

Speaking For General COMMUNICATIONS

Buku ini membahas tentang The importance of speaking for general communication, Greeting, introducing oneself and others, Asking for and giving factual information, Expressing likes, Telling Good and bad news, Enquiring whether one knows or does not know a person, thing or fact, Stating whether one remembers or has forgotten a person, thing or fact, Expressing and enquiring ability/inability to do something, Expressing and enquiring wants, Expressing and enquiring happiness unhappiness, Expressing gratitude, Making and accepting Apology, Dealing with communication problems, How to invite people in English, Informing directions, & Making an appropriate phone call.



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KATA PENGANTAR

Segala puji syukur kami panjatkan kepada Tuhan yang maha Esa, karena atas pertolongan dan limpahan rahmatnya sehingga penulis bisa menyelesaikan buku yang berjudul *Speaking For General Communications*. Buku ini disusun secara lengkap dengan tujuan untuk memudahkan para pembaca memahami isi buku ini.

Buku ini membahas tentang *The importance of speaking for general communication, Greeting, introducing oneself and others, Asking for and giving factual information, Expressing likes, Telling Good and bad news, Enquiring whether one knows or does not know a person, thing or fact, Stating whether one remembers or has forgotten a person, thing or fact, Expressing and enquiring ability/inability to do something, Expressing and enquiring wants, Expressing and enquiring happiness unhappiness, Expressing gratitude, Making and accepting Apology, Dealing with communication problems, How to invite people in English, Informing directions, & Making an appropriate phone call*

Kami menyadari bahwa buku yang ada di tangan pembaca ini masih banyak kekurangan. Maka dari itu kami sangat mengharapkan saran untuk perbaikan buku ini dimasa yang akan datang. Dan tidak lupa kami mengucapkan terimakasih kepada semua pihak yang telah membantu dalam proses penerbitan buku ini. Semoga buku ini dapat membawa manfaat dan dampak positif bagi para pembaca.

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CHAPTER 1 THE IMPORTANCE OF SPEAKING FOR GENERAL COMMUNICATION

Deri Fikri Fauzi

1.1 Speaking as a Skill in English

The mastery of the four language skills, namely listening, reading, speaking, and writing, is essential for using English appropriately. These skills are interconnected and vital for effective communication and language proficiency. Each skill plays a unique role in language acquisition and usage, and they complement each other in the language learning process.

The four language skills are interconnected, and proficiency in one skill often supports the development of others. For instance, strong reading skills can enhance vocabulary and grammar, which in turn, can improve speaking and writing abilities. Similarly, effective listening is crucial for understanding spoken language, which is essential for both speaking and writing. Therefore, a well-rounded language learner should aim to develop

all four skills in tandem to achieve comprehensive language proficiency (Kadamovna, 2021).

The four language skills, listening, reading, speaking, and writing, are widely recognized as essential for using English appropriately. However, some theories suggest that translation should be considered as a fifth skill. While the importance of translation in language learning and communication cannot be denied, its precise location as a language skill is still debatable (Khodasenas, 2013).

The language skills of listening, reading, speaking, and writing can be categorized into two major divisions: receptive (or input) skills and productive (or output) skills. Receptive skills involve the ability to understand language that is spoken or written, while productive skills involve the ability to produce language oneself. The phenomenon of producing being more challenging than receiving is a common observation in language learning. However, the terms "receiving" and "producing" are strongly connected and complement each other in the language learning process (Demirezen, 2019).

The productive skills in language learning are speaking and writing, as learners engaging in these activities need to produce language. These skills are also known as active skills and can be compared with the receptive skills of listening and reading. Productive skills are essential for expressing oneself clearly in a conversation, writing grammatically correct texts, and using language creatively and effectively.

On the other hand, receptive skills, such as listening and reading, are crucial for understanding and interpreting the language that is spoken or written. These skills are fundamental for language comprehension and are complementary to productive skills. For instance, once learners have a basic understanding of the language, they can start to practice producing it themselves through speaking and writing activities.

The skill of speaking in a second language is often considered one of the most challenging to master. It requires the ability to quickly understand the context and respond appropriately, making it a significant challenge for language learners. The process of speaking involves not only linguistic competence but also the cognitive ability to process information rapidly and formulate a coherent response. While speaking is undeniably demanding, it is also a skill that is closely interconnected with the other language skills, and its mastery is essential for effective communication and language proficiency (Ishrat Aamer Qureshi, 2013).

To become a proficient English speaker, learners must indeed master the four skills of listening, reading, speaking, and writing. The challenge of mastering speaking is often noted, as it requires the ability to quickly understand the context and respond appropriately. However, some theories suggest that it is beneficial to first focus on the "input" skills (reading and listening) before moving on to the "output" skills (speaking and writing). This approach may create a smoother transition between the skills and promote a more balanced language learning process.

1.2 Behind Speaking Obstacle

The difficulty of learning a particular subject can be influenced by various factors. According to a study on the perceived difficulty of different subjects, students often use specific keywords such as "complicated," "difficult," "require memorizing," and "boring" to describe the difficulty of a subject. Additionally, the relatability of the subject matter to an individual's unique cognitive makeup can also impact the perceived difficulty of a subject. Furthermore, the presence of learning difficulties, such as dyslexia, dyscalculia, and dysgraphia, can significantly affect a student's ability to learn and understand certain subjects (Jana, 2021).

The unique characteristics of each subject may require different approaches from students. For instance, subjects like Chemistry and Biology are often associated with the need for memorization, while History and Mathematics are perceived as difficult due to their complex nature and the requirement for understanding and learning abstract concepts. The presence of learning difficulties, such as dyslexia, dyscalculia, and dysgraphia, can further compound the challenges students face in understanding and learning certain subjects (Sesriyani, 2020).

It is important for educators to recognize that students may experience difficulties in understanding and learning certain subjects. By understanding the factors that influence the perceived difficulty of a subject, educators can adopt tailored teaching strategies to support students in overcoming these challenges. Additionally, providing students with the necessary resources and accommodations to address specific learning difficulties can help create a more inclusive learning environment and improve students' overall learning experiences.

Speaking is a challenging skill to master in English, and there are several reasons for this. One of the reasons is clustering, which refers to the tendency of native speakers to group words together in a sentence, making it difficult for non-native speakers to understand the meaning of the sentence. Another reason is redundancy, where native speakers often repeat information to emphasize a point or to clarify meaning, which can be confusing for non-native speakers. Reduced forms, such as contractions and elisions, are also common in spoken English, making it challenging for non-native speakers to understand the words being spoken.

Performance variables, such as anxiety and nervousness, can also impact a learner's ability to speak fluently and accurately. Colloquial language, which is informal and often used in everyday conversation, can be challenging for non-native speakers to understand and use appropriately. The rate of delivery, stress,

rhythm, and intonation are other factors that can make speaking difficult for learners. Finally, interaction, which involves responding appropriately to the speaker and engaging in a conversation, can be challenging for learners who are not familiar with the cultural norms and expectations of English-speaking countries (Ramasari, 2017).

