instrument and Data Collection

The study used semi-structured interviews to gain a piece of deep information. Therefore, the researchers could acquire personal experiences by listening to participants' narration. Clandinin & Connelly (2000) propose a methodology for recounting the personal narratives of teachers. Narrative researchers employ these stories to comprehend and depict the real-life encounters of the individuals involved. The questions comprised ten main queries that focused on gaining personal information about past, present, and future development of soft skills.

Widodo (2014) recommended interviews to gain a human interaction reality. The discussion was done by Zoom and recorded by audio-visual. Then, the record was transcribed to filter to collect better-quality data. Record participant data in the form of transcription was accompanied by information about the media and the time of the interview. It was done to prepare a neat and structured transcription from the beginning to the end of the interview. Thus, compiling these transcriptions became a complete artifact analyzed using a predetermined approach.

Data Analysis

It begins with careful listening to interview recordings, noting essential elements, transcribing the data, categorizing it, interpreting the findings, and validating the results through focus group discussions. Additionally, the in-depth interview transcriptions undergo a constructive process, which provides fresh insights into the narrative procedure (Quayle & Sonn, 2019). In terms of validating the data, the researcher used multiple data collection methods, such as interviews, focus group discussions, and observations, to gather different perspectives on the dynamics of emotions among agricultural students. In the focus group discussion, the researcher shared the analyzed data and interpretations with the participants, especially regarding their emotional experiences and narratives. Their feedback is sought to ensure the interpretations accurately reflect their experiences and perceptions. By comparing the results of the different methods, the researcher could confirm the data's consistency and reliability.

In this study, data analysis involved the application of language evaluation criteria and emotional geography to explore the dynamics of emotions among agricultural students. Emotional geography examines the social framework shaped by students' feelings, including hope, happiness, and anxiety (Ang & Ho, 2019). Furthermore, within

an evaluative framework, social value is categorized into three behaviors: appreciation, assessment, and influence (Martin & White, 2005). Furthermore, we applied language appraisal to determine participants' experiences within the interview process to support engagement in business English stories. This approach provides a comprehensive overview of how students construct their narratives in response to various questions.

Result and Discussion

In providing a comprehensive view of this research, we codify data and narratives supplied by participants learning English with soft skills in the English for Business course. Six agriculture students participated in this research for half the semester to discuss their experiences learning business English. The researcher used language appraisal and emotional geography theories to analyze the data. The researcher identified the language choices used by participants in their narratives to express appreciation, attitude, and engagement, then categorized these behaviors according to the language appraisal framework by Martin and White (2005). The application of emotional geography theories allowed the researcher to analyze how participants' emotional experiences were influenced by the social context of the learning environment, including interactions with peers, instructors, and course materials (Ang & Ho, 2019). The researchers collaborated with the students, immersing them in a depth-narration within a few weeks, to gather collected data, and, finally, it was narrated in narrative inquiry. Here is the complete story:

AR

Once, a student named AR was keenly interested in learning Business English, focusing on developing soft skills. He realized success depends on language proficiency and effective and empathetic communication in the modern professional world. AR enrolled in a Business English course at his University to begin his journey. He attended classes emphasizing grammar, vocabulary, and soft skills like communication, teamwork, and problem-solving. His dedicated efforts in the past led to a noticeable improvement in her ability to handle business conversations and presentations with confidence and poise.

AR continued to enhance his soft skills through various activities as time passed. He joined a business club where he engaged in group projects that required collaboration and effective communication. Through these real-world experiences, he honed his negotiation and leadership skills, which proved invaluable in future endeavors. At present, AR has secured an internship at a multinational agriculture corporation. He was tasked with liaising with international clients. This role demanded his excellent Business English skills and ability to understand cultural nuances and adapt to various communication styles. AR's proficiency in soft skills allowed him to build

strong relationships with clients, leading to successful deals and partnerships for the company.

Looking towards the future, AR was ambitious. He aspired to become a global leader in his field. To achieve this, he planned to continue learning by attending advanced courses in Business English and soft skills. He recognized that the ever-changing business landscape required continuous adaptation and growth. His commitment to personal development and the fusion of language and soft skills would be his key to success in the future.

In conclusion, AR's past, present, and future revolved around his dedication to learning Business English and essential soft skills. These combined skills paved the way for his success and ensured his adaptability in an ever-evolving professional world. With each passing day, he continued to grow and thrive, ready to face the challenges and opportunities that the future would bring.

