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.

MAFY media literasi INDONESIA

SPEAKING FOR GENERAL COMMUNICATIONS

Deri Fikri Fauzi, Novita Kusumaning Tyas, Nofvia De Vega, Suciana Wijirahayu, Rizki Lestari, Muhammad Zainuddin, Agus Rofi'i, Rizky Frihatmawati, Novi Rahmania, Vidya Arisandi, Wa Ode Sitti Wardani, Terweline Tapilatu, Rizal Yahya Luthfian P., Zulfa Nabila, Mustasyfa Thabib Kariadi, Atik Muhimatun Asroriyah.

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SPEAKING FOR GENERAL COMMUNICATIONS

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.

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       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.

Penulis, 13 Januari 2024

DAFTAR ISI

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 (Muziatun 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
• **Hello** • **Good morning / Good Afternoon/ Good Evening.** • **How have you been?** • **How is everything?** • **How do you do** • **Nice to meet you.**	• 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.
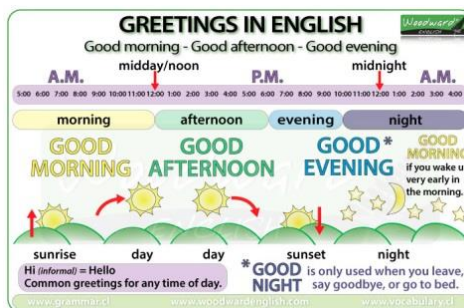
Gambar 2.1 Greeting in English
Source: https://www.woodwardenglish.com/lesson/good-morning-good-afternoon-good-evening-good-night/

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
• *What's up?* • *What's cracking?* • *How are things with you?* • *How is it going?* • *How is life been treating you?/ How is life?* • *What's new with you?*	• *Pretty well* • *Awesome!* • *Not bad!* • *Well, nothing special.* • *It's pretty good, thanks.* • *Nothing much.*

- *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	• 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	• 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	• I live in Surabaya • I live on Sudirman Street • I live at Arteri Street, No. 66, Medan.
4. Job or Study	• I am a student of... or I study in... • I am a student of... in major... or I study in, my major is...

	• I graduated from… in…	
	• I work in… as… (mention place of work and position)	
5. Interests	• 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. Anggie   : 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 3 ASKING FOR AND GIVING FACTUAL INFORMATION

Nofvia De Vega

3.1 Introduction

"Speaking for General Communication" is a comprehensive guide that aims to empower you with effective communication skills in various everyday situations. This book centers around a critical aspect of communication: asking for and giving factual information. Whether you find yourself in social gatherings, forging new friendships, networking at events, or simply engaging in day-to-day conversations, seeking and providing accurate information is paramount. In this subchapter, we will delve into a diverse range of expressions for requesting and conveying factual information, equipping you to communicate confidently and proficiently. As you advance through the lessons, expect to enrich your language skills and cultivate the assurance to articulate yourself clearly and precisely, irrespective of the context. Learning Outcomes: By studying this subchapter on asking for and giving

factual information, you will achieve the following learning outcomes:

1. Acquire a comprehensive repertoire of expressions for seeking information: You will learn various formal and informal expressions to ask for factual information, ensuring you can adapt your communication style to different situations.
2. Master the art of seeking information effectively: You will develop the ability to frame questions concisely and clearly, increasing the likelihood of receiving accurate and relevant information from others.
3. Learn to provide information with accuracy and clarity: You will understand how to respond to information requests confidently, ensuring your responses are well-structured and easily understandable to others.
4. Gain confidence in real-life communication: By practicing and applying the learned expressions, you will build confidence in your communication skills, making it easier to interact with others in everyday situations.
5. Enhance social interactions: You will improve your ability to engage in meaningful conversations with friends, colleagues, and acquaintances by confidently exchanging factual information.

As you embark on this learning journey, you'll be better equipped to navigate various social contexts and communicate easily and fluently. So, let's begin exploring the world of asking for and giving factual information in "Speaking for General Communication" and take your conversational skills to new heights.

3.2 A Warm-Up Exercise Focusing on the Development of a Vocabulary of Expressions

In this warm-up exercise, we will begin by introducing you to a range of expressions that can be used to seek factual information. The expressions are categorized into formal and informal, giving

you the flexibility to adjust your communication style based on the context and the level of familiarity with the person you are speaking to.

