ENGLISH BUSINESS COMMUNICATION

THE CURRENT RESEARCH

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MARIO CHRISTIAN

This book covers four main topics related to the current practices of English communication in business activities. First topic helps the readers enjoy the art of communication between Barrack Obama and Joe Biden by using their rhetorical devices in their speeches. Second, it is the current need as global citizens nowadays to communicate with people from other cultures effectively and appropriately to avoid or minimize the intercultural misunderstandings and misperceptions. Third, it also describes how the hospitality industry actually needs a more standard test for front-liners since it serves the customers with its hospitality. A test for specific purpose called Test of Business English Communication Competence covering speaking and writing competence as the Target Language Use (TLU) of the Front Office Division was designed to meet the challenge. The last article reveals the fact that English for Business has been growing in demands which can be a good opportunity for English trainers. However, common Business English materials that are available in the market cannot represent the needs from the companies that require Business English trainings. It also discusses the procedure of designing a good and suitable material for Business English trainings. It is expected that readers might gain the useful resources for their business activities in which English is applied.

ENGLISH BUSINESS

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Can I speak to Bill

Can I ask who is speaking

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Penerbit
Brilian Internasional
Surabaya

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Desains sampul & *lay-out*:
Tim Brilian Internasional Surabaya

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About the Author
YERLY A. DATU

At present, Yerly A. Datu, S.Pd., M.Pd. is the Head of Business English Study Program of Politeknik Ubaya, Surabaya, Indonesia. He has been active in research as well as community service related to his expertise to some fields; English Language Teaching (ELT), Applied Linguistics, Phonology, Writing and Speaking. He received a Multi-Year Research Grant from the Ministry of Research and Technology of Indonesia ("Kemenristek Dikti") from 2018-2019 with a scheme of research "Kerja sama Antar Perguruan Tinggi/PKPT".

This research resulted outputs; two books and two copyrights of his intellectual property ("HKI"). With his senior colleague, Singgih Widodo, he wrote two reference books with the titles: "Making Your Guest Happy (practical use of English expressions for front office staffs)" and "Making Your Staff Smart (practical use of English Writing exercises for front office staffs). In 2018, he also wrote a book "English for Business" covering vocabularies in business in general.

In addition, his two copyrights of his intellectual property ("HKI") from the research were No.: EC00201853927, 13 November 2018 and No.: EC00201972077, 20 September 2019 from Kemenkum HAM RI. In 2021, he also received a Research Grant for Vocation from Mitras DUDI of Directorate General of Vocation

(DIKSI) Indonesia with a research title "Online Multimedia Application to Enhance Speaking Competence of Hotel Front-Liners for Exemplary Service".

For community service, he has been awarded by some hospitality industries for his contribution in developing a test called Test of Business English Communication Competence (TBECCv.2.0) intended to hotel front-liners. He was also invited by Politeknik Negeri Padang as a speaker for a curriculum development topic in 2021. Lastly, he was also a speaker for some International Conferences such as in Dubai (2018), Malaysia (2019), Singapore (2017 and 2020), South Korea (2017), and Cambodia (2015).

About the Author
BESIN GASPAR

Dr. Besin Gaspar, M.Pd. is currently a lecturer of English at Business English Study Program, Politeknik Ubaya, Surabaya. He obtained his doctoral degree from UniversitasNegeri Surabaya (UNESA) in English language and literature education. His main interestsare stylistics, rhetoric and course design. This is reflected in the subjects he teaches and his research topics in the last ten years.

He is in charge of designing the course of speaking for business communication. His published articles dealing with speaking and communication include, to mention a few," End-linking as rhetorical device"(2009), " The power of repetition in Obama's speech (2011) " Accuracy and fluency in speaking" (2015), "Sentence meaning and speaker meaning: philosophical perspectives" (2019),"The relationship between language and mind: a literature review on verbal communication"(2020).

His published articles on course design include, " English and Indonesian language program in a " world class university": what has been done and what needs to be done" (2011), "English for the maids"(2016), " Assessing the design and implementation of English language training program for the administrative staff of UBAYA" (published in Soshum: Journal of social and humanities, PolitenikNegeri Bali, 2019), " Designing English training program for the lecturers to teach their subjects in English"(2021). In addition,he has been involved in the student debate competitions and speech contents as a adjudicatorin the last ten years.

About the Author
SINGGIH WIDODO

Drs. Singgih Widodo Limantoro, M.Pd. is currently a senior lecturer (Associate Professor/Lektor Kepala) of Business English of Politeknik Ubaya, Surabaya, Indonesia. He was also the pioneer and the former head of Business English study program and the former Director of Politeknik Ubaya, Surabaya. He has been active in research and community service in relation to his expertise in English Language Teaching, Cross-Cultural Communication, Writing and Translation.

He was invited to be a keynote speaker at The Fifth Bali International Conference on Social Science And Humanities (in July 2021) with the topic: "The Implementation of A Games-Based Learning To Enhance The Cross-Cultural Knowledge." From the research topic above, he also got the copyright of his intellectual property in the form of the board-card game with the title "A Cross-Cultural Trip Around The World." (Kemenkumham RI No EC00201980216) This research result was also implemented to enhance the joy of learning Business Cross Culture in class.

His other research manuscript with title " Developing Word-Card Games To Improve English Writing" was also published in the Pupil International Journal of Teaching, education, and Learning. From the research topic above, he also got the copyright of his intellectual property in the form of the word-card games for

learning English (Kemenkumham RI No EC00201805797). This research result with the game-based learning approach was also implemented not only in Business English class of Politeknik Ubaya, but also in some other English classes as community service of some vocational high-schools in Surabaya, " Rumah Bahasa" Pemkot Surabaya, and *PT BG* ("Tenaga kerja Indonesia" to Singapore) in Pasuruan. He was also the only one from Indonesia out of about 30 countries that got British Council international training scholarship at Oxford University, Oxford in 1998 and at Fitzwilliam College, Cambridge, UK in 2000.

He was also a presenter at ELT international conferences: TEFLIN (2003 till 2017) in Indonesia, CULI (2003) and ICTEL (2018) , Asia TEFL(2019) in Thailand, AsiaTEFL South Korea in 2006, Cam-Tesol (2010), and many others. He was also asked to share his expertise on Cross-Cultural Communication for the lecturers of Politeknik Negeri Padang (August 2021). With his colleague, Yerly A Datu, he also wrote two reference books with the titles: " Making Your Staff Smart (practical use of English Writing exercises for front office staffs) and Making Your Guest Happy (practical use of English expressions for front office staffs)" as the outputs of the research for "Kemristekdikti" 2017-2019.

About the Author
MARIO CHRISTIAN

Mario Christian Noer Tjahyanto, S.S., M.Pd is an active lecturer in Business English Study Program, Politeknik Ubaya, Surabaya. He graduated from Petra Christian University for his bachelor degree and obtained the Master degree from Widya Mandala Catholic University. His main interest is in Material Development, Language Training, Language Testing, and Translation. He participated in a training in Leeds Metropolitan University for a month in 2006 concerning Material Development for Language Teaching.

From that moment on, he has developed many teaching materials for Communicative English Programs, Test Preparation Programs, Academic English, and General English Programs in Ubaya Language Center, University of Surabaya, and also Business English Program PoliteknikUbaya. He was also in charge as the Manager for Training and Professional Services in Ubaya Language Center from 2013-2019. During this period, he conducted many in-company trainings of Business English and BIPA (Bahasa Indonesia untukPenuturAsing).

He is also in charge of translation from Indonesian – English and English – Indonesian, and proofreading for students and for public. He has translated and proofread more than one thousand articles, questionnaires, and journals. He has also been involved in guiding students for debate competitions and speech contests.

PREFACE

This book deals with the research reflections by the teaching staff of Business English Study Program, Politeknik UBAYA on how English is used in the business communication. Two chapters present the research findings on how to design English language programs for the hotel staff and how to design and develop the business English proficiency test to measure the staff's level of competence. Next, there is another chapter dealing with public speaking as an important communication skill for the executives with reference to Obama's and Biden's speech as models. These two figures demonstrate how to use the rhetorical devices – repetitions-parallelism – to provoke the audience and to make them amazed and breathtaking. The last one shares ideas and experience concerning intercultural communication in doing business. Understanding people from different cultures will help the business people communicate effectively and avoid misunderstanding and misconceptions.

This book came into being as an attempt to accommodate/ bring together all the research results of teaching staff of Business English which are published in different forms of printed media such as journals and proceedings and to condense them into a book. The contributors share their research experiences on the basis of their expertise and interest. Yerly A. Datu, the Head of the Business English Study Program, and a lecturer of

speaking, contributed his research findings on English for the hotel staff. Mario Christian, a lecturer of speaking and writing, contributed a chapter on the English language training. Singgih Widodo, a lecturer of business cross culture, reflected experiences on intercultural communication. Besin Gaspar, a lecturer of public speaking presented a model of how to analyze a speech from rhetoric perspectives.

There have been a large number of books in the bookstores, real and virtual, on English for business communications with various titles as seen in the internet.These books can classified into two: those related to teaching materials and those related to teaching approach and methods. Books related to research results on English business communication which can function as a reference, are still very limited. This book is present to fill in the gap.In spite of the limited topics, this book is expected to contribute to the availability of reference sources on English for business communication, not only for Politeknik UBAYA staff but also all those interested in how to do research on business English "*A Room without Books Is like a Body without a Soul*" (Cicero, Roman philosopher).

We would like to take this opportunity to acknowledge and extend our gratitude to those who have supported this book project. Our first gratitude goes to Director of Politeknik UBAYA who has given us motivation to write books. Our next gratitude goes the Misnistry of Education, Culture, Research and Technology, for its financial support.

We realize that this book is still far from perfect. All feedbacks and criticism from the readers are all welcome. However, all the mistakes/errors are ours as writers.

Therefore, it can be seen as a reflection of the staff performance and it can be more accessible. It has been considered that all the topics in this book are closely related to the business English and reflect the main subjects in Business English Study Program, Politeknik UBAYA such as business cross culture, public speaking and course design for companies.

Overall, this book is made up of four chapters. Chapter One, contributed by Yerly A. Datu, reflects the principles of English test proficiency for the hotel staff. Chapter Two, contributed by Singgih Widodo, deals with intercultural communication for business in 4.0 industrial era in order to help the communicators be able to communicate with other people from different cultures effectively and appropriately. It also raises the self-awareness to learn cultural knowledge, skills and attitude for the success of the business activities and minimize the intercultural problems, such as misunderstanding and misperception. Chapter Three, contributed by Besin Gaspar, presents a very classical topic in language and communication, that is, rhetoric and speech, with reference to two public figures-Barrack Obama and Joe Biden.The frequently-asked question is what makes a good speech. Obama's speech at the campus of Universitas Indonesia, Jakarta, in 2010, was admired by public and was a memorable one. In addition to his skills in using the strategy of ethos, logos and pathos, he employed typical rhetorical devices such as repetition and parallelism to build credibility, attract the attention and create emotional effects. The second figure, Joe Biden, with his victory speech in 2020, amused his followers with similar style or rhetorical devices, like Obama. He employed a number of repetition and parallelism throughout his speech. Chapter Four, contributed by Mario Christian, talks about stages in course design for companies

based on his experiences. Those stages refer to the ADDIE design model and many others.

We would like to take this opportunity to acknowledge and extend our gratitude to those who have supported this book project.

Surabaya, January, 2022

Yerly A. Datu

Book Project Leader

TABLE OF CONTENT

Chapter One

INTRODUCTION

1.1 What is the content of this book?

This book consists of a collection of research reflections in the business communication area. In this book, you can find researches that have been conducted in business communication, more specifically in the field of speech, intercultural communication, language testing, and language course design.

1.2 Who is this book for?

This book is written for anyone who interested in doing research in business communication including lecturers, language researchers, test developers, and course designers. Any researchers will find this book relevant as a source and a reference, especially if the area of interest is similar to the topics in this book. The four areas of research written in this book are speech analysis, intercultural communication, language testing, and course design.

1.3 What are the chapters about?

1.3.1 Chapter Two

This chapter presents a classic topic in language and communication, that is, rhetoric and speech, with reference to two public

figures-Barrack Obama and Joe Biden.The frequently-asked question is what makes a good speech. Obama's speech at the campus of Universitas Indonesia, Jakarta, in 2010 , was admired by public due to his skills in using the strategy of ethos, logos, pathos, and his skills in using the rhetorical devices such as repetition and parallelism to build credibility, attract the attention and create emotional effects. The second figure, Joe Biden, with his victory speech in 2020, amused his followers with similar style or rhetorical devices, like Obama

1.3.2 Chapter Three

This chapter deals with intercultural communication for business in 4.0 industrial era in order to help the communicators be able to communicate with other people from different cultures effectively and appropriately. It also raises the self-awareness to learn cultural knowledge, skills and attitude for the success of the business activities and minimize the intercultural problems, such as misunderstanding and misperception.

1.3.3 Chapter Four

This chapter reflects the English proficiency for the hotel staff, especially the front liners, in Surabaya, based on the findings in his research funded by Ministry of Research and Higher Education of Indonesia. The discussions focus on the need of standard English Proficiency for the front liners, both writing and speaking, and the need for a test which is designed to measure that proficiency, called Test of Business English Communication Competence Version 2.0 (TBECCv2.0).

1.3.4 Chapter Five

This chapter talks about the stages in Business English course design for companies based on his experiences. Those stages refer to the ADDIE design model, which stands for Analysis, Design, Development, Implementation, and Evaluationin comparison to the SAM model.

Chapter Two

REPETITION AND PARALLELISM AS RHETORICAL DEVICES IN OBAMA'S AND BIDEN'S SPEECH: WHAT MAKES A GOOD SPEECH?

2.1 Introduction

Joe Biden, the present US president, amazed the Americans in Wilmington, Delaware, USA, in November 2020, with his victory speech as soon as he knew from statistical data that he was the winner of the presidential election. His speech was admired by public and received a lot of comments (Kelly, 2020).The way Biden delivered his speech reminded the public of Barrack Obama, the former US President from 2008 to 2016. Obama's visit to Jakarta in November 2010 was said to be too short but his speech to students and lecturers at UI (University of Indonesia), Depok, remains memorable. His speech was admired by many people and was covered by the mass media as a great speech. Both are recognized as great "orators".

The frequently-asked question is what makes a speech a good speech. According to Aristotle (in Setiono, 2010), a good speech can

be judged from the modes of appeal in rhetoric: ethos, pathos and logos. Ethos refers to the credibility- convincing the audience that you are credible, trustworthy, and experienced. Pathos is the appeal on the emotion, that is, trying to make the audience sympathized with the orator, for example, by telling a personal story. Last, logos refers to the appeal in the arguments or reasons of the speaker, whether they are supported by facts and data or not. Meanwhile, Toolan (2002) stated that a good speech can also be seen from three aspects: the content, the delivery and the language. Content refers to the scopes, relevance, philosophical values intended to say by the speaker and the logical organization of it. It is generally said that the content should be something worth-saying. Next, delivery refers to the ways or the techniques used by the speaker to express the ideas or to read the text. These include the voice – intonation, stress, pitch – and the body language. In contrast, language refers to the words and sentence patterns chosen by the speaker to express his/her ideas. This is the part of rhetoric – the art of using the language effectively in order to persuade and influence the audience. In order to achieve the goal, a speaker needs rhetorical devices. These rhetorical devices include alliteration, personification, simile, parallelism, antithesis, rhetorical questions, hyperbole, alliteration, etc (Harris, 2009; Hannah, 2009).

Two types of rhetorical devices widely used are repetition and parallelism. In rhetoric, repetition is not seen as something redundant. It is, on the other hand, an effective rhetoric strategy to produce emphasis, clarity and emotional effect. Repetition, when used correctly, can function as a powerful device for the speakers – politicians, professionals - to hook the emotions of the audience. In a speech, a speaker can repeat the sounds, the words, the phrase, the clause or the ideas. It does not take place by accident but by design

in order to produce certain impacts. Parallelism is closely related to repetition since the speaker/writer repeats the grammatical pattern in a list of two or three using parallel structure. The purpose is to attract the attention of the audience on specific points. If it is said in the right way, parallelism becomes very powerful, poetic and effective.

This article deals with the rhetorical devices, namely repetition and parallelism, with reference to Barrack Obama's speech at UI (Universitas Indonesia) Jakarta in 2010 and Joe Biden's victory speech at Delaware, USA, 2020.Based on the survey in different sources (2021), there have been three studies conducted by Indonesians with reference to Obama's speech at UI Jakarta.The first one was conducted by Setiono Sugiarto (*The Jakarta Post*.,November 20,2010). According to him, the positive response or hysteria from the audience was attributed not only to Obama's charming and relaxed persona but also his friendly speech by applying the three modes of appeal introduced by Aristotle – ethos, pathos and logos. Ethos refers to the personal appeal of Obama himself as an orator. This included the ways he greeted the audience, the ways he chose the easily-understood political jargons, and the ways he chose the pronoun " I" and "we" in order to produces certain effects on the mind of the audience. Pathos refers to the appeal based on the emotion of the audience. Obama achieves this through the way he amazed the audience through the funny stories of his childhood in Jakarta before coming to the serious discussions about democracy and development. Logos is the appeal based on reason and this is clearly seen through Obama's statements on democracy and development which are supported with facts and illustrations. In short, he judged Obama's speech from ethos, pathos and logos without mentioning Obama's typical style.

The second one was done by Dodik Yuwono (2010) with the title " Expressive speech acts in Obama's speech at UI Jakarta". He focused his study on what expressive were used and what strategies were used to show the expressive acts. He analyzed the speech text from pragmatic perspectives. The result of the study showed that Obama used four kinds of expressive acts: greeting, thanking, wishes and apologizing. He did not say anything related to rhetorical devices in Obama's speech.

The third study was conducted by Tri Utami Widyawati (2014) with the complete title "Deixis and presuppositions identifications of Barrack Obama's speech at UI Jakarta".The study found that Obama employed existential presupposition about 82 % and deixis 12 %. The rest was lexical presuppositions. Again this study analyzed the speech from pragmatic perspectives.

Similarly, there have been several studies conducted in response to Joe Biden's victory speech but the most related ones are the ones conducted by Laura Kelly (2020) and Gilang Bagaskoro (2021). Laura Kelly/'s study entitled "Joe Biden's Powerful Victory Speech" focused on the readability level and language style. She found that Biden's speech readability level was in level A which meant that it could be 100 % understood by literate people. His language was characterized by plain language: simple and concise. Biden used active voice 99 % (only 1 % passive) to make his message clear: take action. He used positive tone to give hope. He avoided clichés and adverbs. He used "we" to address the audience and engage them in his speech. She did not analyze the rhetorical devices used by Joe Biden. Gilang Bagaskoro's study entitled " An Analysis of male and female diction in Joe Biden's and Kamal Harris's victory speech". He found that Biden used fewer abstract words than Kamala Harris but more words with connotative meaning. In short, Gilang's analysis focused on the diction only.