ST

ST is a young student passionate about advancing her career by mastering Business English and cultivating essential soft skills. She quickly realized that in the contemporary business world, more than language proficiency is needed; she needs to develop interpersonal abilities to excel. ST embarked on her journey by enrolling in a renowned Business English class with a comprehensive curriculum. Here, she did not solely focus on honing her language and technical business knowledge. She also dedicated time to nurturing her emotional intelligence, effective communication, and adaptability. These efforts in the past led to her ability to communicate effectively in Business English and build meaningful connections with clients and colleagues.

ST continued to enhance her soft skills through various experiences as time passed. She actively participated in team projects, negotiations, and client interactions, which demanded teamwork, problem-solving, and empathy. These real-world experiences improved her professional capabilities and allowed her to connect with clients profoundly. At present, ST's career in the business world has flourished. She gained recognition for her proficiency in Business English, and her ability to establish meaningful connections and understand clients' needs set her apart from her peers. Colleagues and clients praised her capacity to create strong and empathetic business relationships.

Looking towards the future, ST was highly ambitious. She aimed to become a leader in her field, inspiring others with her skill set. To achieve this, she planned to refine her Business English proficiency and soft skills. She

recognized that the business landscape was ever-evolving, and her commitment to personal growth, combined with her fusion of language and soft skills, would be her key to success in the future. In conclusion, ST's journey through the past, present, and future was characterized by her unwavering dedication to mastering the technical aspects of Business English and the soft skills that enabled her to connect deeply with clients and colleagues. With each passing day, she continued to grow professionally, ready to embrace the challenges and opportunities the future held.

In brief, ST's journey is marked by her strategic pursuit of career security, her genuine passion for professional growth, her deep satisfaction in her accomplishments, and her commitment to continuous learning and adaptation. These aspects together contribute to her success and readiness to embrace future challenges and opportunities.

RAS

A young, highly motivated Agribusiness student named RAS aimed to excel in academic pursuits by mastering the intricacies of English while also nurturing essential soft skills. RAS quickly realized that fluency in English was just the beginning of the future work. To be exceptional, one must cultivate a broad range of interpersonal competencies. While in this academic setting, he worked diligently to enhance his language skills and devoted considerable attention to developing his emotional intelligence, effective communication, and adaptability. These past efforts enabled him to communicate effectively in English and establish meaningful connections with his colleagues.

As the sands of time drifted by, RAS continued to elevate his soft skills through various experiences. He actively engaged in collaborative team projects and student exchange programs, necessitating teamwork, creative problem-solving, and empathy. These real-world encounters elevated his professional competence and facilitated his ability to form profound connections with lecturers, colleagues, and friends. In the here and now, RAS's academic ability was thriving. His aptitude in English was duly recognized, and his capacity to cultivate meaningful connections set him apart from his peers. His friends and lecturers extolled his ability to construct robust academic relationships.

RAS was fueled by great ambition. He aspired to ascend to the summit of his field, inspiring and leading others with his remarkable skill set. To realize this aspiration, he charted a course that involved a persistent commitment to perfecting his English expertise and fine-tuning his soft skills. He fully comprehended that the Agribusiness arena is in a perpetual

state of evolution, and his dedication to personal growth, along with his harmonious blend of language proficiency and soft skills, constituted the cornerstone of his forthcoming triumphs. In summation, RAS's expedition through time, spanning the past, present, and future, was marked by his unwavering determination to not only master the technical facets of Business English but also to embrace and embody the soft skills that allowed him to forge connections with colleagues. Each day brought forth new growth opportunities, fostering a sense of readiness to confront and conquer the challenges and opportunities awaiting him in the days yet to unfold.

In short, RAS's journey is marked by his strong inclination toward personal and professional development, his happiness and satisfaction with his accomplishments, and his commitment to continuous learning and growth. These aspects contribute to his success and readiness to embrace future challenges and opportunities in Agribusiness.

MC

Explore the realm of MC, a determined student striving to succeed in business by mastering business English and honing her essential interpersonal skills. MC understands that language proficiency is only one aspect of a thriving career; a strong foundation of interpersonal abilities is crucial in the constantly changing landscape of modern business.

Her journey commenced when she boldly applied for an International Business Workshop in Malaysia in early 2023. Here, MC diligently expanded her linguistic aptitude, delving deep into the intricacies of the business world. However, she continued to master the technical aspects. Instead, she dedicated considerable time to cultivating emotional intelligence, effective communication, and adaptability. These investments from her past allowed her to communicate eloquently in Business English and helped her forge profound connections with colleagues.