1.3 Benefit of Mastering Speaking Skill

The ability to speak English fluently is a significant indicator of language expertise, particularly in professional contexts such as job interviews (Kadamovna, 2021). Several sub-skills contribute to effective speaking, including fluency, accuracy with words and pronunciation, using functions, appropriacy, turn-taking, and more. Fluency, which reflects comfort and confidence in speaking English, is a key sub-skill that allows individuals to communicate for extended periods without hesitation. Additionally, pronunciation, vocabulary, and grammar are essential sub-skills that contribute to effective speaking. Improving English speaking skills involves various methods, such as building vocabulary, enhancing pronunciation, and learning the natural flow of English. Furthermore, maintaining a balance between formal and informal speaking, practicing word stress, and engaging in routine language functions are crucial for mastering speaking skills. In language mastery, the seven essential skills include speaking, reading, writing, listening, vocabulary, grammar, and culture, emphasizing the significance of speaking in language acquisition. Therefore, the ability to speak English proficiently is a fundamental aspect of language expertise, particularly in professional settings, and encompasses various sub-skills that contribute to effective communication.

The ability to speak English proficiently plays a pivotal role in supporting career advancement. Effective English speaking skills provide individuals with a competitive edge in the global job market, enabling them to communicate with colleagues, clients,

and business partners from diverse linguistic backgrounds. This proficiency is particularly crucial in multinational companies and industries with a strong international focus. The significance of English fluency in career progression is underscored by its role in enhancing global communication, fostering confidence and credibility, and opening doors to new job opportunities (Shpeizer, 2019).

English, as the universal language of international communication, has become an indispensable tool for employability and career success. Fluency in English empowers individuals to communicate effectively, negotiate business deals, and participate in international conferences and collaborations. In the context of the global job market, strong English skills provide a competitive advantage, enabling individuals to pursue a wider range of job opportunities both domestically and abroad. Moreover, the ability to speak English well enhances an individual's confidence in business settings, projecting credibility and expertise, which can lead to increasing responsibilities and job advancement.

In addition to its role in global communication and job market competitiveness, English proficiency is essential for career mobility. Many multinational firms require a strong command of English, making it a prerequisite for job postings abroad and opportunities for career advancement. Furthermore, the ability to work abroad and navigate various cultural nuances is facilitated by strong English language skills, making it a key enabler for international career opportunities.

The power of effective communication, including strong English speaking skills, is widely recognized as a critical factor in career advancement. Individuals who can speak clearly, articulately, and with confidence are better positioned to accelerate their professional growth and succeed in the workplace. Employers value strong verbal communication skills, and

graduates with expertise in speaking well are well-equipped to excel in their careers.

The ability to speak English proficiently offers numerous advantages, one of which is the facilitation of adaptation in diverse linguistic and cultural contexts. Proficient English speaking skills enable individuals to communicate effectively with colleagues from various linguistic backgrounds, thereby fostering easier and faster adaptation in multicultural work environments. This adaptability is particularly crucial in today's globalized job market, where cross-border operations and international collaborations are increasingly common.

In the context of career growth, the importance of English proficiency in facilitating adaptation is evident. Effective communication in English allows individuals to engage in seamless interactions with colleagues from different cultural and linguistic backgrounds, thereby promoting a more inclusive and collaborative work environment. This adaptability is essential for building strong working relationships, fostering teamwork, and navigating the complexities of multicultural workplaces.

Furthermore, the ability to speak English well is a key enabler for individuals seeking to pursue international career opportunities. Proficiency in English not only enhances an individual's ability to communicate effectively but also demonstrates their readiness to adapt to diverse cultural and linguistic contexts. This adaptability is highly valued by multinational companies and organizations with a strong international focus, as it reflects an individual's capacity to work effectively in global settings and engage with colleagues from around the world.

In addition, the role of English proficiency in promoting adaptation is underscored by its impact on confidence and credibility in professional settings. Individuals who speak English well project confidence and expertise, which are essential for

navigating diverse work environments and building rapport with colleagues from different linguistic backgrounds. This confidence and credibility are instrumental in fostering a positive and inclusive work culture, where individuals feel empowered to express themselves and contribute to the collective success of the organization

1.4 Speaking in General Communication

The Indonesian government's language policy on English has been a subject of debate and controversy. While English has been declared a mandatory subject at the varsity level, there have been conflicting reports and discussions regarding its status as a compulsory subject in the national education system. The ambivalence surrounding the mandatory status of English in Indonesia's education system has sparked discussions on the implications of this policy on students, educators, and the country's global competitiveness (Sesriyani, 2020).

In 2013, the Ministry of Education lifted the requirement for primary education, and a 2013 ministerial draft for an omnibus education bill did not include English as a mandatory subject, prompting backlash from educators. This decision has been met with criticism, as English proficiency is widely recognized as a critical skill for global competitiveness and economic growth. The government's decision to make English a mandatory subject at the varsity level reflects the recognition of the importance of English proficiency in higher education and the professional sphere.

The debate over the mandatory status of English in Indonesia's education system has also raised questions about the country's commitment to improving English standards and its impact on students' future prospects. While the government has reinforced Indonesian as the language of instruction in all levels of education, the decision to make English a mandatory subject at the varsity level reflects the recognition of the importance of

English proficiency in higher education and the professional sphere.

The ambivalence surrounding the mandatory status of English in Indonesia's education system has also sparked discussions on the implications of this policy on students' future prospects and the country's global competitiveness. English proficiency is widely recognized as a critical skill for global competitiveness and economic growth, and the government's decision to make English a mandatory subject at the varsity level reflects the recognition of the importance of English proficiency in higher education and the professional sphere.

Despite extensive research on effective and fun ways to improve speaking skills, the challenge of mastering this skill remains a significant one for learners of English (Muziatun and Jusuf, 2020). The complexity of English speaking can be attributed to various factors, such as the need for fluency, the requirement to use a wide range of vocabulary, the importance of pronunciation, and the necessity of engaging in effective and meaningful conversations.

English is a crucial language in almost all sectors of daily life, but it is particularly important in the tourism industry. The ability to speak English fluently is essential for anyone working in the tourism sector, especially in popular tourist destinations that attract foreign visitors. The importance of English proficiency in the tourism industry is widely recognized, and there is extensive research on the subject.

One of the main reasons why English is so important in the tourism industry is that it enables professionals to deliver quality service to visitors from different countries. Effective communication in English allows tourism professionals to establish rapport with potential customers from different countries, promote their products and services effectively, and provide detailed information that builds customer trust.