Tabel 2.1 Formal and Informal Expressions

No.	Formal/Informal	Expressions	Example Sentence
1	Formal	Excuse me, could you please tell me...?	Excuse me. Please tell me the location of the nearest bus stop.
2		Could you inform me about...?	Could you inform me about the schedule for tomorrow's meeting?
3		Could you provide some details on...?	Could you provide some details on the conference registration process?
4		What is some information regarding...?	What is some information regarding the available job positions?
5		Please share some insight into...	Please share some insight into the project's progress.
6	Informal	Hey, do you know...?	Hey, where is the nearest ATM located?
7		Can you tell me...?	What time does the movie start?
8		What's the deal with...?	What's the deal with the new company policy?
9		Please give me the lowdown on...?	Please give me the lowdown on the upcoming event.
10		Any idea about...?	What is the best place to get pizza around here?

Now, let's put these expressions into practice with some role-playing scenarios:

3.2.1 Role-Play Scenario (Formal)

> Speaker A: *Could you please tell me the schedule for tomorrow's meeting?*
> Speaker B: *Certainly! The meeting is scheduled to start at 10:00 AM in the conference room.*

Asking for Information (Pattern/Formulas)

The pattern for asking for factual information in a formal context typically involves using polite expressions to request details or clarification. Here's a formula you can use:

- *Please tell me [the information you need].*

In the scenario, Speaker A uses the formula:

- *Please tell me the schedule for tomorrow's meeting.*

Explanation

Speaker A begins by using the polite expression "Excuse me" to initiate the request for information. It shows politeness and respect. "Could you please tell me" is a formal and polite way to ask for information. Next, Speaker A specifies what information they seek: "the schedule for tomorrow's meeting."

Giving Information (Pattern/Formulas)

When providing factual information formally, it is essential to respond clearly and concisely. Here's a formula you can use:

- *Certainly! The [specific information you are providing] is [the details].*

In the scenario, Speaker B uses the formula:

- *Certainly! The meeting is scheduled to start at 10:00 AM in the conference room.*

Explanation

Speaker B acknowledges the request with the affirmative response "Certainly!" which indicates their willingness to provide the information. The phrase "The meeting is scheduled to start at 10:00 AM" provides the requested information. Speaker B provides a clear and concise response to Speaker A's inquiry by stating the time and location.

To ask for factual information formally, use the formula "Excuse me, could you please tell me [the information you need]?" For giving information formally, respond with "Certainly! The [specific information you are providing] is [the details]." Using these polite expressions and clear formulas, you can effectively seek and provide factual information in formal settings, ensuring smooth and respectful communication. Remember to adapt the level of formality based on the context and the relationship with the person you are interacting with.

3.2.2 Role-Play Scenario (Informal)

Speaker A: *Hey, do you know where the nearest ATM is located?*
Speaker B: *There's an ATM just around the corner, next to the grocery store*

Asking for Information (Pattern/Formulas)

In informal situations, people use more casual and relaxed language to ask for information. Here's a formula you can use:
- *Hey, do you know [the information you need]?*

In the scenario, Speaker A uses the formula:
- *Hey, where is the nearest ATM located?*

Explanation

Speaker A starts with a casual and friendly greeting, "Hey," which sets an informal tone for the conversation. Then, they use

the phrase "Do you know," which is a common way to ask for information casually. They specify what information they are looking for: "Where the nearest ATM is located."

Giving Information (Pattern/Formulas)

People typically use straightforward language when providing factual information informally. Here's a formula you can use:

- *Yeah, there's [specific information you provide], just [the location].*

In the scenario, Speaker B uses the formula:

- *There's an ATM just around the corner, next to the grocery store.*

Explanation

Speaker B responds casually with "Yeah," indicating agreement and readiness to provide the information. The phrase "there's an ATM" gives specific information about the location of the ATM. Speaker B adds extra details, mentioning "just around the corner, next to the grocery store," to be more helpful.

To ask for factual information informally, use the formula "Hey, do you know [the information you need]?" For giving information informally, respond with "Yeah, there's [specific information you are providing], just [the location]." By using these casual and straightforward expressions, you can effectively seek and provide factual information in informal settings, creating a friendly and relaxed atmosphere for communication. Remember to adjust your language based on the context and the relationship with the person you speak to.