While interning at an agricultural company, MC actively participated in collaborative team projects, weekly report presentations, and client interactions. These experiences demanded qualities like teamwork, creative problem-solving, and interpersonal skills. Her real-world encounters honed her professional competence and enriched his ability to establish meaningful connections with clients, colleagues, and associates.

At present, MC's professional journey is blossoming. Her adeptness in Business English had earned recognition, and her knack for nurturing connections while empathizing with clients set her apart in the competitive business landscape. She garnered the respect and admiration of her peers

and clients alike for his remarkable capacity to foster professional business relationships.

Peering into the future, MC held ambitious aspirations. She aimed to be a trailblazer in her field, inspiring and leading others with his impressive skill set. To make this vision a reality, she charted a path marked by unwavering dedication to perfecting his Business English expertise and fine-tuning her soft skills. She was well aware that the business world was in constant flux, and her commitment to personal growth, in harmony with her blend of language proficiency and soft skills, was the solid foundation upon which he planned to build her future success.

In conclusion, MC's journey, spanning the past, present, and future, was characterized by her unwavering determination to not only master the technical facets of Business English but also wholeheartedly embrace and embody the soft skills that allowed her to forge deep connections with clients and colleagues. Every new day presented growth opportunities, cultivating a preparedness to confront and overcome the challenges and possibilities that lie ahead.

In conclusion, MC's journey is characterized by his strong inclination toward personal and professional development, her happiness and satisfaction with her accomplishments, and her commitment to continuous learning and growth. These aspects contribute to her success and readiness to embrace future challenges and opportunities in the business world.

RB

Meet RB, a motivated student determined to forge a successful path in the business world by immersing herself in the art of mastering business English while honing her all-important soft skills. RB recognizes the dynamic nature of modern businesses, realizing that language proficiency is only the first step towards a thriving career. She believes a strong foundation of interpersonal skills is also vital.

RB began her journey by enrolling in an Agribusiness study program and taking an English for Business class. She diligently honed her linguistic aptitude and delved into the intricacies of the business world. However, she did not stop there. She devoted significant time to developing her emotional intelligence, effective communication, and adaptability skills. These prior ventures enabled her to proficiently communicate in Business English and forge meaningful relationships with colleagues.

As the pages of her academic life continued, RB actively engaged in extracurricular activities and a student mobility program. These experiences

demanded teamwork, creative problem-solving, and communication skills. Her real-world encounters honed her academic competence and enriched her ability to create meaningful connections with colleagues and friends.

At present, RB's academic journey is thriving. Her proficiency in Business English had garnered well-deserved recognition, and her talent for nurturing connections set her apart in the competitive business landscape. She earned the respect and admiration of her peers for her remarkable ability to foster academic relationships.

Looking ahead, RB had ambitious aspirations to pioneer her field by inspiring and leading others with her impressive skills. She dedicated herself to perfecting her Business English expertise and fine-tuning her soft skills to achieve this vision. She remained committed to her course with unwavering dedication. She understood that the business world is constantly changing, and their dedication to personal development, language skills, and interpersonal abilities provided a stable foundation for future success.

In conclusion, RB's journey was marked by her determined efforts to excel in the technical aspects of Business English and cultivate the interpersonal skills necessary to form meaningful connections with her peers and colleagues. Her achievements extend to the past, present, and future.

RB's journey is defined by her strong desire for personal and professional growth, her contentment with past achievements, and her dedication to ongoing learning and development. These factors contribute to her success and preparedness for future challenges and opportunities in the business scope.

SS

In a different realm, let us meet SS, an aspiring student looking to elevate her academic and future career by immersing herself in Business English while honing essential soft skills. SS was well aware that in the contemporary business landscape, language proficiency was just the tip of the iceberg; success required a robust foundation of interpersonal proficiencies. Her journey began when she enrolled in an English for Business course. Here, she diligently expanded her linguistic prowess and deepened her understanding of the intricacies of business phrases in English. Her educational pursuits continued; she dedicated ample time to nurturing emotional intelligence, effective communication, and adaptability. These investments of the past not only enabled her to communicate fluently in Business English but also to establish profound connections with colleagues.