Moreover, fluent English communication fosters client loyalty by ensuring exceptional customer service, prompt issue resolution, and overall success in the industry (Kadamovna, 2021).

In addition to its role in customer service, English proficiency is also essential for tourism professionals to effectively engage with colleagues and partners from different countries. Effective communication in English allows professionals to collaborate effectively, negotiate business deals, and participate in international conferences and collaborations. Furthermore, English proficiency is a requirement for many professional fields, including tourism, and is even a requirement to study at some universities.

The importance of English proficiency in the tourism industry is also reflected in the technical terms and vocabulary used in the sector (Muzyatun and Jusuf, 2020). Knowing the technical terms and vocabulary used in the tourism industry is essential for effective communication with colleagues and customers. Furthermore, the ability to explain each specific term of the field is crucial for providing accurate and detailed information to customers from different countries.

1.5 Globalization as a Challenging Task

The concept of the "shrinking world" has become increasingly prevalent in the context of globalization and technological advancements. This metaphor is often used to describe the growing interconnectedness of the world, where people can reach individuals across countries, continents, and languages in real time. The shrinking world has intensified the use of English as a global language, making it a vital tool for effective communication and cultural exchange.

Globalization has significantly contributed to the shrinking world, as it has facilitated the movement of people, goods, and information across borders. The metaphor of the "global village"

is often used to illustrate this interconnectedness, highlighting how the world has become more accessible and interconnected due to advancements in communication and transportation (Tulung, 2020).

In the context of language policy, the shrinking world has had a profound impact on the use of English. In countries such as Indonesia, the ambivalent language policy on English reflects the challenges and opportunities associated with the growing importance of English proficiency. While English is stipulated as a compulsory subject in all levels of education in Indonesia, the ambivalence surrounding its status in the national education system reflects the complexities of balancing the use of English with the preservation of local languages and cultures.

The shrinking world has also had a significant impact on various sectors, including tourism. The importance of English language proficiency in the development of tourism management is irrefutable, as it plays a major role in the delivery of quality service and effective communication with visitors from foreign countries. The ability to speak English fluently is essential for professionals working in the tourism industry, particularly in popular tourist destinations that attract foreign visitors.

In the academic context, courses such as "Communicating to a Shrinking World" have emerged to address the impact of globalization and technological advancements on business, communications, society, and cultures. These courses challenge students to explore how media and communication technology continue to impact various areas and shape perceptions, consumption, and participation in national and global business (Rizqiya, 2021).

Indonesia has recently hosted several international events, such as the membership of AFTA and the World Cup U-17, which have attracted foreign tourists to the country. As a result, Indonesian people must be ready to communicate with them in

English. The growing importance of English proficiency in Indonesia is evident, particularly in the tourism and service industries. The recent influx of international events and tourists highlights the need for wider communication using English among Indonesians.

In conclusion, the recent increase in international events and the influx of foreign tourists in Indonesia highlight the importance of English proficiency for its citizens, particularly in the tourism and service industries. As the world continues to shrink, the importance of English language proficiency is likely to grow, highlighting the need for individuals to invest in developing and enhancing their English speaking skills. The government should also take steps to boost English lessons at the elementary school level or include it as a mandatory subject in the curriculum at the elementary school level so that when entering the next school level, there are no difficulties in receiving and communicating information in English. Through the ability to speak English, which should be mastered by every Indonesian, what is expected is that the Indonesian people will also take part in promoting and introducing Indonesian culture in the international arena.

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CHAPTER 2 GREETING, INTRODUCING ONESELF AND OTHERS

Novita Kusumaning Tyas

2.1 Introduction

Conversation entails interactive communication involving two or more individuals. The development of conversational skills and ethics plays a vital role in the process of socialization. We need to get to know other people as humans. When you initially start at a new school, you normally don't know anyone. What are your thoughts? You must feel strange, so you must get to know one another. Greeting is one way to start our conversation with other people. When you begin a conversation with someone, whether on the phone or in person, this would be as well expressed by means of another communication tools. The greeting plays an important role in creating the first impression, which is the first impression that a person has of the person they're talking to. It is not only important to get some common greetings, but

also to be aware that language choices are influenced by the context. For example, in a job interview, it would be better to use a formal greeting, but when meeting a friend for coffee, it would be more likely to say something informal. (Wibowo, Agus, 2020).

2.2 Greeting

People usually use greetings as a general expression when meeting others, whether they are acquaintances or strangers. These greetings are typically used at the beginning of a conversation and are a common introduction before moving on to the main topic. Although it is possible for salutations to appear in the middle of or after addressing something else, they are usually reserved for more formal situations (Duranti: 1997).

As Duranti (1997) noted that cultural diversity affects how greetings are expressed, influencing both the form and style of the greeting. Greetings come in many forms, including both formal and informal expressions, and their use depends on the context. People adjust their greeting choices based on factors such as the specific context, the intended purpose, the prevailing situation, and the identity of the interlocutor. Greetings can be expressed through verbal expressions or non-verbal gestures such as smiling and nodding, providing different ways of conveying greetings. There are two types of greeting. They are formal and informal greeting.

2.2.1 Formal Greeting

Formal greetings are appropriate expressions for use in formal settings. such as;

- Business conference & negotiations
- Job interview
- Greet head of the company or CEO
- Show honor for elders or others that we don't know very well
- Meet new business partners. (Wibowo, Agus, 2020).

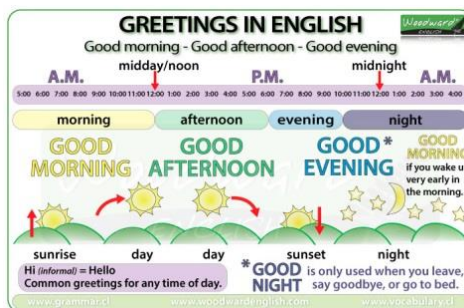
In this context the use of more formal or business language is to show honor, demonstrate The significance of the circumstance or person or maintain a professional tone. Here some expressions that are used as formal greetings and their responses.

Formal Greetings	Responses
<ul style="list-style-type: none"> • Hello • Good morning / Good Afternoon/ Good Evening. • How have you been? • How is everything? • How do you do • Nice to meet you. 	<ul style="list-style-type: none"> • Hello • Good morning / Good Afternoon/ Good Evening. • I've been busy working a lot. How about you? • Everything is fine, thank you • How do you do • Nice to meet you.

• **Hello, Good Morning/ Good Afternoon/ Good Evening.**

"Hello" is a neutral and friendly greeting that can be used in both formal and informal situations. It's appropriate for a variety of settings, including as first meeting someone, entering a professional workplace, or engaging in a formal discourse. However, for more formal events, use slightly more traditional greetings, such as "Good morning," "Good afternoon," or "Good evening," depending on the time of day.