From those studies conducted, none was done with rhetorical devices with the focus on repetition and parallelism. Therefore, to fill in the gap, this article aims to identify the types of rhetorical devices employed by Barrack Obama and Joe Biden in their speech with the focus on repetition and parallelism. The main sources of the data are the full text of Obama's speech at UI Jakarta 2010 and the full text of Joe Biden's victory speech at Delaware, USA, in 2020. Using the qualitative approach, this analysis focuses on the types of repetition and parallelism used in order to formulate Obama's and Biden's typical style. Since this is a textual analysis, the discussion does not cover the delivery such as intonation, pitch, stress, and the body language which also contributes to the excellence of a speech. The analysis is limited to the linguistic units in the speech text - the words, phrases and sentence patterns.

2.2 Repetition and Parallelism as the Rhetorical Devices: an Overview

2.2.1 Basic Concept of Repetition

Rhetoric deals with the art of using the language effectively to persuade the audience (Harris, 2009; Hannah, 2009).To use the language effectively in speech, a speaker needs rhetorical devices and one of those rhetorical devices is repetition. The repetition of sounds, words, phrase and clauses by a speaker does not happen by accident but by design. A good speaker can repeat the sounds, words, phrases, clauses and sentences with a number of variation to produce certain effects on the audience. Repetition is one of the cohesive devices to link phrases/clauses/sentences (Haliday, 2002). As a rhetorical device, repetition produces intensity, clarity, and emotional effects. It makes the main points clear and intense. It results in emotional effects since the expressions sound more poetic

and rhythmical. These are important in speech in order to attract and provoke the audience.

The following types of repetition are based on Harris' *A Handbook of Rhetorical Devices (2009) and Hannah's Rhetorival Devices (2009),* while the techniques of analysis are based on the one proposed by Michael Toolan (1998).

1. Repetition of sounds

   a. Alliteration

      Repeating the same sound at the beginning of two or more words.

      e.g. Sound and sense

            Let's go forth to *lead* the *land* we love. (JFK)

            Veni, vidi, vici - Julius Caesar

   b. Assonance

      Repeating similar vowel sounds, preceded by different consonants.

      e.g. Thy kingdom *come,* thy will be *done. (*The Lord's Prayer)

   c. Consonance

      Repeating the final consonant sound in words stressed.

      e.g. We study *literature* and *structure.*

            It is *short* and *sweet.*

2. Repetition of words/phrases/clauses

   Repetition of words can be done in three different ways: similar repetition, synonym or hyponym as seen in the following.

e.g. I like "rambutan" - a tropical juicy fruit with hairy skin…(hyponym).

In this example, the word " rambutan" is the sub-member of the word " fruit" as the broad class.

a. Anaphora

Repeating the words/expression at the beginning of each clause or sentence commonly in conjunction with the climax and the parallelism.

e.g.: *we shall* fight on the landing grounds,

we shall fight in the fields and streets,

we shall never surrender (Churchill)

To think on death it is a misery. *To think* on life it is a vanity. (Peachman)

b. Antistrophe/epistrophe

Repeating the same words/phrase at the end of each unit.

e.g. In 1933, ten years ago, Japan invaded Machukuo-*without warning*.

In 1935, Italy invaded Ethiopia – *without warning*.

Later, in 1939, Hitler invaded Poland – *without warning*. And now ---

(Franklin D. Roosevelt.)

c. Anadiplosis

Another word for anadiplosis is end-linking (Besin, 2009; Norrman, 1982). It is defined as repeating the last word/

phrase of a clause or sentence in the beginning of the next linguistic unit (clause or sentence). To put it in another way, the last word of the clause or sentence is repeated in the next unit. Anadiplosis is similar to amplification.

e.g.   Men in great place are the thrive *servants – servants* of the sovereign or state, *servants* of fame and *servants* of business (Francis Bacon).

The best part is *gone – gone* for nothing (Henry James in *Ambassadors*)

This was the *end – the end* of the world. (unknown)

In the beginning was *the Word* and the *Word* was with God …(Bible)

The word repeated is not necessarily the same word. There are three alternatives:

simple repetition, synonym or hyponym.

 d. Conduplicatio

Unlike anadiplosis, the word /expression repeated is not necessarily the last word but

the key word in the preceding phrase/clause/sentence as seen in the foloiwng;

It is about …
translate into a better life for human beings - a life marked by …

e. Epizeuxis/Polilogia.

Repetition of a single word with no other words in between

e.g.   What we see are just garbage, garbage, garbage.

Words, words , words (Hamlet)

f. Chiasmus /epanodos/inverted parallelism/antimetabole

This is a verbal pattern in which the second half of an expression is balanced against

the first with parts reversed (in reverse order).

The formula is A-B   B –A as seen in the following examples..

- Fair is foul and foul is fair (Shakespeare in *Machbeth*)

- My job is not to represent Washington to you, but to represent you to Washington. (Barrack Obama)

- The secret of life is not to do what you like but to like what you do(unknown)

- It is nice to be important but it is more important to be nice.

g. Amplification. It refers to repeating a word/expression while adding a detail to it in order to emphasize the point. It is used to attract attention an idea and expand it so that the audience know it is important.

- This *orchard,* this *lovely and shady orchard,* is the main reason I bought this house.

- I think he is a *good man - a very good man by nature*.

h. Epanalepsis

Repeating the beginning word of a clause/sentence at the end.

e.g. *Our eyes* saw it but we could not believe *our eyes*

2.2.2 Basic Concept of Parallelism

In rhetoric and public speaking (Harris, 2009; Hannah, 2009)) , parallelism refers to repeating the similar syntactical patterns. In this case, several parts of a sentence or several sentences are expressed similarly to show that the ideas in the parts are equally important. The function is to produce balance, rhythm and most importantly, the clarity. Any linguistic elements of a sentence can be paralleled: parts of speech (noun, verb, adjective and adverbs or linguistic units (single word, phrase, clause and sentence (Fawcett, 2002).

1. Nouns
   The wealthy car collector owns *three Cadillacs, two Rolls Royces and ten Mercedes*.

   In this example, there are three noun phrases and they are in balance since the number words in each phrases is more less the same.

2. Verb
   He *got* the idea, *designed* the program and *gave* it to the staff right away.

   Infinitive

   - *To think accurately* and *to write precisely* are interrelated goals.

3. Prepositional phrases
   - We have been looking for you everywhere: *in the office, at the hotel and at home*.

4. Subordinate Clauses
   - *What lies behind us* and *what lies before us* are tiny compared to *what lies within us* (Ralph Waldo Emerson)

   - We would like to know *who you are* and *why you are here.*

   Great orators employ parallelism not only to produce balance but also to produce the rhythm. Since the same type of words are listed, it produces clarity. The speaker wants to make audience focused. The power of parallelism is that the important ideas are said and expressed in the right way.

2.3 Repetition and Parallelism in Obama's Speech at UI Jakarta

   The full text of Obama's speech at UI in 2010 consists of 3520 words, divided into forty six paragraphs.The data presented here are completed with an index to show what paragraph the sentence is taken from. This analysis focuses on the repetition of words/phrases/clauses since there is no repetition of sounds in the speech text. Then, parallelism comes in the next.

Figure 2.1 Obama's Speech at UI, Jakarta, 2010

2.3.1 Types of Repetition

In his speech, Obama employed three types repetitions: ana-diplosis, condiduplicatio, and anaphora as seen in the following. In addition, the use of parallelism is dominant in his speech. All types of repetitions are presented in detail below.

1. Anadiplosis/end-linking

Anadiplosis is used four times in the speech. This will be dis-cussed below.

a. *I stayed here for four years*
- a time that helped shape my childhood;
a time that saw the birth of my wonderful sister; Maya and
a time that made such an impression on my *mother that she kept returning to Indonesia*

(paragraph 7)

The last word in the first linguistic unit is repeated in the beginning of the next unit, not using the simple repetition, or synonym but using hyponym.This link can be formulated as follows:

<center>… four years - a time …</center>

But the repetition is not only once but three times : a time, a time, a time, . Therefore, there is another rhetorical device here: parallelism since there are three phrases of the sentence which are expressed similarly or repeated . These three phrases can be illustrated as follows:

… a time that helped …   = Noun phrase   + adjective clause

… a time that saw …   = Noun phrase   + adjective clause

… a time that made …   = Noun phrase   + adjective clause

The impact of this repetition is that it makes the audience focus on the importance of the four-year time in Indonesia. It sounds more powerful and more poetic since the word is repeated three times. The speaker could have expressed it in another way such as below but the impact is different.

a. *I stayed here for four years. It was a good time that helped shape my childhood, saw the birth of my sister, Maya, and made such an impression …*

b. *When I moved to Jakarta, it was 1967, a time that followed great suffering and conflict in parts of this country*

<div align="right">(paragraph 11)</div>

The last word "1967" in the first linguistic unit is repeated in the beginning of the second unit, using hyponym. Therefore, this type of repetition is called end-linking.This process can be illustrated as follows:

… it was 1967,   a time that …

c. *Indonesia took the initiative to establish the Bali Democracy Forum, an open forum for countries to share their experiences and best practices in fostering democracy.*

<div align="right">(paragraph 30)</div>

There is an end-linking/anadiplosis in the above sentence, that is, the word " Forum" in the first linguistic unit is repeated and becomes the first in the second linguistic unit, separated by a comma (,). This kind of link can be seen in the diagram below**.**

… Bali Democracy *Forum, an open forum* for …

d. *Earlier today, I visited the Istiqhal Mosque – a place of worship that was still under construction when I lived in Jakarta.*

<div align="right">(paragraph 43)</div>

There is an end-linking/anadiplosis in the above sentence which can be described as follows.

… Istiqhal Mosque - a place of worship …

The last words "Istiqhal Mosque" in the first linguistic unit is repeated in the beginning of the next linguistic unit. The sense relation between "Istiqhal Mosque" and " a place" is hyponymous.

2. Conduplicatio

Conduplicatio - repetition of the key word of the first linguistic unit in the beginning of the next unit - is used six times in the speech text.

a. *It is about those forces that have transformed Jakarta that I once knew - technology and trade and flow of people and goods – translate into a better life for human beings, a life marked by dignity and opportunity.*

(paragraph 23)

In this long sentence, consisting of 39 words, there is another kind of repetition called conduplicatio which is similar to anadiplosis. This construction can be described as follows:

…into *a better life* for human beings, *a life* marked by …

As seen in the diagram above, the word repeated is not the last word in the first linguistic unit but the key word in the first linguistic unit. This is categorized as simple repetition since the word "life" is exactly repeated.

b. *Because ultimately, it will be the right of citizens that will stick together this remarkable Nusantara that stretches from Sabang to Merauke – an insistence that every child born in this country should be treated equally, whether they come Java or Aceh; Bali or Papua.*

(paragraph 29)

There is another conduplicatio in the above sentence. This kind of repetition can be seen in the diagram below.

… it will be the *right of citizens* … - *an insistence* that every …

As seen in the diagram above, the words "right of citizens" in the first linguistic unit is repeated in the beginning of second linguistic unit using the words "an insistence" which is synonymous with "right of citizens" in this context.

c. *Like the other Asian nations that I am visiting on this trip, Indonesia is steeped in spirituality – a place where people worship God in many different ways.*

(paragraph 33)

There is again another repetition called conduplicatio in the above sentence as seen   in the diagram below.

… Indonesia is … - a place where …

The key word " Indonesia" in the first linguistic unit, as seen in the diagram above, is repeated and becomes the first word in the second linguistic unit using the word "place".The sense relation between the word "Indonesia" and "place" is hyponymous. The first linguistic unit is separated from the second unit by a dash (-).

d. *We know well the issues that have caused tensions for many years – issues that I addressed in Cairo.* (paragraph 36)

There is a conduplicatio in the above sentence. The key word "issues" in the first unit is repeated using simple repetition and becomes the first word in the second unit as seen in the diagram below.

… know well *the issues* that have ... - *issues* that I addressed …

e. *Our shared interest is in building peace in a war-torn land – a peace that provides no safe haven for violent extremists and that provides hope for the Afghan people.* (paragraph 36)

In the above sentence, the key word "peace" in the first linguistic unit is repeated and becomes the first word in the next linguistic unit. This link can be seen in the   following diagram.

… in building *peace* in a war-torn land - *a peace* that provides …

f. But here can be found the *ability* to bridge divides of race and region and religion – *that ability* to see yourself in all individuals.

(paragraph. 45)

There is a repetition in the above sentence and the cohesion between the first linguistic unit and the second unit using conduplicatio can be seen in the diagram below.

... *the ability* to bridge ... - that *ability* to see ...

As seen in the diagram, the key word "ability" in the first unit is repeated in the second unit using simple repetition- repeating using the same word/words.

3. Anaphora

Repetition by anaphora is used by Obama eight times in the speech text as seen in the quotations below.

a. *What that means and what we learned in the recent economic crisis – is that*

we have a stake in each other's success. (paragraph 18)

*America has a stake in an Indonesia that is growing, ...(*paragraph *19)*

America has a stake in an Indonesia that plays its rightly role …………………………………………… *(* paragraph 20)

America has a stake in an Indonesia that pursues sustainable -- -- (paragraph 2*1)*

Above all, America has a stake in the success of Indonesian ………………………………………….. (paragraph 22)

There are several points which can be made about the data above. First, the repetition is categorized as anaphora since it takes place in the beginning of each clauses/sentences. Second, group of words repeated are clauses, specifically main clauses. Third, the repetition is not in the beginning of each clause or sentence but in the beginning of each paragraph. The clause "America has a stake in …" is repeated four times through paragraph 19 to 22.

The impacts of the repetition is that the ideas in paragraph 18, 19,20,21, and 22 become very cohesive since the repetition of key word "stake" 19,20,21, and 22, is intended to support and intensify the idea of "stake" which has been introduced in the beginning, that is, paragraph 18. In addition to the cohesiveness, the anaphora produces a power which makes the message more intense and clearer Another impact is that anaphora makes the sentences sound more melodical or poetic.

b. *Development , after all, is not simply about growth rates and numbers..*

It is about whether a child can learn the skills they …

It is about whether a good idea is allowed to grow …

It is about whether those forces that have transformed … (para-graph.23)

In this sentence, the idea of "development" is repeated using three successive clauses

" It is about whether …". The repetition is powerful to stress the idea of development.

c … *a shortcut to development by trading away the rights of human beings for the power of the state. But that is not what I saw on my trip to India and that is not what I see in Indonesia.*

*(*paragraph 24*)*

In this sentence, the idea of "trading away the human rights" is emphasized using two successive clauses: that is not what I …, That is what I … The speaker could have said this in different way but the again the impact is different.

- That is not what I saw in India and Indonesia (reconstruction)

d. *Of course, democracy is messy. Not everyone likes the results of every election. You have to go through ups and downs. ...*

It takes strong institutions to check the concentration of power ...

It takes open markets that allow individuals ...

It takes a free press and independent justice ...

It takes open society and active citizens to ...

(paragraph 27)

The idea of "democracy" is strengthened by using four successive clauses which make the message clear, intense and powerful. This is also seen in the following

e. *But the people of Southeast Asia must have the right to determine their own destiny as well.*

That is why we condemned the election in Burma ..

*That is why we are supporting your vibrant civil societ*y …

(paragraph 30)

f. *I believed then and I believe today, that we have a choice.*

   We can choose to be defined …

   Or we can choose to do … (paragraph 35)

g. …*United States is committed to human progress.*
   That is who we are
   That is what we have done
   That is what we will do (paragraph 35)

h. … *I visited the Istiqhal Mosque … (paragraph 43)*
   Such is Indonesia's spirit.
   Such is the message of Indonesia's inclusive philosophy…

                                          (paragraph 44)

2.3.2 Types of Parallelism

   Obama also used parallelism to provoke the audience and to maintain clarity. **T**otally, there are eight parallel structures/parallelism used in the speech text as quoted in the following.

1. To infinitive verb:

   … *my mother that she kept returning to Indonesia over the*

   next twenty years to live, to work and to travel

                                          (paragraph 7)

The three to-infinitives are put in parallel structure and it makes the verbs (live, work, travel) equally important and balanced. In addition, there is a rhythm there. If it is expressed in another way, the impact is different.

twenty years to live ….   to + infinitive verb

                        to work … to   + infinitive verb

                        to travel … to   + infinitive verb

2. Past participle + prepositional phrase

… the spirit of tolerance that is written into your Constitutions; symbolized in your mosques, churches and temples; and embodied in your people. (paragraph 13)

The pattern of the parallel structure can be summarized as follows:

: spirit of tolerance that is

written in your… = past participle + prep phrase

symbolized in … = past participle + prep phrase

embodied in…   = past participle + prep phrase

It is necessary to note that number of words in the prep. phrase is about the same.

3. Impersonal Subject "It" + prep + noun clause

Development , after all, is not simply about growth rates and numbers..

It is about whether a child can learn the skills they …

It is about whether a good idea is allowed to grow …

It is about whether those forces that have transformed …

(paragraph 23)

This is a complex sentence with noun clause and the main clause is the impersonal " It is …". The pattern can be formulated as follows.

The pattern :   Impersonal S It + be + prep. + Noun clause

                       Impersonal S It + be + prep. + Noun clause

                       Impersonal S It + be + prep. + Noun clause

4. Noun phrase

> *... there are aspirations that human beings share -*
>
> *the liberty of knowing that your ...;*
>
> *the opportunity to get an education ...*
>
> *the freedom to practice …   (paragraph 31)*

As seen above, there are three noun phrases which are parallel: the liberty…, the opportunity to … the freedom to … The strong point here is that the speaker makes a pause before she/he mentions the list of three. This makes the speech powerful.

5. Conjunction "that" + noun clauses

This pattern was used by Obama two times in his speech, that is, in paragraph 31 and 46 as seen below.

> *... a liberty of knowing that your leaders are accountable to you, and that you won't be locked up ... (paragraph 31)*

In this quotation, Obama employed two parallel structure of noun clause introduced by the conjunction " that" with high pitch on it.

> *…   The stories of Indonesia and America tell us*
>
> *that history is on the side of human progress;*
>
> *that unity is more powerful than vision;*

that the people of this world can live together in peace. (paragraph 46)

In this quotation, Obama used noun clauses introduced by "that" . The use of semi-colon in the transcription is to indicate that there was a pause between the clauses and it makes " the power of three" in the speech very powerful and poetic.

6. Prepositional phrase

…and we are now building on that shared humanity

through the young people who will study …;

through the entrepreneurs forging ties that can lead to prosperity;

*through our embrace of fundamental democratic values…(*paragraph 42)

Obama made a list of three prepositional phrases: through…, through..,

through… Again, the power of three is frequently used since it is very

powerful to attract the audience's attention.

From the above data, it seems that a series of three is Obama's typical style: three phrases and three clauses in parallel structure.

2.3.3 The Impacts of the Repetition on the Content and the Audience

1. The impact on the cohesiveness

   The repetition has made the speech text cohesive. A text is a semantic unit and it is realized in a series of sentences. In order to make the sentences linked to one another, the speech writer uses cohesive devices such as reference, conjunction and lexical cohesion.Anadiplosis and conduplicatio can function as lexical cohesion which link the second linguistic unit to the first linguistic unit as seen below. The cohesiveness is not only seen in anadiplosis but also in anaphora and parallelism.