3.3 Seeking Information Effectively

Seeking information effectively is a vital aspect of communication that allows individuals to gather accurate and relevant details in various situations. In formal or informal settings, asking questions concisely is essential for effective

communication. When seeking factual information, using appropriate expressions and maintaining a respectful tone helps facilitate smooth and meaningful interactions.

Formal Expressions for Asking for Information:
1. Excuse me, could you please tell me...?
   Example: Please tell me the time of the next board meeting.
2. Could you inform me about...?
   Example: Please inform me about the company's policy on remote work.
3. Could you provide some details on...?
   Example: Could you provide some details on the agenda for the conference?
4. What is some information regarding...?
   Example: I would like some information regarding the qualifications required for the job.
5. Please share some insight into...
   Example: I'd be grateful if you could share some insight into the current market trends.

Formal Expressions for Giving Information:
1. Certainly! The [specific information you are providing] is [the details].
   Example: Certainly! The board meeting is scheduled for next Tuesday at 9:00 AM in the conference room.
2. Of course! To [action], you'll need to [steps].
   Example: Of course! To apply for the conference, complete the registration form on our website.
3. Certainly, currently, we have openings for [job positions].
   Example: Certainly. We have openings for a software engineer and a human resources manager.
4. Of course! The [item] is [status], and we expect to [action] by [time].
   Example: Of course! The project is currently in the planning phase, and we expect to begin implementation next month.

Informal Expressions for Asking for Information:

1. Hey, do you know...?
   Example: Hey, do you know where the nearest coffee shop is?
2. Can you tell me...?
   Example: Can you tell me if the train is delayed?
3. What's the deal with...?
   Example: What's the deal with the new dress code policy?
4. Please give me the lowdown on...?
   Example: Could you give me the lowdown on the party happening this weekend?

Informal Expressions for Giving Information:

1. Yeah, there's [specific information you provide], just [the location].
   Example: Yeah, a coffee shop is just around the corner.
2. Sure! The [item] starts at [time].
   Example: Sure! The movie starts at 7:00 PM.
3. Well, [explanation].
   Example: The new dress code policy aims to maintain a more professional atmosphere at work.
4. Absolutely! The event will feature [items].
   Example: Absolutely! The party will feature live music, games, and a buffet.

It is crucial to use appropriate expressions based on the formality of the situation. In formal settings, such as in professional environments or official gatherings, it is essential to use polite language, such as "Excuse me, could you please tell me...?" or "Would you mind informing me about...?" These expressions show respect and courtesy and are particularly suitable when interacting with supervisors, colleagues, or clients. On the other hand, informal expressions, like "Hey, do you know...?" or "Can you tell me...?" are more appropriate in casual settings among friends, peers, or family members. Using informal expressions fosters a friendly and approachable tone, making

conversations more relaxed and comfortable. Being clear and concise is essential when giving information, whether formally or informally. Responding with details such as time, location, or step-by-step instructions ensures that the information is easily understandable and helpful to the recipient. In conclusion, seeking information effectively involves using appropriate expressions and maintaining the right level of formality to match the context. By mastering the art of asking for and giving factual information, individuals can confidently enhance their communication skills, build stronger relationships, and navigate various social and professional situations.

3.4 Providing Information with Accuracy and Clarity

Effective communication hinges on the ability to convey information with accuracy and clarity, ensuring that the recipient understands the intended message precisely. This skill is essential in formal and informal settings, as it facilitates smooth information exchange and prevents misunderstandings. When providing factual information, responding concisely and organized is key to enhancing comprehension. In this section, we will explore two different scenarios, one in a formal context and the other in an informal context, where individuals demonstrate the art of providing information with accuracy and clarity. These examples will showcase how appropriate expressions and clear explanations contribute to effective communication, leading to successful outcomes in real-life situations. Let's delve into these conversations to understand the importance of precise information delivery better.

Formal Conversation:

Scenario: A job candidate (Speaker A) is inquiring about the interview process for a position at a company. The Human Resources Manager (Speaker B) responds with the necessary details.