Good morning, good afternoon and good evening are used depending on the time of the day. Here is the difference in their usage.



Gambar 2.1 Greeting in English

Source: <https://www.woodwardenglish.com/lesson/good-morning-good-afternoon-good-evening-good-night/>

We can also include the person's last name in the greeting to show respect. In general, native English speakers are informal, even in business communication, and use the person's first name after greeting for the instance:

- Good afternoon, Mr. Ryan
- Good evening, Mrs. Ina.
- Good morning, Mr. Sadam.

- **How have you been?**

To start a conversation in a formal context we can use “how have you been” as a very simple and polite greeting. This is a polite way to ask “How are you?” with someone you haven't seen for a long time or someone you don't see every day. If someone asks you “how have you been?” they want to know if you have been well since the last time the two of you met.

Example of a dialogue using “how have you been?”

Situation: Mr. Douglas and Ms. Bridgita are two business associates who used to work together but haven't seen each other for several years meet at a corporate event.

Ms. Bridgita : Good evening, Mr. Douglas. It's been years since our paths last crossed. **How have you been?**

Mr. Douglas : Good evening, Ms. Bridgita. Indeed, it has been quite a while. I appreciate your warm greeting. **I've been well**, transitioning into a managerial role at the new firm and how about you?

Ms. Bridgita : Thank you, Mr. Douglas. Congratulations on your new role. I've been leading the marketing team at our headquarters. It's been a dynamic journey.

- **How do you do**

"How do you do?" is often used in formal greetings, particularly in situations where formality is emphasized or in traditional settings. It is usually used when meeting someone for

the first time or in official introductions. The correct response of this is also “How do you do”

- **Nice to meet you.**

This expression is a formal greeting used to greet someone that we meet for the first time. For example:

Alex : Good morning. I’m Alex White from RTZ Company.

Brian : **Nice to meet you**, Mr. Alex.

Alex : **Nice to meet you too**, Mr. Brian.

2.2.2 Informal Greeting

Informal greetings are greeting that used in relax conversation. There are more informal greetings in English than formal greetings and this is because most situations call for more casual words such as:

- a casual meeting with colleagues
- discussion with your team at work
- networking events
- greeting neighbors
- chatting to a friend

Look at this dialogue:

Andrew : Hey! What's up?

Charlie : Hey there! Not much, just trying to survive this week. You?

Andrew : Same here, exams are killing me. Have you started studying for the history test?

Charlie : Ugh, don't remind me. I haven't even opened the book yet.

Andrew : Well, we should probably get on that. Wanna study together later?

Charlie : Yeah, that sounds like a plan. Let's grab some coffee and hit the books.

The example above shows informal greeting dialogue. In this dialogue, Andrew and Charlie is classmate. They talk about their week and arrange to study together. Here some expressions that are used as informal greetings and their responses.

informal Greetings	Responses
<ul style="list-style-type: none"> • <i>What's up?</i> • <i>What's cracking?</i> • <i>How are things with you?</i> • <i>How is it going?</i> • <i>How is life been treating you?/ How is life?</i> • <i>What's new with you?</i> 	<ul style="list-style-type: none"> • <i>Pretty well</i> • <i>Awesome!</i> • <i>Not bad!</i> • <i>Well, nothing special.</i> • <i>It's pretty good, thanks.</i> • <i>Nothing much.</i>

- *What's up?*
It is an informal greeting to a friend a friend by asking how they are doing, and what is new in their life. It is usually used to greet someone you are close with such as close friend and family members.
- *What's cracking?*
This expression is one of informal greeting that is used to greet someone who has the same age with you. This expression almost the same with "What's up?"
- *How are things with you?, How is life been treating you?, How is life?*
These expressions are suitable for informal greetings and inquiring about someone's well-being, typically used in familiar settings. When using them, the usual responses are "good" or "not bad." Additionally, if the context allows for casual conversation, you may briefly share any noteworthy updates about your life and follow up with a question like "what about you?" or another friendly inquiry.
- *How is it going?*
These are informal ways to inquire about someone's well-being, similar to asking "how are you?" If you aim for added politeness,

it's advisable to stick with the more formal "how are you?" However, these expressions offer a casual alternative for greeting almost anyone.

The term "going" is often pronounced as "go-in," and you can respond with "it's going well" or "I'm doing well" based on the question. Despite being grammatically incorrect, many people simply reply with "good," which is acceptable. Similar to responding to "how are you?" you can also follow up your answer by asking "and you?"

- *What's new with you?*

These are additional informal methods of inquiring about someone's well-being, often used as relaxed greetings for individuals you've previously met. Common responses include "nothing" or "not much."

In a more informal setting, you can also choose to share a brief update or something interesting in your life before asking "how about you?" to maintain the flow of the conversation.

2.3 Introducing oneself and others

Greetings are usually succeeded by introductions, during which you either present yourself or introduce the individuals accompanying you. Actually, introducing yourself is a very basic activity. You might even do it without realizing it. But when in a forum, you have to include several things that are important to provide personal information. The introduction can be a short introduction or a long introduction, depending on the introductory situation.

2.3.1 Introducing Oneself

There are several things that need to be conveyed when making a self-introduction in English. This depends on the situation, conditions, interlocutors in the surrounding environment, and interests. There are several stages, methods or

steps that must be paid attention in self-introduction; opening, content and closing.

- Opening

In the opening part, generally we greet and ask about the news of the people we invite for example:

- *Hello, everyone...*
- *Hi, everybody, How are you today?*
- *Good morning/afternoon/evening, How are you?*

- Content

Before getting into the content, there is something that needs to be conveyed that is purpose. Show your goals and intentions in front of the person you are talking to. Your goal is definitely to do a self-introduction, so the words you can convey are like:

- *Let me introduce myself*
- *I would like to introduce myself*
- *I want to introduce myself*
- *In this opportunity, I would like to introduce myself*
- *May I introduce myself?*
- *I'm here to introduce myself*

They are several points in the main content section

Points	Expression
1. Personal Details	<ul style="list-style-type: none"> • I am... you can call me... • My name is... you can call me... • My full name is... please call me... • My name is... my friends usually call me.
2. Self-Identity	<ul style="list-style-type: none"> • I was born in 1995 • I was born in Pontianak, March, 1998 • I was born on July 5, 1998 • I am... years old
3. Address	<ul style="list-style-type: none"> • I live in Surabaya • I live on Sudirman Street • I live at Arteri Street, No. 66, Medan.
4. Job or Study	<ul style="list-style-type: none"> • I am a student of... or I study in... • I am a student of... in major... or I study in, my major is...

	<ul style="list-style-type: none"> • I graduated from... in... • I work in... as... (mention place of work and position)
5. Interests	<ul style="list-style-type: none"> • My hobby is... (one hobby) • My hobbies are... (more than one hobby) • I like... • My activities are...