   Anadiplosis: *... Istiqhal Mosque - a place of worship*

   Conduplicatio:

   in building peace in a war-torn land - a peace that provides

2. The impact on the intensity and focus

   Repetition makes the topic or message more intense. This is seen not only in anadiplosis and conduplicatio but also in anaphora and parallelism. Anadiplosis and conduplicatio function as effective focusing devices since the repetition makes the audience/ readers concentrate on the main points the speaker is saying. When the speaker says "a time" in the following part of sentence, the audience feel that there is a power here since there is a pause after the speaker says " 1967".

…it was 1967,   a time that …

Anaphora and parallelism add balance and clarity to the sentences. When   a part of a sentence is repeated in the beginning part of the next unit, it will produce intensity. The effect is also produced by parallelism as seen in the following.

Anaphora: *United States is committed to human progress.*

That is who we are

That is what we have done

That is what we will do   (paragraph 35)

Parallelism:

The stories of Indonesia and America tell us

that history is on the side of human progress;

that unity is more powerful than vision;

that the people of this world can live together in peace.

(paragraph *46*)

3. The impact on the rhythm

Repetition makes the sentences sound more rhythmical or poetic to the ears. Of course it depends on the delivery, the ways the speaker says it. As seen in the example above, there should be a pause between the units in order to produce a powerful effect.

2.3.4 Obama's Speech Style

Style can be defined as distinctive linguistic expression. It refers to the unique way a speaker/writer expresses his/her ideas in a given context for a certain purpose.(Verdonk: 2002, 3). The words and sentence patterns selected can be a trademark of a speaker. If so, what is Obama's speech style?

The summary of the types of repetition in part A shows that Obama's style is dominated by the use of anaphora, followed by parallelism and conduplicatio as seen in the following table.

Table 2.1 The Summary of the Types of Repetition in Obama's Speech at UI Jakarta

Type of repetition and parallelism	Number	/ %
Anadiplosis/end-linking	4	16 %
Conduplicatio	6	24 %
Anaphora	8	32 %
Parallelism	7	28 %
Total	25	100 %

The numerical data taken from his victory speech in Chicago, USA, on November 4, 2008 (Brown, 2009), indicate the same thing. Obama 's victory speech is also dominated by anaphora, parallel structure and conduplicatio. Obama used the magic number three to stir the audience, that is, the series of three parallel words, phrases or clauses as seen in the following.

1. Three parallel adjective clauses :

If there is anyone ... who still doubts ...

who still wonders…

who still questions …, tonight is your answer.

2. Three parallel adjectives: …to be cynical, fearful and doubt-ful…

3. The repetition of the clause " It is the answer" in the beginning of three successive

    paragraphs. :   *It is the answer told by …*

                                It is the answer spoken by …

                                It is the answer that led to those…

Based on the data in these two speeches, it can be concluded that anaphora and parallelism are Obama's typical rhetorical style to stir the crowd. One of Obama's favorite is parallel structure with three past participial phrases or adjectives as seen in his inauguration speech. On January 20, 2009.

I stand here today

    humbled by the task before us,

    grateful for the trust you have bestowed,

    mindful of the sacrifices borne by our ancestors,

2.4 Repetition and Parallelism in Joe Biden's Victory Speech

This analysis was based on Joe Biden's full text of victory speech in Delaware, USA, in November 2020 as the source of data. The speech text consists of 1555 words. To make it easier to analyze, it was divided into 106 lines (linguistic units). The text was analyzed using the technique of close reading. The first thing to do was to read the lines one by one to identify and find out the clauses/phrases containing rhetorical devices of repetition and parallelism. The next was to classify the repetitions and parallelism into types of repetitions and type of parallelism. The final step was to analyze

interpret the data and calculate the frequency to see the dominant style of the speaker.

Figure 2.2 Biden's Victory Speech, 2020

2.4.1 Types of Repetition

1. **Amplification**

   a. *They have delivered us a clear victory. A convincing victory*. **(**line 2)

   This kind of rhetorical device is categorized as amplification since the word " victory" is repeated in the next unit by adding some detail, that is, the word " convincing". The purpose is to make the message stronger: victory. The audience can feel this because in saying/uttering this, the speaker makes a pause in the first part: …victory (pause) convincing victory.

b. Jill's a mom — a military mom — and an educator (line 19)

This type of repetition is also classified as amplification since the word "mam" is repeated in the next unit by adding some details, that is, military mam and educator. This repetition makes the speech sound poetic and powerful with clear focus, if it is said in the right way.

c. …*And I will be honored to be serving with a fantastic vice president — Kamala Harris — who will make history as the first woman, first Black woman, first woman of South Asian descent, and first daughter of immigrants ever elected to national office in this country.(line 21).*

This part contains repetition classified as conduplicatio. This can be analyzed and formulated as follows

…who…as the first woman, first Black woman, first woman of.., first daughter of

The phrase " Kamala Harris" is repeated as " the first woman", then it is repeated by adding some information as " first Black woman" , " the woman of South Asian descent",   and finally as " first daughter of immigrants". This repetition makes the message about Kamala Harris clear. If it is said in the right way with pause, this technique is very powerful. If the speaker changes the phrase " the first Black woman" into a pronoun " "She" as the subject of a new sentence, the impact will very different. The powerful and poetic value will be missing as seen in the following

… Kamala Harris. She is the first Black woman. She is … She is …

2. **Anaphora**

a. *... For that is what America is about: the people. (line 9)*

And that is what our administration will be about. (line 10

This is a typical anaphora since the speaker repeats the complex sentence with noun clause in the beginning two times :

… that is what America is ----

… that is what our administration will be …

Main clause   + subclause (noun clause)

b. *... And to all those who supported us: I am proud of the campaign we built and ran. I am proud of the coalition we put together, the broadest and most diverse in history. (line 26)*

The speaker wants to say that he is very proud for two things but he does not want to put   the two things into one long sentence. He repeats the S-V part to show that he is very proud as seen below.

… I am proud of the campaign we …
… I am proud of the coalition we …

If speaker put in different patterns, the impact would be different as seen below.

…I am proud of the campaign we… and the coalition we ….

This is in line with the study conducted by Laura Kelly (2020) that   Joe Biden tried to avoid using long sentences. She found, in her analysis, that Joe Biden used plain language in his speech, that is, simple and short sentences with common words, no jargon.

3. Anadiplosis/end-linking

The Bible tells us that to everything there is a season — a time to build, a time to reap, a time to sow. And a time to heal. (line 44)

This is typical anadiplosis since the last word in the first linguistic unit, " a season" is repeated in the next linguistic units four times, not with simple repetition but with hyponym (season-time) in order to stress the point and make it powerful as seen below. When saying it, there is a pause in between to create power.

... there is a season   - a time to build,

- a time to reap,

- a time to sow,

- a time to heal,

4. Conduplicatio

Conduplicatio, repeating the key word of the first linguistic unit in the next linguistic unit, was used by Joe Biden as seen below (line 47-53).

a. ...To marshal the forces ... in the great battles of our time.

The battle to control the virus.

The battle to build prosperity.

The battle to secure your family's health care.

The battle to achieve racial justice and root …

The battle to save the climate.

The battle to restore decency,…

As seen above, the key word in the first linguistic unit "battle" is repeated in the next linguistic units six times: the battle to …, the battle, etc. The result is that the message is clear and there is a power and intensity there, if it is said in the right way with a pause.

… in the great battles of our time. The battle to … (phrase)
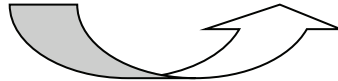
The use of active voice in the verbs is also in line with the result of study by Laura Kelly (2020) which stated that Joe Biden used active verbs 99 %, only 1 passive to enforce the message: take actions. He makes clear in the mind of audience what he is going to do: to control the virus, to build prosperity, to secure the family healthcare, to achieve, etc.

b *…. let us be the nation that we know we can be.*

A nation united.

A nation strengthened.

A nation healed. (lines 102-105)

The repetition above is categorized as conduplicatio since the key word in the first linguistic unit " nation" in the next linguistic units three times as seen in the following pattern. When saying it, there is pause between each unit to attract attention and to make it clear about the attributes of nation: what nation ? A nation which is united- not divided, strengthened- not weakened, healed- not killed.

… let us be the *nation* that we know we can be. A nation united

A nation strengthened

A nation healed

2.4.2 Types of Parallelism

Like Obama, Joe Biden also used several patterns of parallelism as seen in the following. The parallel structure are verb phrase (base form and to infinitive) and clauses.

1. Clauses

   a.   *…I pledge to be a president who seeks not to divide, but to unify.* (line 6*)*

   Who doesn't see red and blue states, but a United States.(line 7*)*

   *And who will work with all my heart to win the confidence of the whole People (*line 8)

As seen in the quotation above, Joe Biden used the parallel structure of noun clause three times to strengthen the idea about what he wants to be. This can be formulated as follows.

I pledge to be a president who seeks …

who doesn't see …

who will work with …

Pattern: main clause + subclause (three noun clauses).

In the transcription, it is written as three different lines but in speech it becomes one unit with a pause between the clause. This is the strength of parallelism. Biden wanted the audience to know what he wanted to be.

b. … *by moments in time where we've made hard decisions about who we are and what we want to be (*line 68*)*

This is another parallel structure employed Biden, two noun clauses are made parallel: S + V + who we are and what we want to be.

2. To infinitive phrase

a.   *..I sought this office to restore the soul of America.*

to rebuild the backbone of the nation — the middle class.

to make America respected around the world again, and

to unite us here at home. (lines 11-13)

b… It's time to put away the harsh rhetoric.

        to lower the temperature.

        to see each other again.

        to listen to each other again.

        to make progress, we must stop … (lines 38-42)

*As s*een in the quotation a and b, the function of to infinitive phrase to indicate the purpose. In quotation a, Biden expressed why he sought this office: to restore, to rebuild, to make and to unite. Based on the video, all are said with a pause between the unit to make it more poetic and powerful for the audience. In quotation b, Biden again provoked the audience what he wanted to do soon: to put away…, to lower…, to see …, to listen …, to make …. . There is an intensity and power here.

3. Verb phrase (base form)

a …*We cannot repair the economy, restore our vitality, or relish life's most precious*

  *moments (*line 55)

  Pattern: One S followed by three verbs: repair…, restore…, and relish …

b …*We have the opportunity to defeat despair and to build a nation of prosperity and purpose. (line 74)*

c   *….And He will raise you up on eagle's wings,*

> *Bear you on the breath of dawn,*
>
> *Make you to shine like the sun,*
>
> *And hold you in the palm of His Hand.'*
> (lines 97-100)

It is necessary to note that the verbs repeated are in the group of three as the typical characteristics of parallel structure. In addition, all the verbs are active with the subject " we". Again this is in line with the finding of Laura Kelly (2020) claiming that Biden used 99 % active verbs (only 1 % passive voice) in order to support the message: take action.

2.4.3 Joe Biden's Typical Style

What is Biden's style? Style refers to the unique way a speaker/writer expresses his/her ideas in a given context for a certain purpose (Verdonk: 2002). The words and sentence patterns selected can be a trademark of a speaker. Based on the analysis in part A and part B above, it can be concluded that Biden's style is dominated parallelism (50 %), followed by amplification (22%), and conduplicatio (14 %) as seen in the following table. He also uses anadiplosis and anaphora, each 1 %.

Table 2.2 The Summary of the Types of Repetition in Joe Biden's Victory Speech 2020

Type of repetition and parallelism	Number	/ %
Amplification	3	22 %
Conduplicatio	2	14 %
Anadiplosis	1	7 %
Anaphora	1	7 %
Parallelism	7	50%
Total	14	100 %

As seen in the analysis, Biden used parallel structure of different patterns. He used a list of clauses, to infinitive phrase, and verb phrase. This is his strength to provoke and influence the audience. It is very powerful and effective since he delivered it in the right way. He used the pause between the units. He maintained the pace. He knew when to faster and when to slow down.

The next question is what makes Obama's style different from Biden's style. To answer this question, let us take a look at the comparative data in the following analysis.

2.5 Obam'a Style Vs Biden's Style

As said earlier, language style in speaking and writing is something unique and personal. Therefore, Ullman in *Meaning and Style* (2003) states that style is like a finger print, in the sense that it is difficult for someone to change the way he speaks and writes. Looking at the video of Obama's and Biden's speech, one will say that these two US leaders speak with similar style, not only in the rhetorical devices used but also in the body language (facial expressions, hand movement, eye contact). The way they used repetition

and parallelism as rhetorical devices in their speech based on the analysis can been below.

Table 2.3 Obama's Style Vs Biden's Style

Types of repetition and parallelism	The number of times used by Obama		The number of times used by Biden	
Amplification	-		3	22 %
Conduplicatio	6	24 %	2	14 %
Anadiplosis	4	16 %	1	7 %
Anaphora	8	32 %	1	7 %
Parallelism	7	28 %	7	50 %
	25	100 %	14	100 %
The length of text:	3592 words		1555 words	

The data in Table 2.3 shows that Obama's style is dominated by anaphora (32 %) while Biden's style is dominated parallelism (50 %). The use of anaphora in Biden's speech is very low, only 7 %, much lower than it is used in Obama's speech.   In short, Obama's strength is in the use of anaphora, followed by parallelism, while Biden's strength is in the use of parallelism, followed amplification. The difference in the percentage is also affected by the fact Obama's speech is longer than Biden's speech.

2.6 Conclusion

Based on the analysis in part III, IV, and V, it is clear that the power of Obama's and Biden's speech lies in the ways they use repetition and parallelism intensively in their speech with different frequency. Obama employs four types of repetition as rhetorical devices in his speech to amaze and stir the audience at UI Jakarta: anadiplosis, conduplicatio, anaphora and parallelism. Similarly, Biden uses five types of repetition and parallelism: amplification, conduplicatio, anadiplosis, anaphora and parallelism. There is no

amplification in Obama's speech. Obama's speech is dominated by the use anaphora (32 %), followed by parallelism (28%). In contrast, Biden's speech is dominated by the use of parallelism (50 %), followed by amplification (22 %).

The use of repetition and parallelism as rhetorical devices in the speech makes the speech powerful, poetic and effective. It is powerful since repetition has a reinforcing effect. If the word/ phrase is repeated, it is a signal from speaker that this part is important. It produces poetic effects since there is always a pause between the units and there is a melody if it is said in the right way. Parallel structure is a signal that those similar patterns are equal in importance. In addition, it makes the sentence clear, balanced and poetic. In short, all types of repetition and parallelism function as focusing devices. The final impact is the speech is powerful, poetic and effective if it is expressed or said with right intonation, pitch and pace.

As mentioned earlier in the introduction, a good speech should be judged not only from the rhetorical devices used, but also from some other factors such as the modes of appeal proposed by Aristotle and balance between the content, language and delivery. This can be formulated as: saying something important, using the effective language, delivering it in the right way. No more, no less.

Future studies are recommended to focus on some other speech texts by the same speakers on different occasions to see whether they are consistent in using the rhetorical devices. Moreover, some other speakers of English can be added to the list for comparisons, for example, Donald Trump's speech.

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Chapter Three

INTERCULTURAL COMMUNICATION FOR BUSINESS IN 4.0 INDUSTRIAL ERA

3.1 Introduction

In this book chapter, the writer would like to highlight the importance of intercultural communication for business in 4.0 industrial era. In this global world nowadays, those who deal with people from different cultures, ethnic groups, and other cultural contexts, such as businessmen, tourists, officers, and others that go across cultures, have to know and understand other cultural elements if they want to communicate in order to avoid or minimize cross cultural misperceptions, misunderstandings, and misinterpretations. This short chapter would help readers raise their self-awareness to learn cultural knowledge, skills, and attitudes for the success of their business across cultures and also enhance the joy of their intercultural social or business trips. The purposes of this book chapter are not only to help the communicators be able to communicate with other people from different cultures effectively and appropriately but also raise the self-awareness to be open-minded and respect

other people and cultures as they are. First, the open-minded people who have self-awareness and want to learn other cultures before visiting other countries and respect other cultures that are different from them could minimize the intercultural problems, such as ethnocentrism and misperception. As a matter of fact, all cultures are considered good and sufficient in their cultural contexts. Second, the open-minded people who always want to learn other cultures could have respectful and tolerant mind that has positive impacts in their intercultural communication in order to be able communicate effectively and appropriately in interlocutors' cultural contexts.

This study is also the continuity of the writer's interest on some practical researches on intercultural issues on educational field. A survey on intercultural business communication would also be conducted to share the intercultural experienced- based reflection of some alumni of the Business English study program of Politeknik Ubaya, Surabaya and some other ex-students of the writer to know their intercultural challenges and ways out in their workplaces/ new environments they had ever encountered, especially in 4.0 industrial era where they also experienced to use Information Communication Technologies for their activities.

Further, people across cultures need languages as a means of communication for doing their daily activities or their business activities in this world. There are 7,139 languages are spoken in the globe today (Eberhard et al, 2021). Meanwhile, there are 23 languages mostly used for more than half the world's population. From the Worldometer (2021), the world population is approximately 7.8 billion people in 2021. There are top four spoken languages used by all users and only used by native users. The data of the four most spoken languages around the globe (Ibrahimova, 2021) could be seen in the following table.

Table 3.1 The Four Most Languages in the World

No	Spoken Languages	All users	Native users
1	English	1,268 million	971 million
2	Chinese Mandarin	1,20 million	460 million
3	Hindi	637 million	379 million
4	Spanish	538 million	341 million

Here, the writer would also like to inform his previous researches on intercultural issues in educational fields. There were four research-based articles published in some journals that would still be available at the Google Scholar. The writer's articles relating to the intercultural/ cross cultural issues are Developing Materials For Business Cross Culture Through Challenging Activities, Developing Intercultural Materials For Learning English Joyfully, Designing Game-Based Learning To Foster The Cross Cultural Cognition, and Developing Business Cross Culture Materials In Need of English For Specific Purpose. In short, there are at least two successful variables - the learning materials and the joyful ways of learning them - to enhance the effectiveness and the joy of learning English practices relating in the classrooms. The learners would be able to cope their learning boredom when they could enjoy the essential learning materials they needed and the joyful ways of learning they took part in game-based learning activities.

Furthermore, the writer would also like to highlight some current concepts relating to the notion on intercultural communication. In this part, some important issues relating to the intercultural communication in business would be discussed. These various concepts would help the readers broaden their knowledge, skills, attitude, and insight on the understanding of intercultural communication in some key-words, such as ICT advanced development in 4.0 Industrial era, intercultural workplaces, barriers and overcoming the

barriers, linguistic diversity in cyberspace, communicative competence, different cultural contexts, effective communicative skills, Communication skill strategies, English as a global means of communication, Bahasa Indonesia as a lingua franca, and reflections on intercultural communication experience.

3.2 The Intercultural Communication and ICT in 4.0 Industrial Era

Figure 3.1 ICT in 4.0 Industrial Era
(Source: www.pixabay.com)

The technology advancement in 4.0 industrial era has also brought a tremendous change in human communication. In 4.0 industrial era, there are possibilities for interconnectivity, automation, machine learning, robots, other advanced technological tools, and real-time data for communication. It is common for many people - students, workers, businessmen, other professionals - to use mobile phones for daily communication. They could communicate at home/ at workplaces/ anywhere in the real time not only via phone calls but also via video calls. For intercultural communication, such from Indonesian to English or vice versa, they could also use many other technological tools (Pearse, 2020; Xiu & Xeauyin, 2018; Sitsanis, 2018), such as online dictionary, Google Translate,

Machine Translation or Neural Machine Translation (as Artificial Intelligence) to help translate from the source text to the target text. Moreover, machine translation might differ from human translation for translation as a written text and for interpreting as an aural text directly/ immediately spoken/ communicated. However, there is no guarantee that machine translation can fully replace human translation in the following reasons (Sitsanis, 2018).