As SS's journey progressed, she advanced her soft skills through diverse experiences. She actively participated in the Freedom to Learn Program (MBKM), which required teamwork, creative problem-solving, and empathy. These practical encounters honed her professional competence and strengthened her aptitude for establishing significant connections with colleagues and partners. Currently, SS's professional path is prospering. Her Business English proficiency was recognized, and her skill in fostering connections and empathizing with clients distinguished her in the competitive field. She garnered the respect of her colleagues, thanks to her adeptness at creating robust business relationships.

Peering into the future, SS harbored grand aspirations. She aimed to become a trailblazer in her field, inspiring and leading others with her remarkable skill set. To achieve this vision, she set a firm course to enhance her Business English prowess and refine her interpersonal skills. She understood that the business environment was constantly changing and that her commitment to self-improvement and her ability to communicate effectively and apply interpersonal skills would be the foundation of her future accomplishments. In conclusion, SS's past, present, and future journey was defined by her unwavering determination to master the technical aspects of Business English while wholeheartedly embodying the soft skills necessary for forging deep connections with clients and colleagues. Each day, she heralded new growth opportunities, fostering a sense of readiness to confront and conquer the challenges and opportunities awaiting her on the path ahead.

In short, SS's journey is characterized by her strong inclination toward personal and professional development, her commitment to security and adaptability in her prospective career, and her happiness and satisfaction in pursuing her career goals and achievements. Her journey reflects her readiness to confront future challenges and opportunities with confidence.

Discussion

The stories of AR, ST, RAS, MC, RB, and SS all share a common theme of individuals recognizing the importance of mastering Business English and developing essential soft skills to excel in the modern professional world. Their journeys, spanning the past, present, and future, are characterized by their unwavering dedication to these pursuits. They understand that language proficiency, while crucial, is just the beginning, and success in their respective fields requires a broader foundation of interpersonal competencies. These stories' theoretical and conceptual contributions can be summarized as follows:

Importance of Language and Soft Skills

These narratives underscore the significance of language proficiency and soft skills. While language skills are fundamental, communicating effectively, collaborating, empathizing, and adapting to various situations and cultural nuances are equally vital for success. Those students' awareness brings positive attitudes to language learning. These findings align with the research result by Yuliani et al. (2023) that a positive attitude toward English language learning will help students in education and help them reach a better future as English is used in many fields of life in the world.

Continuous Growth and Adaptation

The individuals in these stories recognize that the professional world is ever-evolving. They emphasize the need for constant personal development and adaptation to stay relevant and thrive in their chosen fields. Cultivating greater empathy for individuals from diverse cultures fosters a more profound emotional and intercultural comprehension (Deardoff, 2019).

Building Meaningful Connections

The narratives highlight the value of making strong and meaningful connections with clients, colleagues, and associates. Soft skills such as effective communication, empathy, and teamwork play a crucial role in fostering these connections. Leadership Aspirations: AR, ST, MC, RB, RAS, and SS all aspire to become leaders in their respective fields, inspiring and leading others. This ambition reflects that success goes beyond individual achievement and includes the desire to impact others positively.

Holistic Education

The individuals in these stories sought holistic education focusing on language proficiency, emotional intelligence, adaptability, and effective communication. This approach aligns with the belief that a well-rounded skill set is essential for success. In brief, these narratives contribute to understanding the intersection of language proficiency and soft skills in the professional world. They emphasize the need for a balanced approach to education and personal development, recognizing that technical and interpersonal competencies are vital for achieving one's career aspirations. In this environment, university curricula, typically structured over three to four academic years, cannot encompass and convey the fresh knowledge and skills required for the contemporary workplace (Nghia, 2019).

Conclusion

This study focused on integrating soft skills into Business English teaching for agriculture students. Through a narrative inquiry framework involving six students of the Faculty of Agriculture at Universitas Brawijaya, Malang, the researcher delved into their experiences with soft skills engagement within a Business English course. The researcher used an emotional perspective to get closer to the participants' emotions and revealed the students' experiences of meeting with soft skills engagement. The findings highlight the importance of language proficiency, building meaningful communication, empathy, teamwork, adaptability, and lifelong learning in shaping individuals' personal and professional growth. By emphasizing the significance of these soft skills, this

research contributes to enhancing business English teaching practices and developing relevant materials and tasks. In conclusion, this study underscores the essential role of soft skills in preparing agriculture students for the challenges of modern business environments. Furthermore, it is imperative to continue refining teaching methodologies and materials to ensure the practical cultivation of these skills. By doing so, we can better equip students for the demands of their future careers, ultimately fostering their success in the agricultural and business sectors.

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