- **Closing**

For closing, it generally ends with thanks, wishes, and of course closing greetings. Example:

- That's about me... I hope... and have a great day. Thank you.
- This is the end of my self-introduction
- I think enough, thanks for your attention.

2.3.2 Introducing Other

Introducing other involves presenting other individuals, such as friends, best friends, colleagues, parents, and others, using appropriate sentences and expressions. This enables both the person being introduced and those listening to form an understanding of the individual being presented. Here some expression used in greeting others.

- Do you know Anggie?
- Have you met Anggie?
- This is a friend of mine, Ogie.
- Ika, this is Ogie, my friend.
- May I introduce my friend, Mrs. Lizbeth?
- Please allow me to introduce our new Administration Manager.
- Let me introduce you to Mrs. Laura our new Marketing Manager. Mrs. Linda. this is Mr. Gion from SBC Company.

2.4 Conversation Practice

Situation 1 :

Mr John meets Mrs Jessica, one of his students, and her husband in the street.

Mr. John : Good morning, Mrs. Jessica.
Mrs. Jessica : Good morning, Mr. John. How are you?
Mr. John : I'm fine thanks, and you?
Mrs. Jessica : Not too bad. Mr. John, this is my husband Michael,
Michael this is Mr. John my English teacher.
Mr. Michael : Pleased to meet you.
Mr. John : Pleased to meet you too. Are you from Germany,
Michael?
Mr. Michael : Yes, East Germany, from Dresden. And you, are you
from London?
Mr. John : No, I'm from Derby, but I live in London now
Mrs. Angie : Well, goodbye Mr. John, it was nice to see you
Mr. John : Yes, goodbye.

Situation 2:

Leony and Diana are two friends. They meet each other after a long time.

Leony : Hello, Diana! It's been so long! I'm glad to see you again.
Diana : Leony! Hello! What a surprise! It feels like ages since we last met. What brings you here?
Leony : I recently started a new job here, so I'm shopping for some work clothes. By the way, what do you think of this skirt?
Diana : Well, considering how much I love black, it's no surprise, I have the same skirt!
Leony : Your sense of style has always been impressive! It truly is a small world.
Diana : We must keep in touch. You still have my mobile number?
Leony : Unfortunately, I lost my phone. Here's my new number.
Diana : Great, I'll save it.
Leony : I need to head back to work. Give me a call, and we can plan dinner sometime.

Diana : Absolutely, take care. Goodbye!

Situation 3:

Mr Chris is waiting at the railway station. He has over an hour to wait, so he decides to have a coffee. The cafe is almost full. He tries to find a seat and have a conversation with a lady, Mrs. Lily.

Mr. Sean : Excuse me, is this seat free?

Mrs. Lily : Yes.

Mr. Sean : Thank you.

Mrs. Lily : My name's Mrs Lily. Nice to meet you.

Mr. Sean : Hi Mrs Lily, my name is Mr. Sean, nice to meet you too.

Mrs. Lily : Where are you from, Mr. Sean? I guess that you are not from UK.

Mr. Sean : I'm from India. I have been visiting my family in Liverpool. How about you?

Mrs. Lily : Oh, I see.

Mr. Sean : What do you do?

Mrs. Lily : I'm an English teacher How about you?

Mr. Sean : I'm also an English teacher, but I'm on holiday right now.

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CHAPTER 16 MAKING AN APPROPRIATE PHONE CALL

Atik Muhimatun Asroriyah

16.1 Introduction

We use phones in our daily lives. Almost every person is familiar with a telephone. We won't be talking about phone manners or how to speak on the phone in general today. We will talk about it in greater detail, specifically how to talk on the phone in specific circumstances, particularly in professional settings. However, we need to be able to professionally when chatting on the phone in work settings.

When working in an international company, or a company where our work area has connections with foreign companies and we are responsible for receiving incoming phone calls, we should already be familiar with certain terms or expressions commonly used in business phone conversations."Let's explore the intricacies of what makes a phone call appropriate, impactful, and a catalyst for building stronger connections.

Making A Phone Call

This expression may not be used when we get an incoming call, but this expression is used when we want to make a telephone call.

In a business situation, when we want to make a telephone call, do it briefly and in detail by stating the identity and purpose of making the telephone call.

Examples of expressions used:

- Hello, My name is Smith, I would like to speak to Mr. Ricardo please.
- Hello, I'm Smart from Flower Advertising Company, May I speak to Mrs. Weni?
- Good morning, My name is Julian, I'm calling from Krusty Crab restaurant, could you connect me to the extension 346?
- Hello, this is Adam calling from DX corporation, could I speak to the Sales manager please?

When we getting an incoming telephone call, we already have to know certain terms or expressions that are often used in business conversations over the telephone.

This expression may not be used when we get an incoming call, but this expression is used when we want to make a telephone call.

In a business situation, when we want to make a telephone call, do it briefly and in detail by stating the identity and purpose of making the telephone call.

Examples of expressions used:

- Hello, My name is Fernando, I would like to speak to Mr. Ricardo please.
- Hello, I'm Alex from Spears Advertising Company, May I speak to Mrs. Windi?
- Good morning, My name is Julian, I'm calling from Krusty Crab restaurant, could you connect me to the extension 346?

- Hello, this is Adam calling from DX corporation, could I speak to the Sales manager please?

16.2 Answering a Telephone Call

When a telephone call comes in, and the telephone rings, we should not let the telephone ring for too long. Don't let the phone ring more than three times because business calls are very important calls. Don't make other people wait.

Apart from that, use formal greetings and mention the name of the company when answering an incoming call so that the person calling knows that he is calling the right number.

Examples of expressions used:

- Good afternoon, John's Cafe, can I help you?
- Hello, Atlantic Hostel, May I help you?
- Good morning, Nelson Monda, My name is Zack, what can I do for you?
- Hello, Rozak company, may I direct your call?
- This expression is usually used in companies that have several jewelry telephone lines for each division.

16.3 Taking A Phone Message

As telephone acceptors, it is our responsibility to inform the caller—if the individual being called cannot be reached—that the person being addressed is not able to take calls for the specified reasons.

Example:

- I apologize, but Mr. William is currently in a meeting.
- I'm sorry, Mr. Or is out for the day.
- Unfortunately, Mrs. Tika is not available in the office at the moment.
- I'm sorry, but he's occupied at the moment and unable to take your call.

A telephone acceptor's next responsibility after alerting the caller that the person being addressed is unable to accept incoming calls is to inquire if the caller would want to leave a message using an expression reference such as this one:

Example:

- Do you want to drop us a message?
- Could I take a note of your message?
- Do you want me to let them know that you called?

As soon as we receive a message, make sure we receive information about the caller, including name, contact number, time, and message content. Then deliver the message as quickly as you can.