Speaker A: *Good morning. I am interested in the Sales Manager position and would like to inquire about the interview process. Please provide some information on how it works.*

Speaker B: *Good morning. Thank you for being so interested in the Sales Manager position. Our interview process consists of three rounds. The first round is a preliminary interview with our HR team to assess your qualifications and fit for the role. If successful, you will move on to the second round, which includes a panel interview with the department heads. Finally, in the third round, shortlisted candidates meet with our executive team for a final evaluation. Each interview typically lasts about 45 minutes to an hour, and we aim to complete the entire process within two weeks.*

Speaker A: *I see. That sounds thorough and comprehensive. Please let me know when the interviews are scheduled to take place.*

Speaker B: *Certainly. We are currently reviewing applications, and once shortlisting is completed, we will contact selected candidates to schedule the interviews. You can expect to hear from us within the next week to arrange the first-round interview. We will do our best to accommodate your availability and make the process as smooth as possible.*

Speaker A: *Thank you for the information. One last question: will additional assessments or tests be conducted during the interview process?*

Speaker B: *Yes, for the final round, candidates are usually required to complete a brief presentation on a given topic related to the industry. It allows us to assess your presentation and communication skills. We will provide further details on the topic and format if you advance to the final round.*

Speaker A: I appreciate the clarity. Thank you for your time and explanation.

Speaker B: You're welcome. If you have any other questions or need further information, don't hesitate to contact us. We look forward to reviewing your application.

Informal Conversation:

Scenario: Two friends, John (Speaker A) and Sarah (Speaker B), are planning a weekend trip. John asks Sarah about the weather forecast and transportation options. In the informal conversation, John and Sarah exchange information in a friendly and relaxed manner. They use casual language and express excitement about their upcoming trip. The conversation is straightforward and to the point, making it easy for them to plan their weekend getaway.

Speaker A: Hey, Sarah! Do you know what the weather's going to be like this weekend?

Speaker B: Hey, John! According to the forecast, it will be sunny and warm on Saturday, but there might be some showers on Sunday.

Speaker A: Great! That sounds like a perfect beach day on Saturday. By the way, how can we get to the beach from the city?

Speaker B: Oh, for sure! There are a few options. We could take the convenient train, which gets us close to the beach. Alternatively, we could rent a car and have more flexibility to explore the area.

Speaker A: Renting a car sound like a good idea, especially if we want to check out some nearby attractions too. Do you know any reliable car rental companies around here?

Speaker B: Absolutely! There's a reputable rental place just a few blocks from mine. They have a variety of cars to choose from, and the rates are reasonable.

Speaker A: Awesome! That sounds like a plan, then. Thanks for the info, Sarah!

Speaker B: No problem, John! I'm excited about our trip. It's going to be a fun weekend at the beach!

In the formal conversation, the job candidate (Speaker A) demonstrates the importance of clarity when inquiring about the interview process. Speaker A uses a polite tone and asks specific questions to gather relevant information. The Human Resources Manager (Speaker B) responds accurately, providing a comprehensive overview of the interview stages and their duration. Speaker B also assures Speaker A about the timeline for the interview process, making it easier for the candidate to plan accordingly. The conversation showcases how clear and concise communication in a formal context fosters a positive impression and sets the foundation for a successful interview process.

In contrast, the informal conversation between friends John (Speaker A) and Sarah (Speaker B) exemplifies how providing information with accuracy can be engaging and relatable in a casual setting. Speaker A asks straightforward questions, and Speaker B responds with precise details about the weather and transportation options for their weekend trip. Sarah's friendly and enthusiastic manner makes the conversation enjoyable while ensuring that John receives the necessary information. This informal exchange demonstrates that accuracy and clarity can be achieved even in relaxed conversations among friends.

In both formal and informal conversations, the art of providing information with accuracy and clarity remains essential. The formal conversation emphasizes the significance of using appropriate expressions and clear explanations when discussing professional matters, such as job interviews. On the other hand, informal conversation showcases that even in casual settings, being concise and precise in responses enhances understanding and fosters effective communication.

Mastering and providing information accurately empowers individuals to navigate various situations confidently. In professional environments or social interactions, precise communication fosters trust and ensures that messages are received and understood as intended. By using suitable expressions and organizing information effectively, individuals can become adept at delivering information with clarity in any context, ultimately strengthening their overall communication skills. As you continue to practice and refine this skill, you will discover its positive impact on your interactions, allowing you to build strong connections and successfully convey information in all aspects of life.