Table 3.2 Machine Translation Vs Human Translation

Machine translation	Human translation
Unable to understand cultural items, such as slangs, idioms, some cases names and nuances of the text, such as jokes, in angry mood or other emotional modes.	Able to understand cultural items, such as slangs, idioms, some cases names and nuances of the text, such as jokes, in angry mood or other emotional moods.
Unable to relate words to context (focus on word to word translation), for examples rice = *nasi*, blue=*biru*(English-Indonesian translation) in a song lyric: love is blue	Able to relate words to context (focus on true meanings), for examples rice can be translated into *nasi, beras, padi*, blue can mean sedih in that song context
Difficult to localize machines for different local languages/ dialects	Possible to explain or find the equivalence for different local languages/ dialects (depend on the translator's capability)
Unable to replicate poetic, funny, persuasive styles and tone of the original/ source audio text or speakers. The result of the target translation is flat and soul-less	Able to capture the mood of the text accurately, including the nuances of the original/ source text. Humans have feelings and brain to understand/ distinguish the styles and tones
Unable to complete the tasks with the machine to copy-edit or proof-read. The task still needs human touch to ensure the better or best result	Able to complete the tasks and do the copy-editing or proof-reading as human finishing touch to the target to ensure that the readers/ audience could fully understand the complexity of the language (grammar, words, other non verbal communication)

Today, there are a growing number of Artificial intelligent tools that can be used for business communication. People could also see some smart robots as artificial intelligent products that could not only replace human labor in many industries, but also serve and communicate with people/ customers in restaurants, hotels, airports. These smart high-technological machines have been being developed to replace or take the roles of the human laborers to do the productive tasks in industries or serve and communicate with people they serve. As seen in the table above, humans as God-created beings are still superior to automatic smart machines as man-made tools in some points, such as human beings have self-awareness that they might be aware of cultural sensitivities and distinguish tones idioms that are impossible with a machine. Humans could also feel and understand the cultural nuances of the people and surroundings. Artificial intelligent products/ machines are supposed to help people do their limited redundant tasks automatically, effectively, and efficiently; they might also be cheaper and faster in doing their tasks. Anyhow, AI smart machines are naturally supposed to be much different from humans with soul, real brainpower, and normally five senses.

3.3 The Importance of Intercultural Communication in the Workplaces

When the interlocutors or the sender and the receiver have conscious efforts and sufficient skills to communicate across cultures for their business activities, they could promote their open and effective communication and gain some benefits of communication at the workplaces (Adu-Oppong & Agyin-Birikorang), such as creating work satisfaction, minimizing conflicts, increasing productivity, promoting better working relationships, and avoiding misunderstanding and misperception. The first benefit is creating

work satisfaction in the workplaces. When the interlocutors (oral communicators) or the sender and the receiver (written communication/ business correspondence) try to communicate regarding the work-related issues effectively, it also helps build greater work satisfaction. The second benefit, when the people in the workplace communicate in open, clear, and mutual ways, it will lead to professional growth and also prevent conflicts. The third benefit, when their communication in the workplace is effective to support the success of the organization, it will also increase the productivity. The fourth benefit, when the management and employees have open communication and good personal relationships, it will also help create a friendly and conducive working environment. Finally, when the organization has problems, crisis, and conflicts, it could also utilize its human resources that have good communicational ways to resolve them. In addition, there are three main forms of communication commonly used by people in workplaces across cultures. They are written communication, oral communication, and non-verbal communication (Shonubi & Akintaro, 2016).

3.4 Barriers and Overcoming Barriers to Effective Intercultural Communication

In intercultural communication, it might happen the hindrance in the flow of communication across cultures. These barriers to effective communication across cultures could take place when the receiver(s) could not get the message on what the speaker intend to convey it. There are some barriers involving words or without words to effective communication across cultures. First, cultural barrier could happen when there is miscommunication between two interlocutors from different cultures. They might have different perception and understand differently, for example an Indonesian shows

the thumb up gesture to an Iranian; they might perceive and understand the sign differently. For Indonesians, the thumb up gesture means approval, while for Iranians, it means "screw you" as highly offensive meaning. It is also a rude gesture for Australians because each culture has their own perceptions and meanings of a particular gesture. (Mitchell, 2008). Second, semantic barrier could happen when the same words and body language gesture may have different meanings across cultures, for example a Malaysian talk with an Indonesian on the same words like "budak" and "butuh" (Promadi, 2012), but they might have different meanings. Malaysians understand " seorang budak" as a kid/ a child while Indonesians understand that word as a slave. Indonesians also understand the word " butuh" as to need while Malaysians understand that word as a male sexual organ. as a matter of facts, "Bahasa Indonesia" and "Bahasa Melayu" (Malay) belong to the same root Austronesian language family, but some of their same words have different meanings. Third, organizational structural barrier could happen when people communicate in English but they use the organizational structure of their own language, for example an American mentions "customer service" but an Indonesian sometimes say "service customer" that means customer service. This happens because of the first language (Indonesian structure) influence. Fourth, technological barrier, such as the poor internet connection might affect the online communication across cultures. And there might be other barriers that impact to effective intercultural communication

Figure 3.2 Intercultural Meeting

(Source: www.google.com)

To overcome the barriers of the intercultural communication, interlocutors across cultures have the same means of communication with the same perceptions and common ground awareness. They are aware of the differences but they are willing to understand other cultures in order to find the common ground and the other cultures with the other perceptions. There are some suggested ways to overcome the barriers to effective intercultural communication, for example the importance of attentive listening, the important use of proper language, the important use of the proper body language, gestures, eye-contact (non-verbal communication), the importance of developing interpersonal relations (= appreciation and respect), and feedbacks that make the intercultural communication be meaningful and effective.

3.5 Linguistic Diversity in Cyberspace in 4.0 Industrial Era

In 4.0 industrial era, internet technology is growing fast and promoting multi-linguism and linguistic diversity in cyberspace. Internet technology might create the diverse chances for sharing knowledge and information in various languages. Everyone could also share them in some languages through cyberspace. Therefore, they could create their own cultural content in local languages and share them globally via cyberspace in order to express themselves in culturally meaningful ways (Ibrahimova, 2021). So, the inter-cultural communication on the internet becomes the key role in fostering pluralistic and open information and knowledge today.

Today, English around thirty percents in Unesco world report of languages, becomes the global language that is used around the globe in an online linguistic landscape while Mandarin, French, German, and Spanish also belong to the top ten languages online. The top ten internet users by diverse languages in cyberspace (Ibrahimova, 2021) could be described as follows: English (25.9%), Mandarin (19.4%), Spanish (7.9%), Arabic (5.2%), Indonesian/ Malay (4.3%), Portuguese (3.7%), French (3.3%), Japanese (2.6%), Russian (2.5%), and German (2%). Further, the content languages used in websites (Ibrahimova, 2021) would be figured out as follows: English (60.5%), Russian (8.5%), Spanish (3.9%), Turkish (3.8%), Persian (3.2%), French (2.7%), German (2.3%), Japanese (2.1%), Vietnamese (1.7%), and Mandarin (1.4%). Furthermore, there would be 4.2 billion active users in cyberspace. They would use diverse online platforms, such as Youtube (2.291 million users), Facebook (2.740 million users), WhatsApp (2.000 million users), Messanger (1.3 million users), Instagram (1.221 million users), We Chat (1.213 million users), Tik Tok (689 million users),

QQ (671 million users), Weibo (511 million users), and Telegram (500 million users).

In addition, there would be three countries with the most monthly facebook users (Ibrahimova, 2021) - India (320 million users), USA (190 million users), and Indonesia (140 million users). Based on the Unesco data above, linguistic diversity in cyberspace has already been happening around the world. English would still have the most users (25.9%) and the most content language used in websites (60.5%). Moreover, there would also be the most three online platforms for sharing information and knowledge around the globe - Youtube, Facebook, and WhatsApp.

3.6 The Enhancement of Intercultural Communicative Competence

Those who would like to communicate/ interact with other persons from different multicultural backgrounds need to pay significant attention on enhancing the intercultural communicative competence. There are at least three necessary abilities/ competences they should understand in order to enhance the success of their business activities or the joy of their trips and also to avoid misunderstanding and misperception with other people from different cultural backgrounds. The three competences are intercultural knowledge, intercultural skills, and intercultural attitudes so that they could gain the effective and appropriate communication. Therefore, the businessmen, tourists guides, tourists, negotiators, receptionists, customer service staffs at international offices, banks, hospitality industry that have to communicate with other people from different multicultural backgrounds are essential to know and understand the intercultural communicative competence.
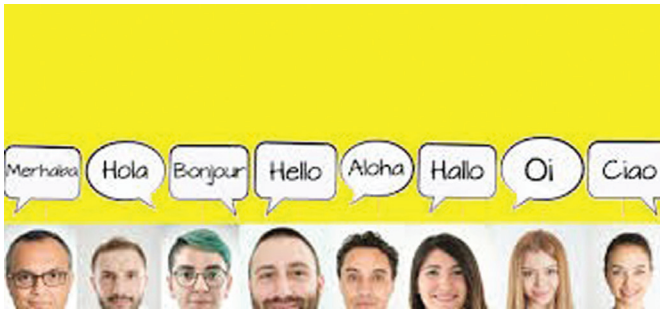
Figure 3.3 Intercultural Greetings

(source www.google.com)

The intercultural knowledge starts with understanding that people from different cultural backgrounds might use verbal or non-verbal communication. First, for verbal communication, people across cultures greet differently, such as hello (in English), *hola* (in Spanish), *ni hao* (in Chinese), *Sawatdee kah/ krap* (in Thai), *anneyonghaseyo* (in Korean), *Aloha* (in Hawaiian), and other different greetings. There are also different ways to greet and welcome other people from different cultural backgrounds, such as handshake, bow, hug, kiss, and other ways. Second, for non-verbal communication, the standing space between the two or more people should also be considered. People from the American and western cultures and the people from the Arabic and Asian cultures have different comfort zone (proxemics/ personal space) when they stand and meet each other. Researchers found the proxemics in American culture that 0-8 inches would be the intimate space reserved for family and close friends, 18 inches to 4 feet would be the personal space used in most interpersonal interaction/ communication, and 4-7 feet would be social space used in formal interactions (Mitchell, 2008).

On the other hand, Asian and Arabic cultures would regard the personal space as the warmth/ closeness relationship between the interlocutors. Some examples of non-verbal communication types are dress, appearance, eye-contact, facial expressions, proxemics/ personal space, posture, body language, silence, and gestures. The misinterpreting the non-verbal communication and other body linguistics from different multicultural backgrounds would also create certain meanings - positive, negative or neutral, for examples the OK sign (gesture), when the thumb and the index finger form a circle means okay/ great in USA, Indonesia, Germany, many other countries, worthless/ zero in France, most Europe, money/ coin in Japan, vulgar gesture in Spain, Russia, Brazil, and threat of bodily harm in Tunisia (Mitchell, 2008).

The effectiveness of the verbal (using words) communication is 35% while that of the non-verbal (without using words) communication is 65 % (Mitchell, 2008). Those who want to communicate effectively and appropriately should also have other intercultural knowledge by knowing/ understanding the cultural components that they deal with, such as the language, religion, cultural contexts of the people, sense of humor, art works, traditional foods/ dances/ songs/ music/ traditions/ customs, sensitive issues of the place/ country, and other cultural components.

3.7 Intercultural Communicative Competence in Various Cultural Contexts

The ideal goal of intercultural communication competence is to be able to communicate with other people effectively and appropriately in various cultural contexts. A competent communicator needs the awareness of intercultural communicative competence towards others that are from different cultural contexts. The cultural

contexts happen to some group of people from certain countries that have the same characteristics on their basic cultural types, such as high- context culture versus low-context culture, poly-chronic versus mono-chronic, individualism versus collectivism, and others. The anthropologist Dr Edward T Hall researched the mysteries of cultural distinctions about high-context culture versus low-context culture (Klagge, 2012). What happens when an American and an Indonesian have a business communication? An American tends to have low-context culture while an Indonesian tends to have high-context culture. There could be some different cultural characteristics that businessmen or people across cultures have to understand.

First, people/ businessmen from low-context culture place more importance on the specific terms of a transaction. It is important to say/ explain everything explicitly. Information is also communicated in a very direct way. Verbalized statements that follow a given plan are usual. People from USA, Germany, UK, Canada, Swiss, Finland, and Scandinavian tend to have low-context culture.

Second, people/ businessmen from high-context culture place higher value on interpersonal relations in deciding a business arrangement. It is not necessary to say everything explicitly. Information is also more likely transmitted in non-verbal and indirect ways. People from Indonesia, China, Korea, Japan, Vietnam, Saudi Arabia, and Egypt tend to have high-context culture.

Next, what happens when an American and an Indonesian have a business communication? An American tends to have mono-chronic culture while an Indonesian tends to have poly-chronic culture. There could be some different cultural characteristics on mono-chronics and poly-chronics that businessmen or people across cultures have to understand. First, people/ businessmen

from mono-chronics tend to do one activity in one time. They respect time a lot. Time is money. It only runs once and can not be changed in the later time. Appointment time is rigid, so it is inflexible. Work time is clearly separated from personal time. And tasks are measured by outputs in time. People from USA, Netherlands, Australia, and Sweden tend to have mono-chronic cultural characteristics. Second, people/ businessmen from poly-chronics tend to do several activities at once. People tend to cancel their plans/ appointments easily. Time can be substituted later. Appointment time is flexible. Many tasks are handled simultaneously. Time is flexible. Work time is not clearly separated from personal time. Tasks are measured as part of overall organizational goal. People from Indonesia, Thailand, Korea, Taiwan, Hongkong, Singapore tend to have poly-chronic cultural characteristics.

Further, what happens when an American and an Indonesian have a business communication? Dr Geert Hofstede researched that an American tends to have individualistic culture while an Indonesian tends to have collective culture. There could be some different cultural characteristics on individualism and collectivism that businessmen or people across cultures have to understand. First, individualism is the cultural belief that the person comes first. The needs and autonomy of individuals are more important than the collective needs of groups, organizations or society. They are more self-centered and emphasize mostly on individual goals and tend to think as "I", People from USA, UK, Australia, Canada, New Zealand, Netherlands, North Europe, France, Italy, and Ireland tend to have individualistic characteristics. Second, collectivism is the belief that the group comes first. People of this collective basic type tend to have a great emphasize on groups and thinking more in terms of "we". Harmony and loyalty within a company/ an organization

are very important and direct confrontation should be avoided, and saying NO means to destroy the harmony in the group. The wealth of the company or a group is more important than the individual(s). People from Indonesia, China, Hongkong, Taiwan, Vietnam, Pakistan, India, Japan, Korea, Singapore, Argentina, Egypt, Portugal, Peru, and Scandinavia tend to have collective cultural characteristics. In addition, "*gotong-royong*" which means to work together to share working burdens in order to achieve a common goal in a community is the practice of collectivism in Indonesia.

3.8 Effective Intercultural Communication Skills in the Global Business World

In the global business world nowadays, people who do business could communicate via online and offline ways. Through online communication, they could use available platforms, such as emails, facsimile, WhatApps, video calls, Zoom, Google Meet, and others. Through offline communication, they have face to face talks. Next, they could also communicate in a written way (writing business correspondence) or in oral way (speaking by face to face communication). Then, how could they deliver their messages effectively and appropriately in intercultural situations? For that purpose, they should also know and have some important Intercultural communication skills. It means they have to be aware of how one or others from different cultures would like to communicate. They have to decide the common language as the means of communication, such as English or their local language that they agree to use. For effective communication skills, they could apply the eight principles or 7Cs, such as Clear, Concise, Concrete, Correct, Coherent, Complete, and Courteous (Onifade et al, 2018).

Figure 3.4 Communication Skills

The first principle of effective communication skills is clarity. It means the message must be clear and not vague so that the receiver understands the meaning of the message as the first effort for effective communication. To make the communication be clear for receivers from diverse cultures, the sender must not use idioms, slangs, accents, non verbal cues/ signs that the receivers do not understand/ know. The sender should use the common words that the receivers understand and try to adjust with the receivers' personal ability and condition. The sender must try to achieve the clarity through short, simple, and common/ usual sentences and paragraphs to covey one clear main idea for each paragraph. so, the receivers should not have to "read between the lines" and make their own assumptions or misinterpretations.

The second principle of effective communication skills is conciseness. It means the message must be concise and keep it

brief but comprehensible. The message must be communicated to the point. The sender must try to form the message with the least amount of words. For that purpose, the sender should avoid "filler words", unnecessary repetitions, and wordiness. The third principle of effective communication skills is concreteness. It means the message must be concrete. It means the message must be specific and not vague. The sender could use figures and facts to support the message so that the receiver will not guess the meaning of the message anymore. The fourth principle of effective communication skills is concreteness. The sender should also try to avoid grammatical, spelling, and other mistakes. The sender must also try to fit the receivers in order to make correct communication which also means error-free communication.

The fifth principle of effective communication skills is coherence. It means the message must be logical, connected and relevant to the main topic. The flow of the texts or utterances should also be consistent. The sixth principle of effective communication skills is completeness. It means it must be a complete message. The sender must explain everything the receivers need to be informed so that it will minimize the receivers to ask any other necessary and relevant information. The seventh principle of effective communication skills is courtesy. It means it must show respect and politeness to the receivers. The courteous communication is open, honest, and friendly/ nice. There are no rude words/ utterances to the receivers. The sender also tries to feel empathetic to the receivers' needs

3.9 Strategies for Effective Intercultural Communication Skills

There are some practical strategies to help people across cultures communicate effectively. Both interlocutors have to use the

common language and signs that are familiar. Then, they have to use the "common ground" words that might be understood. They also have to be flexible, be open-minded, and respect differences and the people. They also have to listen attentively/ actively. If there are unclear things to understand, they have to ask questions to appreciate and clarify the meanings of the messages. Next, they also have to broaden the life perspectives. be aware of the complexity, and learn to interact with those of different cultures. they also have to avoid stereotyping, remove slangs, jargons, uncommon words that might not be understood. It is also necessary to watch out for the tone in the voice and body language to get the same meanings and interpretations of the messages. In other words, both interlocutors should educate themselves about diverse cultures and raise their self-awareness to help them communicate effectively and appropriately. Mutual respect and appreciation would also help them communicate smoothly across cultures.

3.10 English as a Global Means of Communication Across Cultures

As a matter of fact, English is used as an international language in the world; there are also some accents of English used in the world. Some people from USA, The Philippines, Japan would use American English while some other people from UK and other commonwealth countries, such as Canada, Australia, New Zealand, Malaysia, India, and others tend to use sorts of British English. Besides American English and British English, there are also world of Englishes, such as Singlish (Singaporean English), Indonesian English, Javanese English, and English with many other accents. As a matter of facts, people in the world can be categorized as monolinguals when they could only use one language for commu-

nication, bilinguals when they could use two languages for communication, and multi-linguals when they can use many languages for communication.