16.4 Holding The Line

This expression is used when we ask the caller to wait or hold the call. Holding the line means waiting a moment without hanging up the phone.

Example:

- Would you kindly hold the line?
- Please give me a moment, and I'll see whether he or she is available.
- Please, just a moment.
- Would you kindly hold on?

16.5 Connecting A Phone Call

This expression is used to connect the caller with the person being addressed.

Example:

- I'll put you through.
- Wait a minute please, you will be connected to extension 789.
- Sure, I'll connect you to him/her now.

16.6 Leaving A Phone Message

This expression is used when we are unable to contact the target person. Instead we leave a message on the phone with the person we want to contact. We can use the following expression to leave a telephone message:

"Can you tell [name of the person being addressed] that I called?"

Example:

- Can you tell Mrs. Laras that I called?
- Yes, would you please tell her/him. . . [your name] called?

Example:

- Yes, would you please tell him Santonio called?
- Please tell [name of the person you are addressing] to call me at [contact number where you can be contacted].

Example:

- Please tell Mr. Ken to call me at 7899-7657.
- Please tell him/her. . . . [message to be conveyed]

Example:

- Please tell him to e-mail me the product brochure to anamaria@gmail.com .
- Let him/her know that. . . . [message to be conveyed]

Example:

- Let him know that the meeting for tomorrow is cancelled.
- Could you remind him/her about [message to be conveyed]

Example:

- Could you inform her know about the staff meeting tomorrow?

16.7 Expressions of Telephone Handling

Time	Expressions
In the beginning calls	Formal Hello, it's Nanda from Umnu Kebumen. May I help you? Good morning/ afternoon. Nanda from Umnu Kebumen.

	<p>What can I do for you?</p> <p>Informal Hello, It's Siska, Who is this? Hello, It's Siska, Is it gilang ? Hello, It's Nandol , Is iwan there? Hello, Nanda speaking?</p>
<p>Making Calls</p>	<p>Requesting a particular person or service Please let me talk to Mr. Bates. Please let me talk to the management. Please provide me access to the Account Department.</p> <p>Identifying yourself This is Mr. Smith 's secretary This is Sam, I'm calling on behalf of Mr. Hurry</p> <p>The person you are calling is not in. Let me know when he might return? What time do you think she'll return?</p> <p>Leaving a message Please tell him to give me a call back. Tell her I called, please. It's Rita here. Thank you, but no. I'll give you a call back later. Thank you, but no. It's not a pressing matter.</p>
<p>Receiving Calls</p>	<p>Requesting a particular person or service Please let me talk to Mr. Sam. Please let me talk to the cashier. Please provide me access to the Account Department.</p> <p>Identifying yourself This is the secretary for Mr. Devan. Hello, I'm Tiara Andini. On behalf of Mr. Hogwart, I'm calling.</p>

	<p>The person you are calling is not in Could you tell me when he'll be back? Do you know what time she'll be back? Leaving a message Yes, could you tell him to call me back? Yes, tell her that I call. This is Rita No, thanks. I'll call back later No, thanks. It's not urgent</p>
In The End	<p>Bye. May I call your letter? Yes, sure. Bye. Sure. Bye. Nice talking to you Thank you for calling</p>

16.8 Example dialogue of making telephone Customer and Call Center

[Ring, Ring...]

Call Center Representative (CCR) : Good morning! Thank you for calling XYZ Company. This is Sarah speaking. How may I assist you today?

Customer : Hi, I'm calling because I'm having trouble with my recent order. I received the wrong item.

CCR : I apologize for the inconvenience. I'll do my best to assist you. Could I please have your order number?

Customer : Yes, it's order number 12345.

CCR : Thank you. Let me check that for you. [Pause] I see the issue here. It seems like there was a mistake in shipping. I'll arrange for the correct item to be sent to you right away. Would you prefer expedited shipping for this replacement?

Customer : Yes, that would be great. Thank you.

CCR : You're welcome. I've processed the replacement with expedited shipping. Is there anything else I can help you with today?

Customer : No, that's all for now. Thank you for your help.
CCR : You're welcome! If you have any other questions or concerns, feel free to contact us again. Thank you for choosing XYZ Company. Have a wonderful day!
Customer : You too. Goodbye.
CCR : Goodbye.

[End of call]

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BIODATA PENULIS



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Meet Deri Fikri Fauzi, a distinguished Certified Assistant Professor of English Linguistics in the English Literature Study Program at Universitas Kebangsaan Republik Indonesia. His journey into the realm of linguistics began at Padjadjaran University, where he graduated in 2014 with a major in English Linguistics.

Deri's career in education embarked on the path of nurturing young minds as an English Teacher in a primary school. Over the years, his passion for language education led him to higher echelons, progressing from high school to ultimately becoming a respected lecturer in a university setting.

The trajectory of Deri's career reflects his commitment to academic leadership. He has served as the Head of Language Lab at Politeknik Kridatama, bringing innovation and excellence to language learning environments. Subsequently, he assumed the role of Secretary of the English Education Study Program at STKIP Persatuan Islam, showcasing his organizational prowess.

Not one to rest on his laurels, Deri's academic journey reached new heights when he was appointed as the Dean of the Faculty of Humanities at Universitas Putra Indonesia. In this role, he played a pivotal part in shaping the academic landscape, fostering an environment conducive to intellectual growth and innovation.

Deri is not only an administrative force but also a prolific researcher. His contributions to the field include notable works such as "Students' Perception of English Learning at UNPI in 2019," "Optimalisasi Google dalam Pembelajaran Bahasa Inggris in 2019," and "Analysis Compounding Words in Articles of Indonesian Independence Day in the Jakarta Post in August 2019: a Morphological Study in 2021."

His dedication to enhancing language education is further evident in the development of comprehensive modules. Deri authored "Reading Module from Basic to Advanced Level in 2018" and "Listening Module from Basic to Advanced Level in 2018," providing valuable resources for students at different stages of language proficiency.

For those seeking to connect with Deri Fikri Fauzi, he can be reached at 085624575964 or through email at dare.fikr@gmail.com. His journey stands as a testament to the transformative power of education and the impact one individual can have on shaping the linguistic landscape of a community.



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Penulis lahir di Semarang tanggal 11 November 1988, penulis adalah dosen Bahasa Inggris pada Program Studi Teknologi Informatika Fakultas Studi Akademik, Universitas Sains dan Teknologi Komputer (Universitas Stekom) Semarang. Menyelesaikan pendidikan S1 pada Jurusan Pendidikan Bahasa dan Sastra Inggris pada tahun 2011

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Penulis menekuni bidang Penelitian dan Pengajaran Bahasa Inggris terutama *English for Specific Purposes*. Beberapa Jurnal penelitian yang telah diterbitkan adalah, *The Role Of Artificial Intelligence (AI) In Developing English Language Learner's Communication Skills*, *Students' Perception on Self-Directed Learning (SDL) in Learning English by Using Youtube Video*, *Conversation Analysis: Turn-Taking Analysis on Boy William Podcast Episode 06 in Collaboration with Cinta Laura* dan masih ada beberapa penelitian lainnya.



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Penulis lahir di Balikpapan tanggal 19 November 1987. Penulis adalah dosen tetap pada Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Borneo Tarakan Menyelesaikan pendidikan S1 pada Jurusan Pendidikan Bahasa dan Seni dan melanjutkan S2 pada Jurusan Pendidikan Bahasa Inggris. Penulis adalah seorang akademisi dengan keahlian dalam bidang pendidikan bahasa Inggris dan teknologi informasi dan komunikasi (ICT) dalam pengajaran dan pembelajaran. Dengan gelar sarjana, magister, dan menjadi mahasiswi program doktor dalam pendidikan bahasa Inggris. Telah menghabiskan lebih dari 12 tahun bekerja sebagai dosen. Selama berkarier, telah meneliti dan mengembangkan produk-produk media pembelajaran interaktif yang digunakan pada dunia industri Pendidikan. Terlibat dalam proyek-proyek pendidikan yang bertujuan untuk meningkatkan kualitas pengajaran dan pembelajaran di wilayah perbatasan Indonesia. Melalui proyek-proyek ini, dia bekerja sama dengan berbagai pihak, termasuk pemerintah setempat, lembaga pendidikan, dan

masyarakat lokal untuk memperkenalkan teknologi dan metode pengajaran yang inovatif dan sesuai dengan kebutuhan daerah tersebut. Keaktifan lainnya juga ditunjukkan dalam memberikan pelatihan dan dukungan kepada guru-guru di daerah tersebut dalam penggunaan teknologi dan pengembangan bahan ajar yang inovatif.



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Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Prof. DR. HAMKA

Dr. Ir. Suciana Wijirahayu, M.Pd., telah mengajar Bahasa Inggris selama lebih dari 25 tahun. Beliau adalah dosen tetap di UHAMKA (Universitas Muhammadiyah Prof. DR. HAMKA) Jakarta, selama lebih dari 20 tahun. Pernah diberi amanah sebagai sekretaris Program Studi Pendidikan Bahasa Inggris di Sekolah Pascasarjana UHAMKA pada tahun 2014, setelah itu sebagai Ketua Program Studi Pendidikan Bahasa Inggris di Sekolah Pascasarjana UHAMKA hingga tahun 2017. Beliau lahir di Malang - Jawa Timur dan mendapatkan gelar Ir. dari Universitas Brawijaya, Program Studi Teknologi Hasil Ternak. Pada saat yang sama beliau menyelesaikan studinya di Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Malang. Gelar Magister Pendidikan Bahasa Inggris diperoleh dari Universitas Negeri Malang dan Doktor di bidang Pendidikan Bahasa Inggris dari Universitas Pendidikan Indonesia - Bandung pada tahun 2014. Bagian dari minat penelitiannya adalah *Beliefs about language learning and language learning strategies*. Beliau berbagi

pengalaman penelitian dan pengabdian kepada masyarakat di beberapa konferensi internasional sebagai pembicara diantaranya sebagai invited speaker di ICORAD 2021 yang diselenggarakan oleh ADPI dan berpartisipasi aktif sebagai *presenter & committee* di ICORAD 2022 dan 2023. Beliau juga salah satu Feature Speaker di Konferensi Internasional UICELL 2023 (1-15 Desember 2023).



Rizki Lestari

Dosen Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Al Washliyah Labuhanbatu
SUMATERA UTARA

Penulis lahir di Danau Bale B, sebuah Desa yang berada di Kabupaten Labuhanbatu, Provinsi Sumatera Utara. Putri dari Bapak Kemu dan Ibu Mukti Sari.

Penulis adalah dosen pada Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Al Washliyah Labuhanbatu, SUMUT. Penulis menyelesaikan Pendidikan S₁ (2015) dan S₂ (2017) pada sebuah Universitas di Yogyakarta, yaitu di Universitas Sarjanawiyata Tamansiswa Yogyakarta. Pada November 2023, Penulis melanjutkan Pendidikan S₃ di Universitas Islam Sumatera Utara, pada bidang Kajian Bahasa Inggris.

Penulis aktif dalam melaksanakan Tri Dharma Perguruan Tinggi.



Muhammad Zainuddin, M.Pd
Dosen Pendidikan Bahasa Inggris
Sekolah Tinggi Ilmu Ekonomi Tenggarong

Penulis lahir di Tenggarong tanggal 18 Desember 1991, penulis adalah dosen Bahasa Inggris pada Program Studi Manajemen, Sekolah Tinggi Ilmu Ekonomi Tenggarong. Menyelesaikan pendidikan S1 pada Jurusan Pendidikan Bahasa Inggris Universitas Mulawarman dan melanjutkan S2 pada S2 Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta.

Penulis menekuni bidang Penelitian dan Pengabdian bidang Bahasa, penulis juga menjabat sebagai Wakil Ketua I Bidang Akademik dan Kemahasiswaan pada Sekolah Tinggi Ilmu Ekonomi Tenggarong. Sebelumnya penulis juga menulis tentang Buku Bahasa Kutai untuk Sekolah Dasar.



Dr. Agus Rofi'i, M.Pd
Dosen Pendidikan Bahasa Inggris
Universitas Majalengka

Dr. H. Agus Rofi'i, M.Pd , lahir di Majalengka, 31 Agustus 1987. Penulis adalah Dosen pada Program Pendidikan Bahasa Inggris di Fakultas Keguruan dan Ilmu Pendidikan Universitas Majalengka, menyelesaikan pendidikan Pada tahun 2006 diterima menjadi mahasiswa S-1 IAIN Syekh Nurjati Cirebon pada Program Studi Pendidikan Bahasa Inggris, dan tamat tahun 2009. Kemudian, pada tahun 2012 mengikuti Pendidikan S-2 di PPs Pendidikan Bahasa Inggris Universitas Negeri Semarang dan selesai tahun 2014. Mulai September 2015 terdaftar sebagai mahasiswa Program Doktor pada PPs Universitas Negeri Jakarta (UNJ) Program Studi Pendidikan Bahasa dan tamat tahun 2021. Penulis menekuni penelitian dan pengabdian pada bidang Pendidikan Bahasa Inggris. Selain aktif mengajar, penulis juga aktif mengikuti kegiatan penelitian, seminar nasional dan internasional baik sebagai peserta maupun narasumber.