3.11 "Bahasa Indonesia" as a Lingua Franca in Indonesia

Indonesia is also rich of linguistic diversity with approximately more than 700 local languages, such as Javanese (about 84.3 million users), Sundanese (about 42 million users), Madurese (13.6 million users) , and other local languages (Fransia, 2017). "Bahasa Indonesia" is the lingua franca or the main national language spoken in Indonesia. Many people from Indonesia are usually multi-linguals; they could speak two or more languages, such as "Bahasa Indonesia as their lingua franca/ national language, one local/ native language, and English as a foreign language. "Bahasa Indonesia" is also the main integrated part of Indonesia cultural heritages. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) has also considered Indonesia to be a superpower country in terms of culture. "Bahasa Indonesia" has over 210 million speakers (Fransia, 2017). Therefore, it is not surprising that people around sometimes hear other Indonesians speaking in other local languages aside from "Bahasa Indonesia". In addition, there are also almost 600 intangible cultural heritages are nationally listed from Indonesia (Purwanto, 2017), such as "*wayang*" (shadow puppets), "*keris*" (traditional draggers), "*batik*" (traditional textile), "*angklung"* (traditional music instruments from Sunda), "*noken"* (Papuan traditional woven bags), "*tempe*" (Indonesian name for fermented soy-bean cake), and others.

3.12 Reflections on Intercultural Communication Experience

Figure 3.5 Self-Reflection on Intercultural Communication Experience (Source: www.google.com)

In this part, the writer would like to share the results of his survey on the intercultural communication experience of some participants, focusing on their challenges/ problems and their ways to overcome them when they communicate with foreigners by using English as their foreign language. The participants of this survey are purposefully selected because they are Indonesians who have been working at foreign workplaces in Indonesia or overseas. As a matter of facts, Bahasa Indonesia is their first language/ mother tongue and English is supposed to be their foreign or second language. All participants here are multilinguals; they could speak several languages. Further, the profile of the participants could be seen in the following table.

Table 3.3 Indonesians in Different Intercultural Experience

No	Gender + Age	Affiliation	Profession	Challenges	How to overcome
1	Male 30	Bytedance Malaysia	QA analyst	When communicating with Malaysians in Indonesian style	Learning to adjust with Malaysian style
2	Female 28	Agoda International Thailand	Customer Experienced Specialist	Misinterpreting/ misunderstanding in speaking English with local staffs	* Speaking English with gestures, signs, and symbols * Trying to speak simple Thai
3	Male 47	Japanese company Japan	Production planning engineer	Misbehavior when working in Japan	* learning the local language and the deep meaning behind the words *adjusting with the customs and manners of the surroundings
4	Female 21	PT Schenker (German company in Indonesia) Indonesia	Sales support	Giving a set of perfume (which means bad) to a Chinese business partner	* buying the perfume gift for Rp 2,000 *learning about the meanings of cross cultural gifts

5	Female 47	Sydney University Australia	Graduate student on Taxation (law)	Using terms at the workplace and understanding English pronunciation in Australian context	* needing adjustments * keep learning
6	Female 48	Private consultant Netherlands	Trainer & coach	Understanding Dutch jokes	* using translator * combining verbal and non-verbal communication
7	Male 54	Restaurant USA	Director / owner	Misunderstanding some American words/ terms	Learning & getting to use them

Figure 3.6 Work Experience Across Cultures

(Source: www.google.com)

As seen from the table above, the participants of the survey had diverse intercultural communication experiences. They were Indonesians who had some experiences to work or study in some various foreign countries or worked in a foreign company. Therefore, they had their own challenges and tried to have the alternative solutions for the problems. They would like to share their intercultural communication experiences by participating in the survey. They filled out the writer's questionnaires and continued to have interviews on the some important information as a way of triangulation. The results of their intercultural communication experiences could be described as follows:

When asked about the challenges of the intercultural communication experience, a 30-year-old male Indonesian participant who worked in Malaysia replied that he communicated his Malaysian customers/ friends in Indonesian style which he used more descriptive words. It happened because of his lack of Malaysian communication style that tended to be more direct and used less words when communicating with others. To overcome this matter, he would open his mind to understand, accept, and learn the Malaysian communication style to be his new habit. He tried to adapt to their communication style. His adaptation to the Malaysian communication style could continually run smoothly for his Malaysian customers/ friends were also mostly fluent English speakers.

When asked about the challenges of the intercultural communication experience, a 28-year-old female Indonesian participant that worked in Thailand replied that she misunderstood with the local staffs at her workplace who could not speak English well. It happened she misunderstood with the local waiter who delivered some food in her room. she pronounced her room number eleven (=11), but the waiter sent the food to room eighteen (=18). There were also

other misunderstandings when talking with the local people. Once she forgot to bring her employee ID card when entering the office. She asked to the three securities-in-charge as well as the receptionist for temporary ID card, but they could not understand her message in English. Then, she also used some gestures and pointed the ID card over there. She could also try to speak little Thai to them to enhance the communication misunderstanding with local people.

When asked about the challenges of the intercultural communication experience, a 47-year-old male Indonesian participant who worked in Japan replied that he did some mis-behavioral deeds when he first came to Japan, such as handshaking instead of bowing, being late for an appointment, and asking private sensitive things. First, when he met a Japanese for the first time, he would like to shake hands as Indonesians have a habit of shaking hands, but the Japanese kept a distance from him and bowed. Second, when he came late for an appointment with a Japanese friend, the Japanese friend looked upset so it made him feel uncomfortable. Third, when he asked about his Japanese fellows' private things, such as religion, age, private stories, they felt uncomfortable to respond those private sensitive matters. Therefore, he learnt to know more about Japanese culture by reading it, watching Japanese dramas and TV programs, and making good friendships with more Japanese friends.

When asked about the challenges of the intercultural communication experience, a 21-year-old female Indonesian participant who worked at one German company in Indonesia. When she would like to give a set of perfume as her personal birthday gift to her Chinese business partner, he would like to buy it for two-thousand rupiahs. She was very surprised to get Rp 2,000,- in order to buy her birthday gift. Her Chinese business partner believed that a

gift like a set of perfume meant something bad for their relationship in the future. Buying the perfume would be the good solution for Chinese tradition. Therefore, that happening would also make her be aware of and learn the meanings of cross cultural gifts.

When asked about the challenges of the intercultural communication experience, a 47-year-old female Indonesian participant who studied at a Graduate school and worked in Australia. When she came to Australia for the first time, local Australians spoke fast English with different pronunciations from what she learnt English in Indonesia, such as 1500 was pronounced fifteen hundreds instead of one thousand five hundreds, and others like good day, Monday, and people in Australian local accents. Australians also called other friends or even their teachers/ lecturers by calling first names directly without honorific Mr., Miss., Prof., etc. At the graduate school of Taxation study, Australians preferred to use *instead of* to *rather* and *have to* to *must.* They also liked to say "tack" for thank you. Therefore, she also needed some adjustments with local Australians in understanding and implementing their English words/ terms and pronunciations in Australian context to avoid misunderstandings or intercultural miscommunications. The key for intercultural communication is to keep learning in the new linguistic environment.

When asked about the challenges of the intercultural communication experience, a 48-year-old female Indonesian participant who worked as a private consultant in Netherlands. She was still learning Dutch; she usually used English for daily communication in Netherlands. When local Dutch people used Dutch jokes in their English communication, everybody there laughed but she did not laugh because she did not understand it. Though she could work and communicate in English, she would be better if she could speak Dutch for social interactions with local Dutch friends so she could also understand their Dutch jokes and other utterances.

When asked about the challenges of the intercultural com-

munication experience, a 54-year-old male Indonesian participant who worked at his restaurant in USA. In Indonesia, he used to learn British English, but In USA, people used to speak American English. As a restaurant manager, he got some challenges in using some words/ terms, such as cookies (not biscuits), mail (not letter), apartment (not flat), period (not full stop), zip code (not post code), parking lot (not car park). First, he was confused to distinguish between "can" and "can't" in American pronunciation. Sometimes. he could also get difficulties to explain to Hispanic/ Mexican people who could not speak good English. Therefore, he tried to use verbal and non-verbal (gestures) to make them understand their English. The key success of communication in USA is to keep learning the American English words and pronunciations to avoid misunderstandings and miscommunication.

3.12 Conclusion

In this global world nowadays, those who deal with people from different cultures, ethnic groups, and other cultural contexts, such as businessmen, tourists, officers, and others that go across cultures, have to know and understand other cultural elements if they want to communicate in order to avoid or minimize cross cultural misperceptions, misunderstandings, ethnocentrism, and misinterpretations. The purposes of this book chapter are not only to help the communicators be able to communicate with other people from different cultures effectively and appropriately but also raise the self-awareness to be open-minded and respect other people and cultures as they are.

Further, the writer would also like to highlight some current concepts relating to the notion on intercultural communication in business. The technology advancement in 4.0 industrial era has also

brought a tremendous change in human communication, but there is no guarantee that machine translation can fully replace human translation.

Furthermore, the open and effective communication could also gain some benefits of communication at the workplaces ,such as creating work satisfaction, minimizing conflicts, increasing productivity, promoting better working relationships, and avoiding misunderstanding and misperception.

Today, there are also a growing number of Artificial intelligent tools that can be used for business communication. There are some barriers involving words or without words to effective communication across cultures, such as cultural barrier, semantic barrier, organizational structural barrier, and technological barrier.

Moreover, the intercultural communication on the internet also becomes the key role in fostering pluralistic and open information and knowledge today. There are at least three necessary abilities/ competences they should understand in order to enhance the success of their business activities or the joy of their trips and also to avoid misunderstanding and misperception with other people from different cultural backgrounds. The three competences are intercultural knowledge, intercultural skills, and intercultural attitudes so that they could gain the effective and appropriate communication. The intercultural knowledge starts with understanding that people from different cultural backgrounds might use verbal or non-verbal communication.

However, the ideal goal of intercultural communication competence is to be able to communicate with other people effectively and appropriately in various cultural contexts. A competent communicator needs the awareness of intercultural communicative

competence towards others that are from different cultural contexts. The cultural contexts happen to some group of people from certain countries that have the same characteristics on their basic cultural types, such as high- context culture versus low-context culture, poly-chronic versus mono-chronic, individualism versus collectivism, and others.

In the global business world nowadays, people who do business could communicate via online and offline ways. For effective communication skills, they could apply the eight principles or 7Cs, such as Clear, Concise, Concrete, Correct, Coherent, Complete, and Courteous.

Anyhow, they also have to use the "common ground" words that might be understood. Mutual respect and appreciation would also help them communicate smoothly across cultures. As a matter of fact, English is used as an international language in the world; there are also some accents of English used in the world that the users may be aware of the differences and adjust with the interlocutor's English accent to understand the messages. In addition, Indonesia is also rich of linguistic diversity with approximately more than 700 local languages. "Bahasa Indonesia" is also the lingua franca or the main national language spoken in Indonesia.

Finally, the writer would like to share the results of his survey on the challenges and their resolutions of the intercultural communication experience of some Indonesian participants who have been working at foreign workplaces in Indonesia or overseas.

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Chapter Four

TBECCV.2.0 FOR MAPPING THE ENGLISH COMMUNICATION COMPETENCE OF HOTEL FRONT LINERS

4.1 Introduction

This chapter describes interesting results of a series of the writer's research conducted within a period of 2018-2019 that involved hospitality industries in Surabaya. The research was triggered by the writer's observation during the apprenticeship program conducted at the Business English Study Program (Diploma 3 program as a vocational education of Politeknik Ubaya) that was obliged as one of the requirements in order to complete the study. In his observation, some students who were under his supervision did their apprenticeship in hotels and from the interaction and discussion with the students it was found out that there was something interesting to discuss as a part of their final reports in regard with the Front-Office (FO) department they were into. As a vocational education that needs to always link and match with industries, the

writer finally decided to make a deeper look in the department of FO through the research.

Dealing with English competence which should be owned as professionals, a previous study conducted by Sekolah Vokasi UGM in 2015 found speaking and writing as the main concern for the study program that was responsible for the graduates' readiness for the real working world. Thus, the team developed a test called Test of English for Vocational Students (TEVocS) where the test was deliberately designed to prepare them to pursue careers. From the test developed, some suggestions from industries were (1) to measure the competence of writing and reading, (2) to present various topics of conversation in listening and (3) to present various topics in speaking. Unfortunately, the test was not specifically designed to fulfill a specific need of profession as a core of link and match between industry and vocational education. The series of research conducted were actually to answer the need of front-liners in hospitality industry and this made a huge difference from previous research.

In line with it, therefore, the research funded by the *Kemenristek Dikti* of Indonesia (Ministry of Research and Technology of Indonesia) under a scheme of *Kerjasama Antar Perguruan Tinggi (PKPT)* was meant to fill the need of a test for a specific profession in this case front-office field. The research used descriptive and qualitative method applying a case study approach since the participants were only from eight hotels in Surabaya in order to get the target language use (TLU) focusing on the FO department. In the second stage, only three hotels were involved to try the test designed for FO. The findings of the research were published in two international journals in 2019 and 2020. Another one was also published in a national journal in 2019. As the beginning, this book

chapter first describes the situation of Hotels in Surabaya and how Surabaya was perceived as the city of business when this research was conducted in 2018.

As the number of hotels in Surabaya grows so rapidly for the last decade, and at least, the association for hotels and restaurant in Indonesia made a claim that the growth of the hotels was up to 10 percent in average in two years from 2016 to 2017. At the same time, Surabaya has been known as the city of MICE (Meetings, Incentives, Conferences and Exhibitions) for the past twenty years and such title triggers more foreigners to stay not only for pleasure but also for business. Not surprisingly, as an intuitive response from the capitalists who seek fortune in hotel business, 3-star hotels in Surabaya have been mushrooming. Not only local visitors, but also foreign visitors are attracted by the development of Surabaya and endless efforts made by local government to make the city safe to stay or live in want to experience by themselves all the city can give them.

As a consequence, tight competitions among them are inevitable. Having seen the competition, consequently, they should give its excellent service in order to make visitors stay longer or repeat their stay in the hotels. In order to be in the hearts of their customers, therefore, exemplary service to customers is really something valuable for them to maintain. Additionally, each must be able to perform its best to attract the customers to stay and repeat the order. There are four specific customer service characteristics that lead to the biggest effect on repeat business and customer satisfaction in the hospitality industry; competence, friendliness, knowledge, and service attitude. The competence refers to the hotel front desk employees' problem solving and working performance (Meijerink, Bondarouk, & Lepak, 2016). The "friendliness", "competence" and

"service attitude" are actually elements needed when interacting with guests to make the best impression.

To find more imformation to what extent a need of competent front- liners, a preliminary study was also conducted by the writer. As the first entrance, it was important to find out whether the requirement as front officers on English proficiency was explicitly stated in every job vacancy posted. This study used two job-search websites as confirmation.

Table 4.1 The Need of English Proficiency on FO Application in Three Months of Search

Job-search website	Number of FO Vacancy	English Proficiency	Percentage
https://id.jooble.org	19	19	100
https://www.jobstreet.co.id	22	22	100

The table above shows that undoubtedly hotels were really serious in looking for suitable front office candidates for their hotels. There were 19 vacancies as a front officer

from https://id.jooble.org and 22 vacancies from https://www.jobstreet.co.id. All of them require English proficiency as one of the conditions. Specific request could also be noticed from additional information in the vacancies. Various words written were such as "fluent in English", "fluent in English both in oral and written", "good command of English; spoken skills much required", "Active English speaking", "good speaking and writing in English". It can be concluded that hotels needed the candidates to be able to speak and write in English. The question of to what extent those abilities were needed would be depending on the recruitment stage later.

Additionally, in six months, this study also found vacancies from institutional e-mails. It revealed that at least 11 e-mails were recorded and they showed English proficiency was written as one requirement to fulfil as front officer candidates. The e-mails were from three and four star hotels in Surabaya. More specifically, they also requested the candidates to have spoken and written skills of English. From the second source of data, it was confirmed that speaking and writing became two must-have skills.

The critical question from the above highlights is to what extent the hotel front-liners are ready to serve and give their best service for the customers and, in turn, good image can take place. The next thing to expect is they can use the hotel's products and service in much longer time and more frequently. When it comes to the service in hospitality industry, one important key to it is closely related to the capacity of the human resources. A tremendous wave of foreign customers to hotels in Surabaya urges the hotel's human resources that hold the important factor for the repeated comings to be well-equipped with a set of English communication competence. The front-liners, more specifically, should be able to inform the hotel's products and services and including being able to handle foreign customers' complaints.

The communication competence that must be owned is both oral and written. And this is the common problem shared by some three-star hotels in Surabaya in the writer's initial observation. Therefore, front-liners in this case play an important role for they are the first impression makers. The first impression is defined as a part of human-to-human interaction (Bergman, Eyseel & Korp, 2012). The "interaction" between front-liners and visitors require strong oral communication skills. Still supporting the above core of notion, the competence of oral and written English in Front Of-

fice Division becomes the substantial need which should be fulfilled and this becomes matters for those who want to be part of the team as Mountford's claim (1981) about needs as knowledge which should be learnt by learners since they are considered important by the company. The knowledge the applicants learn becomes requirements in order to be successful at job finding (Widdowson, 1981). In the case of matching the needs of the company, there should be match between employment skills and job requirements (Betchoo, N.K., 2017). Moreover, Hutchinson and Waters (1996) point out the English language as the requirement in target situation, in this case, Front Office Division at Hotels.

To initiate the first attempt of looking for the real case in the hotels, the writer conducted an informal interview with some hotel leaders in Surabaya. From the interview, it was implied that there was an urgency for upgrading their front-liners' English proficiency because they found difficult to communicate with foreign guests like handling complaints, describing local tourism spots and culinary and others. The summary of the perception of hotel leaders towards their FO staff's English communication skills can be described as follows.

Table 4.2 The Perception of Hotel Leaders in Scores

No	Hotel Star	Perceived Score	Standard Score
1	Five Star	70-80	80
2	Four Star	60-70	70
3	Three Star	50-60	70

(Source; Datu, 2019)

As seen in the table, the perceived score was actually still under the standard one. When further asked about this matter, it was found out that the key was the first screening in staff recruit-

ment and the absence of a specific test which could measure the competence.

The research conducted involving the eight hotels in Surabaya had three main objectives to achieve. The first objective was to find and describe more on what target language use a front-liner should have and master. The second was to describe more details what type of test was appropriate for the front-liners. Lastly, the objective was to what extent the test could measure their English communication competence. To support the research, the writer was basing the analysis and the search of findings of objectives stated on some relevant theories.