Rizky Frihatmawati, S.S., M.Pd
Dosen Sastra Inggris
Fakultas Komunikasi dan Bahasa
Universitas Bina Sarana Informatika

Penulis lahir di Gunung Kidul tanggal 30 Juli 1992. Penulis adalah dosen pada Program Studi Sastra Inggris (S1) Fakultas Komunikasi dan Bahasa Universitas Bina Sarana Informatika, Menyelesaikan pendidikan S1 pada Jurusan Sastra Inggris dan melanjutkan S2 pada Jurusan Pendidikan Bahasa Inggris. Penulis menekuni Penelitian dalam bidang Penerjemahan, sociolinguistik dan pembelajaran Bahasa.



Novi Rahmania Aquariza, S.Pd.I,M.Pd
Dosen Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan

Penulis lahir di Surabaya, 14 Nopember 1987. Penulis menempuh pendidikan S1 Bahasa Inggris di IAIN Sunan Ampel Surabaya dan lulus di tahun 2009. Kemudian penulis melanjutkan menempuh pendidikan Magister di Universitas Muhammadiyah Surabaya jurusan S2 Pendidikan Bahasa dan sastra Indonesia. Saat ini penulis aktif mengajar sebagai dosen di Universitas Nahdlatul Ulama Surabaya.

Selain mengajar, penulis juga menekuni usaha di bidang kursus bahasa inggris yang dikelola secara mandiri. Selain itu penulis juga memiliki ketertarikan dalam bidang pengajaran English for Young Learners dan BIPA (Bahasa Indonesia bagi Penutur Asing). di sela-sela aktivitas rutin mengajar sebagai tenaga pendidik, penulis juga aktif menulis di beberapa jurnal ilmiah, media massa serta berkontribusi dalam beberapa judul proyek *Book Chapter*



Vidya Arisandi, S.Pd., M.Li.

English Lecturer

Universitas Buana Perjuangan Karawang

The writer has always been interested in language, which has motivated her to do a lot of research in various fields related to language. She has shared her ideas through many pieces of writing. Vidya graduated from State Senior High School 1 Telukjambe Timur, Karawang in 2010, with a major in Language.

In 2014, she completed her undergraduate degree in English Education from Universitas Singaperbangsa Karawang. Later on, in 2019, she enrolled in the Postgraduate Program of Unika Atmajaya Jakarta to pursue a master's degree in Applied Linguistics of English. Vidya's expertise spans several fields, with a focus on the Genre-based approach, Systemic Functional Grammar, Sociolinguistics, Pragmatics, and (Critical) Discourse Analysis.

Vidya has been working as an English lecturer at Universitas Buana Perjuangan Karawang since 2020. She has been actively contributing to the field of education for years, with a focus on language phenomena within the context of English language teaching. Her research findings have been published in several

journals, including both accredited and unaccredited ones, showcasing her expertise in this area.

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Wa Ode Sitti Wardani, S.Pd., M.Pd.

Dosen Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan Universitas Sains Islam
Al-Mawaddah Warrahmah Kolaka

Penulis lahir di Labaluba tanggal 10 April 1996. Penulis adalah dosen pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sains Islam Al-Mawaddah Warrahmah Kolaka. Menyelesaikan pendidikan S1 pada Jurusan Pendidikan Bahasa Inggris dan melanjutkan S2 pada Jurusan Pendidikan Bahasa Inggris.

Penulis menekuni bidang Penelitian dibidang English Language Teaching. Selain itu, penulis juga mengembangkan kemampuan menulisnya dengan menulis buku ontologi dan buku referensi pada bidang pengajaran Bahasa Inggris.



Terweline Tapilatu, S.S., M.Hum

Dosen Pengampu mata kuliah Bahasa Inggris
STIE Port Numbay Jayapura

Penulis adalah dosen pada STIE Port Numbay Jayapura. Menyelesaikan pendidikan S1 pada Jurusan Sastra Inggris, Universitas Kristen Indonesia Jakarta dan melanjutkan S2 pada Program Studi Linguistik Terapan Universitas Negeri Jakarta. Penulis menekuni bidang Linguistik Terapan yang berkaitan dengan Pengajaran Bahasa Inggris dan Kajian Penerjemahan.



Rizal Yahya Luthfian P., S.IP
Tim Jurnal PT Samudera Media Nusantara

Penulis lahir di Purbalingga tanggal 17 April 2002. Penulis tergabung dalam tim jurnal dan naskah di PT Samudera Media Nusantara. Menyelesaikan pendidikan S1 pada Jurusan Ilmu Perpustakaan. Penulis tertarik pada bidang kajian ilmiah dan penelitian pada bidang informasi dan perpustakaan, sosial media, dan teknologi informasi. Penulis juga memiliki ketertarikan pada bidang sosial seperti permasalahan sosial, isu sosial, ekonomi, dan politik. Selain itu, penulis juga memiliki ketertarikan pada bidang desain grafis dan desain ruang.



Zulfa Nabila, M.Pd.

Dosen Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan

Penulis lahir di Kendal tanggal 21 Maret 1995 Penulis adalah dosen Universitas Ma'arif Nahdlatul Ulama Kebumen. Menyelesaikan pendidikan S1 pada Jurusan Pendidikan Bahasa Inggris di UIN Walisongo Semarang dan melanjutkan S2 Pendidikan Bahasa Inggris di UNNES. Penulis menekuni bidang penelitian dan pengabdian pada bidang Pendidikan dan linguistik.



Mustasyfa Thabib Kariadi, S.Pd., M.Pd.

Dosen Pendidikan Bahasa Inggris
Fakultas Ilmu Budaya Universitas Jenderal Soedirman

Penulis lahir di Jepara tanggal 18 Februari 1982. Penulis adalah dosen pada Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Budaya, Universitas Jenderal Soedirman. Menyelesaikan pendidikan S1 dan S2 pada Jurusan Pendidikan Bahasa Inggris Universitas Negeri Semarang.

Penulis menekuni bidang Penelitian Pendidikan Bahasa Inggris dan Penerjemahan baik dari Bahasa Inggris ke Bahasa Indonesia maupun sebaliknya.



Atik Muhimatun Asroriyah
Dosen Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan

Penulis lahir di Kebumen tanggal 25 September 1993, penulis adalah dosen pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Ma'arif Nahdlatul Ulama Kebumen. Menyelesaikan pendidikan S1 pada Jurusan Pendidikan Bahasa Inggris dan melanjutkan S2 pada tahun 2016 di Universitas Negeri Yogyakarta jurusan Linguistik Terapan. Penulis menekuni bidang Penelitian dan Penulis menekuni bidang penelitian dan eksplorasi ilmiah yang berkaitan dengan pengembangan metode pembelajaran inovatif serta teknologi pendidikan. Dalam perjalanan akademisnya, penulis terus menggali pemahaman mendalam tentang cara-cara untuk meningkatkan efektivitas pembelajaran, baik melalui penggunaan teknologi maupun pendekatan-pendekatan baru dalam proses Pendidikan.