4.2 First Impression in Hospitality Industry

Hospitality industry completely relies on its front-liners since these front-liners are the "marketing" for the hotel's image and product. Some scholars argue in order to make a first 114 impression, it takes a maximum of 60 seconds (Wargo, 2006). In addition, the whole process of forming the first impression happens very quickly and has lasting effects. For this reason, the moments should not be ignored and must be well-handled. The 60 seconds of first impression is important in any industry, but it is especially important in the hospitality industry because the industry is considered as a service dominated industry (Sundaram & Webster, 2000). This notion stresses out the importance of what to say in the early interaction between the customers and the staff. Moreover, hospitality employees constantly interact with different customers every day so they are the way that new customers are forming the first impression every day (Agarwal, 2016). The staff should be able to maintain this competence at any time and any cost which means that keeping up with making good impression is truly critical. Furthermore, in the long run, front-liners' high-quality service can finally affect

hotels' financial performance (Sundaram & Webster, 2000), if they demonstrate good behaviours and create strong first impressions which can help the hotel have a more positive reputation and more repeated customers. The awareness of their important role should be known when they are recruited at the very first place.

4.3 Necessity of Oral Communication Skills

Interaction between customers and staffs that can create an unforgettable first impression should be well-maintained. The activity uses so much on the ability to listen and respond the guests' needs. Good oral and written communication skills are the top skills important to hospitality practitioners at different position levels (M. Kostic Bobanovic & J. Grzinic, 2011). The statement points out that oral communication skills should be acquired more specifically by all front-liners.

Another research conducted by Prabhu and Wani (2015) dealt with Indian hospitality industry. The findings of the study reflected the importance of English as the universal medium of communication, and its importance in rendering quality service. In sum up, all the hoteliers and Hotel Management teachers and students vehemently agreed that English language proficiency was a pre requisite for a career in hospitality. Students' confidence and performance was largely dependent on English language proficiency and urgency of motivating and guiding in order to meet industry standards existed. From their study, link and match between graduates and hotel industry should be continuously done in order to get professionals that suited the demand in hospitality industry.

4.4 Role of Front Office in Hotel Industry

Having learned the fact of the increase numbers of both hotels and foreigners staying in, consequently, it gives signifi-

cant impacts to hotel occupancy and competition among them is inevitable; not only battle in room rates but also service given to foreign visitors. When it comes to service, Front Office (FO) staff act out as front-liners that influence repeated comings of those foreign guests. One of the job descriptions of Front Office staff is communication (Tarmoezi and Manurung, 2000). Communication covers some tasks such as answering guest inquiries on hotel services, sales department and marketing for information request on guest room, as well as guest reservation. Those types of tasks are once completed, hospitable image can be obtained. Tewari (2009) points out some of the main functions relating to front office. They are (1) sales of rooms, (2) handling process of guest check-in, (3) keeping up room availability, (4) handling guests" complaints and queries, (5) bill issuing and taking payment, (6) giving information concerning the surrounding area, (7) coordinating guest services, and (8) bridging communication among departments in the hotel. Due to these significant roles, front office staff should be well-trained in order to be able to fulfil the tasks and can be a good server for guests by giving proper language for excellent service (Hollandsworth, 1987).

Language used by front officers is completely different from the language in daily basis. Furthermore, the language is specifically intended for front office contexts at hotels and consequently it differs from the language for other professions as Richterich"s claim in language needs as language which comes from the use of language in the multitude of situation existing in social lives of individual groups (Richterich and Chanceler, 1984). In this context, informal conversation is not allowed due to its difference. One example is as front officer addresses a guest for the very first time and surely the expressions are more formal. Such language need should be learnt and implemented as a formal greeting.

As a front-liner, front officer is the one who meets the guests and makes direct contacts with them. Communication should take place smoothly and thus the front officer must avoid miscommunication. By using proper language, the guests will see good reputation of the hotel and later it can bring them back to the hotel. As a result, mastering language skills are needed. This need is getting more crucial since the front officer has to face different kinds of guests with different backgrounds, different mother tongues, and different expectations that bring value to communication setting (Richard, 1976). In order to cope with this issue, front officer has to learn specific language to encounter any situations as a part of front office tasks in hotels.

In hospitality industry, customer service and customer satisfaction are the main keys to guests" stay experience. These two come together as customer service will not be achieved if customer service is not completely executed by the key front-liner; front officers. Some definitions have been made for customer satisfaction. Fulfilling customers" need becomes one parameter to be called as customer satisfaction (Pizam & Holcomb, 2008: 66) and meeting the guests" expectations as the quality of delivery plays important role in customer service. The elements can be tangible and intangible (Vallen & Vallen, 2009). One of the ways to improve customer service is through continuous feedback from the guests. In front office context, serving the guest with excellent communication is the fundamental elements which cannot be neglected. Since foreign guests grow in hotels in East Java, excellent English proficiency seems to be inevitable. The fact that more and more foreign guests are demanding in receiving clear explanations/ responses from front officers should become paramount considerations for hotels.

4.5 Urgency of Standard Competence of English

Due to the important role of front office at hotels, standards are supposed to be implemented especially in acquiring qualified staff. The first screening is at the recruitment phase in which employers can select those with high English proficiency. According to Lockwood (1999), standards are key element of any operations. More importantly, the business of hotel requires high level of hospitality. It deals with human where they have emotions, personal views or values that could effect to the hotel image. Different habits, various taste and even preferences towards hotel staff" service should be responded in a very good communication to get unforgettable memories over the stay. Key to successful customer satisfaction is to have standards in front office"s recruitment stressing out more on English proficiency. Furthermore, English competence should be acquired by the Front Office (FO) staff as the front-liner serving the overseas guests.

In the writer"s preliminary observation and interview involving three and four star hotels in Surabaya, it was found out that all of them shared one common problem; their staff"s English competence both oral and written. In the interview, Hotel supervisors and managers mentioned that there was an urgent need to improve their staff"s speaking and writing competence for the purpose of excellent service in hospitality industries. Smooth communication between the customers and staff for the sake of the fulfilment of needs during their stay in the hotels was the important issue to address. In short, as long as the foreign customers can get what they need quickly, hotel service would be scored "good" or even "excellent". Thus, the ability to respond both in oral and written method became the focus in hotel business.

The competence of oral and written English in Front Office Division becomes the substantial need which should be fulfilled and this becomes matters for those who want to be part of the team as Mountford"s claim (1981) about needs as knowledge which should be learnt by learners since they are considered important by the company. The knowledge the applicants learn becomes requirements in order to be successful at job finding (Widdowson, 1981). Moreover, Hutchinson and Waters (1987) point out the English language as the requirement in target situation, in this case, Front Office Division at Hotels.

Surprisingly, another finding from the interview was that they did not havea proper test which measures their English proficiency in front office contexts. They admitted that oral interview was the only way to check their speaking interview, meanwhile, writing competence referred to their application letters or curriculum vitae (CV). Interview session mostly asked about general information of the applicants which include; educational background, reason applying the position, and efforts to be considered eligible for the position. Length of interview varied from ten to thirty minutes. The questions did not relate directly to the front office tasks that they would perform later. Lastly, the interviewer decided the fitness of the applicants on the basis only from their interview and CV.

4.6 Test of Business English Communication Competence Version 2.0 (TBECCv.2.0)

The need of English for Specific Purpose Test (ESP) test has emerged ever since hotels in Surabaya do provide one. TBECCv.2.0 is created and designed to respond to such a need. The test is specifically designed for front-liners in Surabaya funded by the Ministry of Research and Technology of Indonesia within 2 years' project.

It comprises two skills; speaking and writing and overall duration to complete the test is 1.5 hours. In addition, 18 of 26 items were extracted as Target Language Use (TLU) for speaking and 7 of 10 items were extracted to serve as TLUs for writing (Datu, et.al. 2019). The TBECCv.2.0 was developed on the basis of 2-year research which involved 8 hotels in Surabaya and 40 participants comprising hotel leaders and FO staff.

The important stages in the study were conducted, such as conducting Focus Group Discussion (FGD) with hotel leaders, distributing a set of questionnaires to Front Office leaders and staffs, as well as enhancing clarity and confirmation through interviews. This ESP test has received 2 Intellectual Property Rights (HKI) from the Ministry of Law and Human Rights of Indonesia with the certificate numbers as follows: (1) EC00201853927, 13 November 2018 and (2) EC00201972077, 20 September 2019.

4.7 Findings and Discussions

This part describes and discusses the findings towards some objectives which must be achieved in this research. The first is to find and describe more on what target language use a front-liner should have and master. The second was to describe more details what type of test was appropriate for the front-liners. Lastly, the objective was to what extent the test could measure their English communication competence.

To achieve the goals, the writer divided the stages into two main parts. The first stage was to elicit the Target Language Use (TLU) from eight hotels in Surabaya and the second one was to involve only three hotels to try out the prototype of the test designed specifically for front-office department. Results of the test gave important information for the hotel managements and could

be the basis of future improvement for their front-liners. The first stage was considered very important since the results led to the raw material for the test prototype planned to design, namely Test of Business English Communication Competence (TBECC). Similar to the first stage, the second one also contributed significant output for hotel management for their future planning.

4.8 The First Main Stage

In this stage, FGD and survey were conducted in eight hotels. During FGD, hotel leaders were invited to get information on which department that used English competence the most frequent and kind of situations that FO staff usually used English in their day-to-day operations. To strengthen the findings in FGD, questionnaires were also distributed to forty respondents from those eight hotels. The respondents were all from Front Office (FO) Departments. Then, results of FGD and survey were in a form of TLU both speaking and writing.

Figure 4.1 Briefing with the Frontliners of Hotel Harris, Gubeng, Surabaya

TLU of speaking comprised of twenty six (26) items where eighteen (69%) items were considered as TLUs for all hotels. They were as follows: addressing guests, asking guests' trip, asking about reservation to guests, explaining type of rooms to guests, asking about guests' room preference, asking about guests' length of stay, asking about additional service for the guests, responding to questions on tourism spots in the city, responding to questionson local food/culinary, responding to questions on directions, responding to guests' request on meeting room, asking the guest about preference of payment method, asking the guests on preference on currency for credit card payment of method, serving guests who wish to prolong their stay, serving the process of check out, serving the process of guests' payment, making small talks with guests, serving in-room check in of guests with special needs, and serving guests' complaints.

Meanwhile, TLU on asking about guests' purpose of visit, offering welcome drink, conducting courtesy call after the guests check-in received 88%. 75% of the hotels admitted that asking the guest on preference on currency for credit card payment of method and giving morning call became their TLUs. Furthermore, only 50% of the hotels admitted offering guests as a hotel member and explaining facility as hotel member as the TLUs.

Besides speaking, results of FGD and survey to hotels showed TLUs of writing whichhave to be considered in designing TBECC. The agreed TLUs for receiving 100% acknowledgement by all were writing the details of guests' stay and guests' preference in details, writing internal emails to their superiors as problems that need special attention occurred, writing a division report to managers, writing apology letters when mistakes happened during guests' stay as well as responding guests' complaint.

**Figure 4.2 Briefing TBECC with the Frontliners of
Hotel Luminor, Surabaya**

Based on the the Target Language Use (TLU) above, it can be broken down into tasks for each skill. For Speaking, several tasks should be designed as a part of TBECC will be (1) to describe a picture, (2) to express an opinion, (3) to propose a solution, (4) to summarizeand re-tell information, (5) to respond to a statement, and (6) to formulate questions based on the information given.

This study aimed at analyzing two critical questions; (1) what the level of proficiency of front- liners was, and (2) why they experienced difficulty in handling foreign guests. The first question can be analyzed from the results of Test of Business English Communication Competence Version 2.0 (TBECCv.2.0) which was tested to all front-liners. The results obtained from the test given to them using TBECCv.2.0 can be seen in the following Table 4.3.

Table 4.3 Description of Competence in TBECCv.2.0 for Speaking

Question	Task	Competence	Criteria	Time
1	Describe a picture	Describing room types	Pronunciation Grammar Vocabularies	2 minutes
2 – 3	Express an opinion	Explaining local placesand local delicacies	Pronunciation Grammar Vocabularies Cohesion	4 minutes
4 – 7	Propose a solution	Offering additionalservices at the hotelOffering welcome drink Offering solution forcomplaints	Pronunciation Vocabularies Cohesion Relevance of the Context Completeness of theContext	4 minutes
8 – 9	Summarize and Re-tell Information	Asking about roompreferences	Pronunciation Relevance of the Context Completeness of theContext	6 minutes
10 – 12	Respond to astatement	Greeting guests Asking about the reservation Making small talk Responding to a complaint Doing morning call	Relevance of the Context Pronunciation Grammar	2 minutes

13 – 14	Formulate questions based on the infor-mation given	Asking about foodpreferences Asking about the payment method	Pronunciation Relevance of the Context Grammar	2 minutes

Meanwhile for the writing, it can be broken down in the following table.

Table 4.4 Description of Competence in TBECCv.2.0 for Writing

Question	Task	Competence	Criteria	Time
1	Fill a form based on the information given	Filling a detailed form about a guest	Relevance of the Context	10 minutes
2 – 3	Write letters	Writing a confirmation letterWriting a welcomeletter Writing an email ofcoordi-nation	Grammar Relevance of the Context Quality and variation of the sentences Vocabulary Organization	30 minutes
4 – 5	Respond to writtenletter	Replying a complaint in written form Writing a thank you email	Grammar Relevance of the Context Quality and variation of the sentences Vocabulary Organization	30 minutes

Table 4.5 Results of Speaking and Writing

No	List of Participants	Total	Average
1	Participant 1	1242	65
2	Participant 2	1350	71
3	Participant 3	1275	67
4	Participant 4	1072	56
5	Participant 5	1285	68
6	Participant 6	1247	66
7	Participant 7	1037	55
8	Participant 8	431	23
9	Participant 9	970	51
10	Participant 10	1454	77
11	Participant 11	783	41
12	Participant 12	1040	55
13	Participant 13	1083	57
14	Participant 14	979	52
15	Participant 15	1382	73
16	Participant 16	1326	70
17	Participant 17	1075	57
18	Participant 18	1211	64
19	Participant 19	1093	58
20	Participant 20	1311	69
		1.068	**60**
		Total	**Avg Score**

As seen in the table, the highest score is 77 and the lowest score is 23. The gap was deep and itmeans there is a huge discrepancy when performing their communication skills to serve the guests on daily basis activity. It can be easily predicted the struggles for those with the score of 23 in delivering the tasks as front-liners. The TBECCv.2.0 consisted of two main components of test; speaking (20 minutes) and writing (one hour and ten minutes). It was tested within 1.5 hours. Theabove results were already combined assisted by the TBECCv.2.0 software.

There were 6 participants (30%) who received the score in a range of 60-69, 3 participants (15%) receiving the score in a range of 70-79, 8 participants (40%) receiving the score range of 50-59, 1 participant (5%) with the score of 40-49, and 1 participant (5%) with the score range of 20-29. The distribution of score range can be seen as follows.

Table 4.6 Score Range Distribution

No	Score range	%
1	50-59	40
2	60-69	30
3	70-79	15
4	40-49	5
5	20-29	5

The distribution of score range above shows that the highest percentage of the score rangeis between 50-59. The score implies that both speaking and writing skills need to be improved since they are under 60. Another concern is for those with score ranges of 60-69, 40-49, and 20-29 since according to the hotel leaders' per-

ception in the writer's initial observation, their English proficiency should be at least 70.

The second research question addressed the reason WHY the front-liners can be answered with the following results of questionnaire disseminated after they received TBECCv.2.0. The results are as follows:
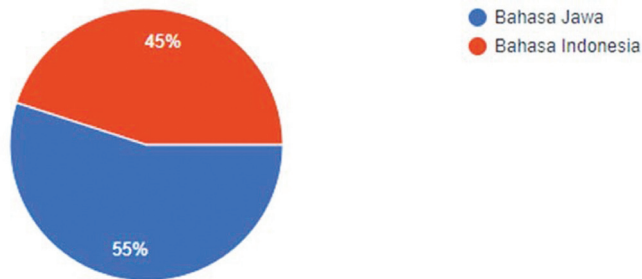
1. **L1 Interference**

Chart 4.1 The Participants' First Language (L1)

The Interference of the first language (L1) seems to be one the reasons of their difficulty in responding to foreign guests. Based on the above chart, the participants' L1 is Javanese language(55%) and 45% of the participants admitted that Indonesian as their L1. Further asked in the interview, they simply converted their English into their L1 whenever they found difficulties. In daily conversation within the workplace, both languages are dominated. Consequently, English exposure in speaking is not enough to make them better. Normally, when they have good speaking, confidence to always try out at any situations triggered.

2. **Educational Background**

As much as 73.7% of the participants graduated from senior high schools/vocational high schools as seen on Chart 4.3

below. Most of the participants took hotel and tourism as their major. From their majors, English should not be troublesome anymore since ideally they were prepared for sufficient English during their study. Yet, when asked further in the interview, though English was given in high schools, the focus of learning was grammar and reading. They claimed that grammar portion was considerably a lot and, therefore, they were not skilful in productive skills, such as speaking.
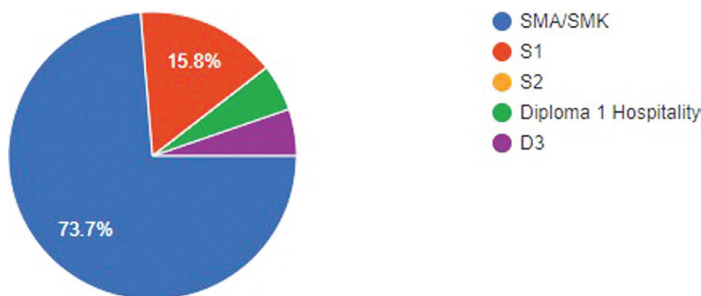

Chart 4.2 Educational Background

3.   **English Exposure**

When asked the last time the participants learned English, various responses were given. This question actually wanted to reveal exposure of English learning from them. Chart 4 shows that 26.3% of the participants admitted that they learned English more than 4 years ago; 21.1% claimed to learn English for the last time was 2 years ago; 15.8% of the participant learned English 3 years ago. From these findings, it reveals that the exposure of English of the participants was not sufficient yet. Speaking, more specifically, should be practised everyday in order to gain fluency. They realized their exposure needed to be increased but their problem was on their self-confidence issue.
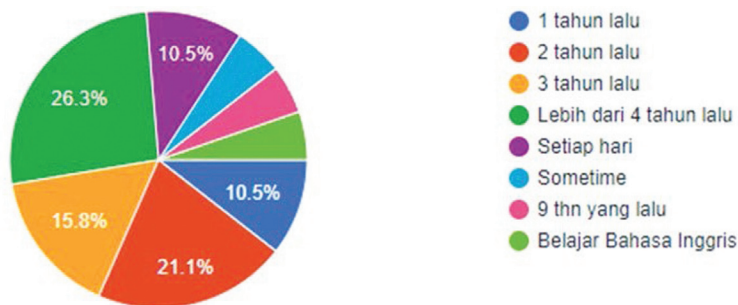
Chart 4.3 The Last Time of Learning English

They also added in their interview that the use of English at their workplace was considerably high as seen in the following chart.
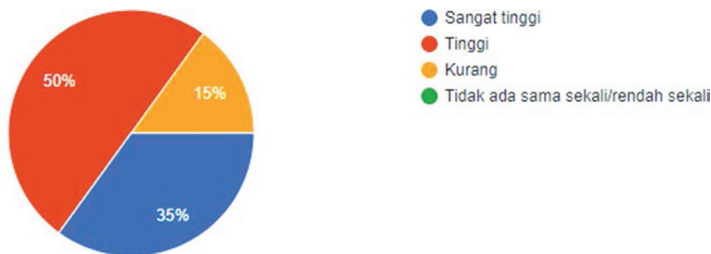

Chart 4.4 Use of English at the Workplace

Due to the frequent use of English, they tried to put efforts by asking their fellows who were perceived to have better speaking than them. The efforts did not seem to give them better speaking since they were already occupied with other tasks and English exposure did not take place maximally.

4. **Absence of ESP Test at the Recruitment Process**

During recruitment process, the hotel leader admitted that the ESP test was absent. The only way to see the candidate's English oral proficiency was through an interview. The interview itself only

covered general information about the candidates and there were no specific questions that could expose the performance as front-liners. In fact, the process of recruitment was crucial sinceit determined the quality of the staff who would be hired someday. The staff should be able to bethe "marketer" of the hotel for their paramount role as first impression maker.

4.9 Conclusion

Surabaya as a city of Meeting, Incentive, Convention and Exhibition (MICE), is one of the best options for anybody seeking for either pleasure or business since its development has sparkled for the last decade. The attraction has made capitalists to invest money in hospitality industry and consequently growing numbers of hotels in Surabaya has been mushrooming. Due to tight competition among hotel industries, excellent service should be a key issue for hotel leaders and the ones who become the face of the hotel as front-liners. Front-liners are expected to have solid oral communication since 60 seconds in the first meeting can leave good or bad impressions. Initial observation was made and interesting finding was found. Hotel leaders' perception on their staff's English proficiency seemed lower than the passing grade expected by the management. This gap has brought the present study that tried to find answers of (1) what target language use a front-liner should have and master. (2) describing more details of what type of test was appropriate for the front-liners and (3) to what extent the test could measure their English communication competence. The first question is directed to the 26-item of speaking TLU. The agreed TLUs for receiving 100% acknowledgement by all were writing the details of guests' stay and guests' preference in details, writing internal emails to their superiors as problems that need special attention occurred, writing a division report to managers, writing

apology letters when mistakes happened during guests' stay as well as responding guests' complaint.

Apparently, English for Specific Purpose (ESP) test should be a solution as a part of recruitment process. Combining the interview with the ESP test for front office can be a means of selecting candidates with sufficient English proficiency. The interview can serve as a tool to examine candidates" confidence and attitude when responding the question. Afterwards, for specific test for front office tasks, ESP test can be given to measure their speaking and writing competence in front office contexts. Lastly, the results of Test of Business English Communication Competence Version 2.0 (TBECCv.2.0) which was tested to all front-liners.

Reasons why they struggled when facing foreign guests seemed to be caused by several factors; (1) L1 interference, (2) educational background, (3) less English exposure, (4) the absence of ESP test at recruitment process. L1 interference also seemed related to less English exposure they had. Their L1 interference prevented them from using more frequent English in daily basis conversation at workplace. Meanwhile, their educational background, mostly graduates of hotel and tourism major, did not have sufficient oral English exposure since the subject of English focused more on grammar and reading, and yet productive skills were insufficient. Recommendation for further study is to expand the participants' range; more categories of hotel star so wide range of front-liners can optimally elicit deeper information on English proficiency and more solid conclusions can be made. Lastly, a staff professional development for front-liners should be made and the focus will be more on productive skills of the staff. This program can be the link and match between vocational education and hotel industry.

The absence of standard test for hotel industry in Surabaya, Indonesia was at least able to create less competitive service in the

respective area. More particularly, Front Office Division as the important front-liner should serve its best in order to achieve excellent service that lead to increasing rate of occupancy in hotels. For this reason, a qualitative research involving stakeholders from hotels in Surabaya was conducted. Several stages of Focus Group Discussions were made in order to get Target Language Use (TLU) both for speaking and writing skills necessary to help Front Office staff in their daily basis operation with purpose of leaving positive image from customers staying at their hotels. To obtain detailed information and to make sure the TLU, the writer also distributed a set of questionnaire containing items of potential TLU on which all hotel practitioners gave their inputs. Both FGD results and questionnaire finally gave 26 TLUs for speaking and 10 TLUs for writing. From which, the Test of Business English Communication Competence was designed. The criteria was also made in line with the expected outcome of the staff desired by the users. For better use of TBECC, the test was transformed into software version called TBECC 1.0 that shows the first version of the test. Additionally, in order to get more valid TLUs, bigger scope of participants is strongly suggested so detailed TLUc can be obtained to create better TBECC. Not only a matter of much of time invested, this research also has another limitation; number of hotels involved as participants. The participants were only limited to two five-star hotels, four four-star hotels and two three-star hotels. The next research should involve five-star hotels and more four-star hotels which can be the representative of hotel industries assumed as the most frequently English use at the FO department due to the fact that much bigger chance of accepting expatriates seeking for better hotel services. It is also recommended that the test can have more relevant criteria in measuring speaking and writing competence of the FO candidates since not all elements in speaking and writing are needed based on the FO competence

required on their daily basis performance. Furthermore, validity of test constructed shall be conducted to make sure the consistency of measurement and results of the test relevant to the FO competence.

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Chapter Five

BUSINESS ENGLISH TRAINING PROGRAM: A COURSE DESIGN

5.1 Introduction

English has been used widely in the world of business hence there are increasing demands from companies to give English trainings to their staffs. The staffs required to be trained to communicate in English can start from the security, reception, administrative, marketing, up to the managerial positions. In training the staffs, teachers or trainers need to modify the existing English teaching materials which are sold in public to meet the needs of the staffs. It may not be effective to simply choose one book to teach the staffs because the levels of the staffs will definitely be different from one another. It is also not possible to merge all the staffs into one class because they have different jobs which involve different kinds of interactions and language functions. A security guard needs a different language function than a marketing officer. Thus, according

to Frendo (2011), there are several steps that need to be done before conducting an ESP training to the trainees. The steps include understanding the learners, assessing the needs and preference, designing the course including setting the objectives and negotiating the syllabus, selecting and developing the materials, teaching the materials, and evaluating and assessing the learners.

This chapter is designed based on the writer's experiences in delivering trainings to several different companies. The similarities of the trainings were the trainees who were mostly staffs in the administration and the same age group which was around 25-40. This chapter describes the detailed stages of designing a course for the administration staffs in several different companies. The stages are identifying the learners, doing needs analysis, designing the course, developing the materials, and evaluating. There are examples on the application of the designed materials in the teaching and learning process, and the assessment required by the companies.

5.2 The Theory of Instructional Design

There are several instructional designs used in the teaching and learning processes. Some educators use the ADDIE Model, some believe in the SAM Model, while others may use other models like Action Mapping, Learning Circle Framework, Merrill's First Principles of Instruction, Gagne's Events of Instruction, or the famous Bloom's Taxonomy. All instructional designs have their own advantages and disadvantages.

In this chapter, the two instructional design models discussed are the ADDIE Model and the SAM Model. The two models are discussed because both seem a bit contradictory to each other.

5.2.1 The ADDIE Model

The ADDIE Model was created during the 1970s for the U.S. Military by Florida State University. The word ADDIE itself is actually an acronym of the five-phase course development process, namely Analysis, Design, Development, Implementation, and Evaluation. The ADDIE Model is believed to be flexible enough for building effective instructional materials. The details of the phases are:

1. Analysis

In this phase, the problem is identified, while the goals, the success metrics, and the overall objectives are established. All the information on the learners like the environment, preferences, demographics, and levels of mastery are all identified in this phase.

2. Design

This phase sets the learning objectives, methods, activities, content, subject matter, lesson outlines, and learning media.

3. Development

The development phase is where the trainers or instructional designers develop the content and the learning interactions that have been outlined in the design phase. In this phase, the content, the pictures, and the audio are all assembled.

4. Implementation

In this phase, the instructional designers, if different from the trainers, should give trainings to the trainers or instructors on how to deliver the materials to the learners.

5. Evaluation

In this phase, the instructional designers decide on what will be measured from the learners. Most of the time, there are two forms of evaluation used, namely formative and summative. The formative evaluation should be conducted throughout the learning process, while the summative evaluation should be conducted at the end of the program.

Retrieved from: instructionaldesigncentral.com

5.2.2 The SAM Model

The SAM Model focuses on a different approach to the development of instructional design. It addresses the performance need through repeated small progress rather than with perfectly executed major steps. This model challenges the idea of progressing in a linear way (like ADDIE) from Analysis to Evaluation as an effective strategy for designing learning events intending to produce greater performance. SAM focuses on the roadblocks that most people face (product quality, meeting timelines and budgets, and managing SMEs). Most importantly, this model is built specifically for the creation of performance-driven learning. The core phases of the SAM model are:

1. Preparation

In this phase, instructional designers gather the information and get all the background knowledge. This phase is expected to be a very quick. This model avoids beginning with a long, drawn-out evaluation of the existing or needed content.

2. Iterative Design

This phase starts with the initial collaborative brainstorming meeting that decides on the basis for the project to be successful. This starting phase focuses primarily on performance and will serve as the project starting meeting and the main environment for all project team members to converse. Throughout the starting phase, the instructional designers will be rotating through design, prototype, and review.

3. Iterative Development

Similar to the Iterative Design Phase, in the Iterative Development Phase the instructional designers will keep on rotating through development, implementation, and evaluation. Designers will start with the design proof, moving slowly from parts to parts. As the instructional product is being developed, the instructional designers continually analyze and evaluate, so that if there is a change required, it can take place very quickly and reduce the risk for the project getting out of hand.

Retrieved from: www.alleninteractions.com

The instructional design chosen as the foundation of the training was the ADDIE Model because of the time restrictions and the demand of the company that expected a clear guideline for the project before it began. However, the stages were adjusted according the request of the PIC of the company. The stages of the design are described as follows:

Stage 1: Identifying the Learners

When offering an English training to a company, it is common that the negotiation is conducted between the trainer's organization and the human resource department or HRD of the company. This negotiation stage should be the gateway for the trainers to find thorough information about the prospective learners. The information that needs to be obtained is concerning the age group of the learners, the educational background, the job description, and not to forget the motivation.

Before offering a course design to the company, it would be much better to try and understand the backgrounds of the people who are going to learn. The backgrounds of the learners can be obtained by doing interviews with the person in charge (PIC) of the training, the human resource manager, and the prospective learners. The latter is the best way to understand the learners' level of English mastery.

In one of the Business English clients, hereafter called Company A, a placement test was given. There were 25 staffs who were registered to participate in the Business English Training program. They were given a test in order to find out how high their level of English was. The test consisted of 8 questions asking about general personal questions from introducing themselves to giving an opinion about general issues. The result of the placement test was then described using Common European Framework of Reference (CEFR) (figure 5.1).

Of the 25 staffs taking the placement test, six staffs were in the level of A2-B1, four staffs were in the level of A1-A2, while the rest of them were pre-A1. They were considered pre-A1 because they were not able to introduce themselves properly, and they were

not able to give responses to the rest of the questions and simply say that they did not understand or they did not give any response at all.

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Figure 5.1 CEFR-Global Scale Description

Stage 2: Doing Needs Analysis

After finding out the learners' language ability, it is necessary to do a needs analysis in order to know the target that the company and the learners want to achieve. There are usually some differences between what the company wants and what the learners want. It is important for the language trainer to understand these wants and later on use them as the focus of the training sessions.

Needs Analysis Form

Name: _____

Division/Department: _____

Position: _____

English learning experience:

_____

I need English to:

	Urgently needed	Not urgently needed
deal with customers		
deliver presentations		
take part in meetings		
read reports		
write reports		
read & write emails		
speak on the phone		
Other purpose: _____		
_____		
Personally, I want to be able to:		

_____

_____

_____

_____

_____

Figure 5.2 Needs Analysis Questionnaire

The easy way conduct needs analysis in a company is by handing out questionnaires. There are several reasons where questionnaires can be the most effective way to conduct a needs analysis. First, the learners usually work in different divisions in the company and the divisions are located in different areas. Second,

it will take too long to ask all the questions during the placement test, and the learners may need more time to think about what they need. In any case, the trainers cannot force to hold an interview for this purpose, hence questionnaires are the best way to do the needs analysis. Figure 5.2 shows an example of the questionnaire given to the learners in company A.

The items written in the questionnaires on the reason why the learners need English were based on the interview with the PIC of the program from the company. In other words, the skills were required by the company for the staff to master. However, the result of the questionnaire was a bit different from the company's expectation. Although all of the staffs believed that they urgently needed to be able to read and write emails in English, the other skills were not urgently needed. Although 88% of the staffs believed that they needed English to deal with customers, 92% of the staffs thought that they did not need to deliver presentations, take part in meetings, and read and write reports in English. It was also found that the common interests of the learners were being able to speak English fluently, confidently, and correctly.

Based on the needs analysis, most of the participants did not really understand why they had to learn English. They only believed that they wanted to improve their communicative English ability.

Stage 3: Designing the Course

After finding out the learners' abilities and needs, the next stage that trainers can do is to design the course. The features that need to be considered when designing the course are the course objectives, the syllabus, and not to leave behind the administrative processes.

1. Course Objectives

Designing a course requires making decisions about how to respond to the information taken from the placement test and needs analysis. The best way to begin is to set the objectives of the course. According to Frendo (2011), course objectives need to be **s**pecific, **m**easurable, **a**chievable, **r**elevant, and **t**ime-bound (SMART). Specific objective means the learners' target of achievement is clear. For example: "By the end of the course, learners will be able to read and write offers, inquiries, appointments emails in English without any guidance." This objective statement is more specific than simply stating "By the end of the course, learners will be able to read and write emails in English". Measurable objective means the target is clear. Using the same example, abilities in reading and writing offers, inquiries, and appointments emails can be measured objectively. Achievable means the learning objective should be reasonable, not too high nor too low. The skills in writing offers, inquiries, and appointments can still be taught, and it is possible to master those skills after the training is completed. Setting the objective as "learners will be able to speak English fluently" would be unachievable for only a short period of training. Relevant objective is also important as a guide for the trainers so that they do not teach out of the designated target. An example of irrelevant objective is "learners will be able to write an application letter and curriculum vitae". It is considered irrelevant because in the context of company training, all the learners are the staff of the company, so they do not need to write any application letter or curriculum vitae anymore. Finally, the time-bound objective means the course should give clear limitation of time. For example: "This course will be divided into three parts. Each part of the course

will last for 25 classes. In order to complete the course successfully, participants will have to attend 22 out of 25 classes."

2. Course Syllabus

Once the course objectives are set, the next reasonable step is to develop the syllabus, which is the list of the materials to be covered, and in what order. A good method to create a syllabus is by using a table that sets the objectives/topics and all the necessary language elements to achieve the objectives. The language elements that should also be covered in the syllabus are:

- Grammar (e.g. tenses, verb patterns, clauses)
- Vocabulary (e.g. Employment verbs, jobs, telephone language)
- Pronunciation (e.g. word stress, avoiding flat intonations)
- Business skills (e.g. business letters, arranging a schedule)

Unit 1 Meeting People

Topics	Language	Vocabulary/Pronunciation	Business Skills
Getting information Describing jobs Personality profile	Introductions Prepositions – jobs Simple present tense	Countries and nationalities Word stress	Writing a personal profile Organizing your study

Figure 5.3 Example of a Syllabus

After the syllabus is prepared, the next step that should be taken is to negotiate the syllabus with the PIC of the course. Even after the syllabus is agreed by both, the company and the trainer, it is still possible to change the syllabus as the course progresses. Some people may think that it is an inconsistency, but it is actually meant to adjust the lesson to the learner's capability.

In the training program of Company A, there was a unique agreement achieved between the company and the trainer in terms of the syllabus. The company expected to have 20 meetings in the form of class meetings, in which the trainers were supposed to teach all the language related materials, and the company wanted 5 meetings where the trainer should attend and accompany the staffs during their daily working activities and oversee how the staffs apply the English language that they learned from the class meetings in the real duty. This method is actually based on the statement that experiential learning is very important (although it may not be enough), and that apprehension should be achieved before comprehension (Kolb, 1984; Kelly, 1997; Tomlinson and Masuhara, 2000; Kolb and Kolb, 2009).

3. Administrative Processes

Designing a course does not only concern about setting objectives and developing syllabus, but also concern about the administrative processes. In schools or universities, administrative processes are usually coordinated by administrative staff. In an in-company training, these processes are managed by the trainers and the PIC of the company. Business English learners usually expect a high level of professionalism in terms of the execution of the class. Therefore, it is important to handle all administrative processes carefully and professionally. These processes are decisions on having an intensive or extensive training, start and end time, course handouts, and the venues.

The first important administrative process is to decide whether the course is going to be an intensive course or extensive course. An intensive course can be conducted for a few hours a day, a few days in a week, or a week of full-day courses. The benefit of having

an intensive course is that the risk of non-attendance by the learners is very low because the learners will have to focus their attention only on the course and nothing else. However, it is very rare to have such opportunity to have a business English training conducted intensively due to the many responsibilities of the learners. The most common one is an extensive training which is held once or twice a week over a period of time. The advantage of having an extensive course is that it is easy to choose the time to hold the course (usually right after working hours). The disadvantage is that after a while, the participants can easily lose interest on the course because of decreasing motivation. As a result, there will be participants who skip classes after a few weeks of courses.

The second important process is determining the time to start the course. According to the Circadian Rhythms in Attention (Valdez, 2019), people will be at their maximum learning capability of learning a language at 3 pm to 9 pm. Therefore, it is wise to choose the time between those hours in order to help maximize the learning process. However, there is one factor that needs to be taken account for. If the training is held just after the working hours, it is likely that the learners are experiencing a fatigue from the work that they have done during the working hours. Company A's PIC chose to have the business English course conducted right after the working hours, which was at 5.00 pm. It was chosen because the learners would not have to undergo a journey back and forth to the course location, which was at the company.

In conducting a business English course, it is also important to distribute handouts to the learners. Handouts will make it easier for the learners to follow the lesson. Moreover, the learners can feel at ease knowing that they can learn more about the materials individually even if they miss some explanation during the training.

The last part of administrative process that needs attention is the venue. Since a business English course usually takes place at the company, it is necessary for the trainer to check for the facilities provided in the venue. The trainer needs to find out the size of the room to know what kind of seating arrangements are available. Moreover, the size of the room will also affect the teaching methods. Smaller room may inhibit physical activities. Therefore, if the room is small, trainers need to prepare teaching methods that will not involve the learners to move away from their seats. Equipment like LCD projector, white board, markers, should also be checked for their availability so that trainers can prepare the delivery methods of the training.

Stage 4: Developing the Materials

"Learners will only learn if they need and want to learn and if they are willing to invest time and energy in the process. In other words, both instrumental and integrative motivation are vital contributors to learning success." (Dornyei and Usioda, 2009). Based on this statement, it is very important for trainers to provide materials and later deliver them in a way that it makes the learners want to learn. It is almost impossible of course for trainers to create new materials for every training that are conducted. It is more reasonable to simply use the existing language teaching materials available in the markets. However, according to Saraceni (Tomlinson, 2013) there are some potential limitations that can come with general language teaching materials. They have the tendency to undermine and demotivate the learners, they are rather insignificant, not innovative, they give very stereotypical image of the target language, and they do not consider the learners and the teachers. Business English training should focus on fulfilling the needs of the learners. It is quite difficult or maybe impossible to find a course-

book that can fulfil the needs completely because coursebooks can become out of date rather quickly.

Another issue in selecting a good coursebook for business English learners is the problem of authenticity, that is whether the coursebook is about the real world or it is simply artificial. Some trainers believe that it is better to learn using the real language used in the real world while others believe that there is nothing wrong with the use of artificial book designed specifically to focus on useful language or expressions in the real world. After considering these facts, trainers need to find available books in the market that are significant, motivating, and innovative. Then, it is the trainers' job to make sure that the skills are mastered by the learners.

For the training conducted in Company A, the author chose Business Objectives book by Vicki Hollett. This book is actually for a lower-intermediate level of English. Since some of the learners were already in A2-B1 level, it would be better not to give a very low start as it would make them feel bored in the class. As for those who were in the Pre-A1 level, the lesson was adjusted to support them. The book contains 15 units, but not all of them were used in the training program with the detail as follows:

Meeting	Topic	Language Focus
1	Getting information Describing jobs	Introduction Basic sentence formation Preposition – jobs
2	Describing people Describing personality	Wh- question forms Simple present tense
3	Starting calls Transferring information	Spelling Numbers Telephone language
4	Deciding what to do Requests	Modals Can I … , Could you ...

5	Company profiles Describing Facilities & Organizations	Present continuous and Simple present tense Company departments
6	Current activities Company strengths	Has got, there is, there are Describing places
7	Description Explaining what you need	Adjectives Was and were
8	Size and dimension Sorting words	Describing objects Vocabulary on sorting and recording
9	Company history	Simple past tense Prepositions with time
10	Reporting on a trip Complaints	Question forms Making reports
11	Offers Interests and routines	Countable and uncountable nouns Socializing over lunch
12	Asking for opinions Giving suggestions	Holding a meeting Taking notes in a meeting
13	Recommending actions Problem solving	Modals, going to (future)
14	Making appointments Timetables, plans	Verbs that collocate with appointment Present simple and continuous
15	Invitations Fixing a time	Arranging a schedule Present simple and continuous
16	Describing changes Describing graphs	Verbs to describe changes in graphs Giving reasons for changes
17	Giving advice Offering help	Using modals Countable and uncountable
18	Comparing sales figures Comparing companies	Comparatives and superlatives
19	Company policy Customs	Modals expressing obligations Conditionals
20	Achievements Experience	Present perfect and Simple past

After the materials have been chosen, it does not mean that the trainers must stick to the materials without any changes. Trainers may still improvise with the materials. However, the changes need to be plan ahead. Therefore, before the training really begins, trainers need to prepare lesson plans for each unit that is going to be taught to the learners.

Below is an example of the lesson plan of a unit in the materials:

Unit	:	**1**
Topic	:	**Getting information, describing jobs**
Meeting	:	**1**
Allotted time	:	**90 minutes**
Materials	:	***Business Objectives* pp. 6 – 15**
		Audio, name cards, pieces of blank paper, telegraph sentences
Objectives	:	☐ **Introduce oneself and other people**
		☐ **Ask about and give personal information**
		☐ **Basic sentence formation**
		☐ **Prepositions about job**

Warming up activities

1. Ice breaker – Chain (10')

Get the participants sit in a circle or U shape arranged chairs (if possible), and assign numbers for them. If there are more than 10 people, there should be 2 groups or more.

- Tell them that they are about to introduce themselves by telling their names and their favorite food that begins with the same letter as their name.

- The 1st person says his/her name and favorite food. The 2nd person says his/her name and favorite food and the previous person's name(s) and favorite food. The 3rd person says his/her name and favorite food and the previous people's names and favorite foods.

- Continue until the last person.

- In the end, ask some participants their new friends' names

- This activity can be changed by changing their names with famous person(s)' name if they already know each other well.

Figure 5.4 Example of U-shape Seating Arrangement

1. **Introducing oneself and other people (10')**
- Elicit from the participants what they say when they meet a new person, how they introduce themselves, how they introduce others.

- Use 3 pictures of different persons or draw comic cartoon heads or any kind of drawing that means head. To make it interesting, name one picture as if she/he was the student in the room, while the others the pictures of famous persons (let's say Chris Evans or Gerard Butler).

- Stick 2 pictures on the board, one with the student's name (Icha) and the other is Chris Evans. Tell the class that at Academy Award Event, Chris spots Icha and wants to know her. So, he greets her.

  T: Are Icha and Chris friends?
  S: No.
  T: Do they meet for the first time?
  S: Yes.
  T: If Chris wants to say hello to Icha, what will he say?
  S: Hello/ Hi / What's your name? (answers may vary)
  T: (If the students suggest 'What's your name?') Do you ask someone's name at the first time you meet someone?
  S: No.
  T: What will you say mostly?
  S: Hi?
  T: Good. Then you can continue by saying your name. 'Hi, My name is Chris' for example. So, what will Chris say?
  S: Hi, my name is Chris.
  T: Good.

- Later the teacher may continue into 'Nice to meet you', 'Please to meet you', 'What's your name again?'

- To elicit how to introduce other people, put the last picture on board (Gerard Butler).

T: Here's Icha's boyfriend.

S: (usually get noisy and excited)

T: When Gerard meets Eva, what will he say?

S: (answers may vary)

T: Well done. Gerard and Eva know each other. He seems to get jealous and Eva notices it. Eva then introduces Gerard to Chris. What will Eva say?

S: This is Gerard Butler, my boyfriend.

T: Ok. But you can also say like this 'This is Chris.' 'Chris, this is my boyfriend, Gerard Butler.' Introduce the two of them, ok?

- Write the expressions on the board.

- Let the students practice introducing themselves and introducing other people by mingling in the classroom. Set the atmosphere like a party, play some music.

2. **Getting information (10')**

- Put the pictures on page 8 (business cards) on a slide show.

- When looking at the pictures, ask the students to come up the details of the business cards.

  o What's his/her name?
  o What nationality is he/she?
  o Who does he/she work for?
  o Where does he/she work?
  o What's his/her position in the company?

- Show them the possible answer

- Continue to the last pictures

- Put those vocabulary into the target sentences.

▪ Birgitte Svensson _____ German.	▪ She _____ a deputy managing director.
▪ I _____ a _____	▪ I am _____.

3. **Presenting Grammar (10')**

- Write one sample sentence from the elicitation on the board, i.e., 'Birgitte Svensson is from Germany.'

- Then ask the students what would happen to the verb if you change the subject. Let them answer. If they do not know the answer, just supply them with the correct one rather than waiting in prolonged silence. Write this way.

Birgitte Svensson Margarita Vidal Dale Crosby Noburo Yaegasi	is	from Germany. single. a sales representative. married.
Elsa and Jose They You We	are	
I	Am	
Subject	**be**	**Complement**

- In the end, ask the students to construct the rules, i.e., *Subject + be + Complement*.

- To make it clear when to use 'be', add more complements that come in forms of adjectives or nouns.

- To come into WH-questions, start with yes/no question forms.

Be	Subject	Complement?
Is	Birgitte She He Noburo	from Germany? Single? a sales representative? married?
Are	Noburo and Dale They You We	
Am	I	

- Again, ask the students to identify the forms themselves.

- Then start with the negatives using similar way.

Subject	be	not	Complement
Birgitta She He Noburo	is	not	from Mexico. single. a university student. married.
Noburo and Dale They You We	are		
I	am		

- To begin presenting WH-questions, tell the students that now if they want information as the answer, there must be a question word to add. For example, the answer later will be 'Germany'. Tell them to delete the word 'Germany' in yes/no question form and add a question word at the beginning of the sentence.

QW	be	Subject	Complement?
WHERE	is	Birgitta She He Noburo	from?
	are	They You We	
	am	I	

- Write another sentence taken from the earlier example, "**Birgitta speaks Deutsch**."

- Then ask the students what would happen to the verb if you change the subject. Let them answer. If they do not know the answer, just supply them with the correct one rather than waiting in prolonged silence. Write this way.

	Verb1 /-s or -es	Object
Birgitta She He Noburo	speaks	Deutsch
They You We I	speak	
Subject		

- Ask them why there is no "is, am, are" anymore. If they seem confused, explain that this sentence has already contained a verb, "speak"; therefore, there is no need to add helping verb "be".

- Continue with questions and negatives.

4. **Concept Checking (5')**

Target sentence: **Is Birgitta from Germany? Yes, she is from Germany.**

Checking questions	
Does Birgitta live in Germany?	Yes
Is she still living there?	Yes / maybe yes
Is it a fact?	Yes
Is the word 'from' a verb?	No
Is this the past, present or future?	Present

Target sentence: **Does she speak Deutsch? Yes, she speaks Deutsch.**

Checking questions	
Does Birgitta use it every day?	Yes
Is there a verb in the question?	Yes. 'speak'
Is this the past, present or future?	Present, but also past and probably future.

Write some key words on the board while asking questions, like **present** or **every day** or **facts** to show the function of using simple present.

5. **Guided practice**

    Practice 1- page 11 – Telegraph Sentences (15')

- Let the students answer the reading comprehension questions page 11.

- Then, put the questions in page 11 into telegraph sentences. Write each sentence on one slide or a piece of paper. Make sure the whole class can see them clearly. On the other piece of paper/slide, write the answers in the same form.

• What/ she / do for living? • Where / she / live? • Where / she / work? • How long / it / take to get there? • How / she / get there?	• She / architect • She / live / New York • She / work / 42nd Street • It / take / 15 minutes • She / get there / on roller-blades

- Have the whole class to reconstruct the questions to suit their situation and answer them. Get them chorus the answer.

- Later, divide the class into two. One group constructs the questions, while the other constructs the answers.

Practice 2 – Interviewing friends (15')

- Now share each student a card containing their personal information like the following. Create some other cards.

> Your name is Taylor Swift.
>
> You are single.
>
> You are a song writer.
>
> You are from Canada.
>
> You speak French.

- Along with the cards, share them a worksheet on which an information chart is presented.

Friend's Names	Marital status	Occupation	Country	Nationality	Language

- Tell the students that they are going to exchange information with the whole class. Ask them to pretend that they are all fa-

mous people and that they want to get to know one another.

- Tell them that they are going to do it by mingling around the classroom (if possible)
- Check with the students any difficult vocabulary before practicing.
- Tell the students that they are going to change partner if they hear the teacher says "switch".
- Set the goal of the interview, such as finding out who has the most interesting job, who are from the same countries, etc.
- Set the time limit. Tell them when they hear the teacher say "stop" they have to stop (and go back to their seats).
- Later, ask them to share their findings (usually they are excited in telling the stories about their friends).

6.   Free Practice (15')
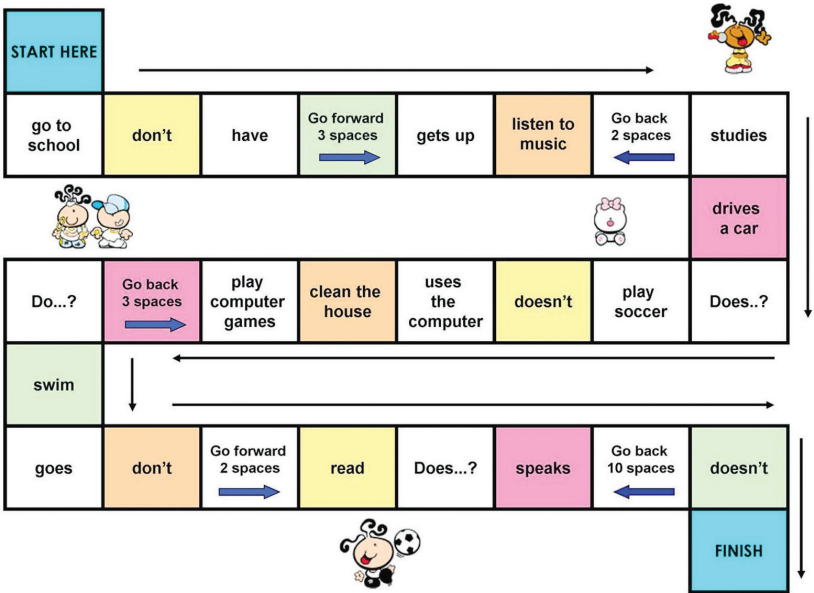
- Do the practice board game. (Taken from iSLCollective.com)
- Prepare some coins or some dice to play the game.

Post-teaching Activities

Provide feedback on any possible mistakes the students have made during the lesson. Highlight only the most frequent mistakes.

Let them ask any questions related to the session.

The lesson plan is useful especially if there are several trainers for a project or if the participants are placed into two separate classes with the same level ability so that other trainer can replace the active trainer if the he/she is unavailable.

Stage 5: Evaluating

One important stage in conducting a training is of course the evaluation stage. Later on, the result of this evaluation should function as a report to the company of the achievement of the staff who underwent the training. One model of evaluation which is commonly used in a business English training is based on Kirkpatrick's work as stated by Phillips (2002). The model is built on five levels of evaluation, all interrelated.

- Level 1 evaluates the course and the delivery, the teacher, the materials, and so on.
- Level 2 usually comes in the form of pre-test and post-test.
- Level 3 checks to see whether the learners use the language that they have learned or not.
- Level 4 measures the business impact resulted from the language training.

- Level 5 measures the return of investment (ROI) – how has the training benefit the staff related to its cost?

Level 1 is the evaluation by the learners towards the course and the trainers, level 2 and level 3 are the evaluation by the trainers to the learners, while level 4 and 5 are the evaluation of the company towards the learners.

Trainers should provide the evaluation of the learners in terms of their improvement and the abilities acquired after taking the training program. Since business English courses usually target on the improvement of communicative skills (speaking), the evaluation should also focus on addressing this area, so the test can have a good validity.

In company A, the learners were evaluated using three speaking tests. The first test was a role play, where the learner paired up with another learner and performed a short situational conversation. The second test was an interview that focused on checking whether the skills that had been taught could be performed or not. The third test was a field test. This third test was conducted near the end of the course. The trainer accompanied each learner on their day-to-day task, and talked to the learner and pretended to be one of the people that the learner would have to face in the real world.

The grading focused on the fluency, accuracy, intelligibility, and complexity. Fluency criterion measured how fluent the learners used English during the tests. Accuracy criterion measured the grammatical ability of the learners, and it also measured the appropriateness of the language functions used by the learners. Intelligibility measured the pronunciation, stress, and intonation. Complexity measured how broad the vocabulary of the learners was. It also measured whether the learners used the vocabularies taught during the training program appropriately.

5.3 Conclusion

A business English training program is a training program that cannot be treated lightly. It carries a heavy burden of responsibility for the trainer who represents his/her institution. If the training program does not go well, the reputation of the trainer's institution can also be affected. Hence, before conducting the training, there are several important stages to be taken to make sure that the training will go well. The stages are identifying the learners and doing the needs analysis as soon as the deal for the training is made. Based on the identification of the learners and the needs analysis, the course can then be carefully designed, and the materials can be developed to suit the learners. Finally, an evaluation needs to be conducted as a report of the development of the learners. The report should be clear and descriptive about the development of each learner.

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Chapter Six

CONCLUSION

This book deals with the research reflections by the teaching staff of Business English Study Program, Politeknik UBAYA on how English is used in the business communication. As previously written from all chapters, more importantly, it also shows the current practices of English communication in various business activities nowadays. All chapters in this book reveal the expertise of some scholars of Business English study program of the vocational institution in applying their knowledge and skills through different research activities in which English is used. Therefore, this book can also serve as a reference for students, practitioners, teachers or anyone who seeks it.

There are four interesting and useful issues seen in this book. First, it helps the readers to enjoy the art of communication between Barrack Obama and Joe Biden by using their rhetorical devices in their speeches. It will also really be entertaining to analyze how the use the language effectively to persuade and provoke the audience in their speeches. Second, It is the current need as global citizens nowadays to communicate with people from other cultures effectively and appropriately to avoid or minimize the intercultural mis-

understandings and misperceptions. It helps the readers raise their self-awareness to learn cultural knowledge, skills, and attitudes for their business activities across cultures and and also enhance the joy of their intercultural business trips. Third, it also describes how the hospitality industry actually needs a more standard test for front-liners since it serves the customers with its hospitality. For this purpose, communication skills are essential to help hotels cope with the problem. A test for specific purpose called Test of Business English Communication Competence was designed to meet the challenge and afterwards tried out. The test covered speaking and writing competence on the basis of Target Language Use (TLU) at the Front Office Division.

The last article reveals the fact that English for Business has been growing in demands which can be a good opportunity for English trainers. However, common Business English materials that are available in the market cannot represent the needs from the companies that require Business English trainings. It also discusses the procedure of designing a good and suitable material for Business English trainings. We hope that readers might gain the useful resources for their business activities in which English is applied.

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GLOSSARY

1. ADDIE Model = a course development process which includes Analysis, Design, Development, Implementation, Evaluation.

2. Business = an occupation, profession, trade, or a commercial activity which involves providing goods or services in exchange for profits.

3. Communication skills = the abilities you use when giving and receiving different kinds of information or the ability to convey information and ideas effectively.

4. Course design = the process and methodology of creating quality learning environments and experiences for students. Through deliberate and structured expose to instructional materials, learning activities, and interaction, students are able to access information, obtain skills, and practice higher levels of thinking.

5. Course syllabus = your guide to a course and what will be expected of you in the course. Generally, it will include course policies, rules and regulations, required texts, and a schedule of assignments.

6. English proficiency = the ability of Students to use the English language to make and communicate meaning in spoken and written contexts.

7. Evaluation = the process of judging or calculating the quality, importance, amount, or value of something.

8. Front-liner = a person or thing that operates in an advanced, exposed, or conspicuous position.

9. Hospitality industry = a broad category of fields within the service industry that includes lodging, food and drink service, event planning, theme parks, travel and tourism.

10. Industry 4.0 = the growing trend towards automation and data exchange in technology and processes within the manufacturing industry, including: the internet of things, cyber-physical systems, smart manufacture, smart factories, cloud computing, cognitive computing, and artificial intelligence.

11. Intercultural = occurring between or involving two or more cultures to describe communities in which there is a deep understanding and respect for all cultures.

12. Intercultural communication =
    • the communication between people from two different cultures.
    • a symbolic, interpretive, transactional, contextual process in which people from different cultures create shared meanings.
    • the effects on communication behavior, when different cultures interact together

13. Needs analysis = a formal, systematic process of identifying and evaluating training that should be done, or specific needs of an individual or group of employees, customers, suppliers, etc.

14. Parallelism = a literary and rhetorical device to produce balance and rhythm by repeating similar syntactical patterns.

15. Public speaking = also called oratory or oration- the act and skill of speaking face to face to an audience.

16. Repetition = a literary and rhetorical device to reinforce and produce emphasis, clarity, and emotional effect of an idea by repeating the sounds/words/phrases/sentences.

17. Rhetoric =the art of using the language effectively to persuade and provoke the audience by using various rhetorical devices.

18. Speech = a formal address or discourse delivered to an audience.

19. Target Language Use (TLU) = the situation or context in which the test taker will be using the language outside of the test itself.

20. TBECCv.2.0 = a test of English for Specific Purpose that is designed specifically for hotel front-liners and it covers both speaking and writing skills.

INDEX