3.5 Real-Life Communication Role-Play

In this activity, we will engage in a challenging yet exciting exercise to apply the skills of providing information with accuracy and clarity in long-form conversations. Effective communication involves using the right expressions and maintaining the flow of conversation while ensuring that information is delivered concisely and effectively. In this exercise, you will be given a series of scenarios where you'll participate in long conversations, both formal and informal, with your partner. Your task is to use the expressions and techniques you have learned to provide factual information while keeping the conversation engaging and coherent. This exercise will reinforce your communication skills and enhance your ability to maintain productive dialogues in various real-life situations.

Instructions:
1. Divide the speakers into pairs or small groups.
2. Provide each pair/group with scenarios for the long conversation exercise.
3. In each scenario, one speaker will take on the role of Speaker A, and the other will be Speaker B.

4. Speakers A and B will engage in long conversations while incorporating the appropriate expressions for seeking and giving factual information.
5. Encourage the speakers to be natural, confident, and interactive during the conversations.
6. Each conversation should last approximately 5-7 minutes to allow sufficient time for both participants to exchange information.
7. After each conversation, rotate roles so that all speakers can play Speaker A and Speaker B.
8. Facilitate a post-conversation discussion where speakers can provide feedback to each other and identify areas for improvement.

Scenario 1: Planning a Team Outing (Formal)

Speaker A: *Good morning, everyone. I propose organizing a team outing next month as part of team-building efforts. I want to gather some suggestions for the venue and activities. Could you please share your ideas, starting with you, Speaker B?*

Speaker B: *Certainly. An outdoor activity would be great. How about going on a hiking trip in the nearby national park?*

Speaker A: *That sounds like a fun idea. Speaker C, what do you think?*

Speaker C: *I agree. Hiking would be refreshing. Additionally, we could arrange a team picnic at the park after the hike.*

Speaker A: *Excellent suggestion. Speaker D, any thoughts on the matter?*

Speaker D: *Consider team-building games during the picnic to promote teamwork and cooperation.*

Speaker A: *That's a fantastic addition. Speaker E, any input from you?*

Speaker E: *We can end the day with a team dinner at a nearby restaurant to celebrate the success of the outing.*

Speaker A: *Great idea! Thank you, everyone, for your valuable input. I will compile the suggestions and finalize the plans accordingly.*

<u>Scenario 2: Planning a Weekend Get-Together (Informal)</u>

Speaker A: *Hey, everyone! Let's plan a get-together this weekend. Any ideas on what we should do? Speaker B, you go first!*

Speaker B: *How about a barbecue party at my place? We can grill some delicious food and have a good time.*

Speaker A: *Sounds awesome! Speaker C, what do you think?*

Speaker C: *I'm up for that! We can also bring some board games and have a game night.*

Speaker A: *Great idea! Speaker D, any suggestions?*

Speaker D: *How about playing some outdoor sports before the barbecue? We can have a mini soccer match or play frisbee.*

Speaker A: *Perfect! I love the combination of sports and food. Speaker E, any thoughts from you?*

Speaker E: *To add a sweet touch, I can bake some desserts for everyone to enjoy after the barbecue.*

Speaker A: *That's a fantastic idea! Thank you all for your contributions. Let's make this weekend a memorable one!*

The long conversation exercise has allowed speakers to experience the challenges and rewards of providing information with accuracy and clarity in various social contexts. Through formal and informal conversations, speakers have learned to utilize appropriate expressions and techniques effectively, ensuring that the flow of communication remains smooth and coherent. By exchanging ideas and collaborating with their partners, speakers have honed their ability to maintain engaging conversations while conveying factual information accurately.

This exercise has reinforced their communication skills and empowered them to tackle real-life situations with confidence and proficiency. As they continue to apply these skills in everyday interactions, speakers will discover the true value of clear and precise communication, building strong connections and fostering successful outcomes in personal and professional endeavors. With enhanced communication abilities, they are better equipped to navigate the diverse communication landscape, bringing them one step closer to becoming effective communicators in every aspect of life.

3.6 Factual Communication Challenge

In this exciting activity, you will put your factual communication skills to the test through a series of challenging scenarios that demand quick and accurate information exchange. The Factual Communication Challenge aims to assess your ability to apply the expressions and techniques learned earlier effectively. You will have the opportunity to work individually or in pairs to respond to these situations confidently and with clarity. As you engage in this activity, you'll discover how well you can handle real-life scenarios where clear and precise communication is crucial. Afterward, we will have a class discussion to analyze the responses and highlight successful strategies, providing valuable insights for improving your communication prowess.

Scenario 1:
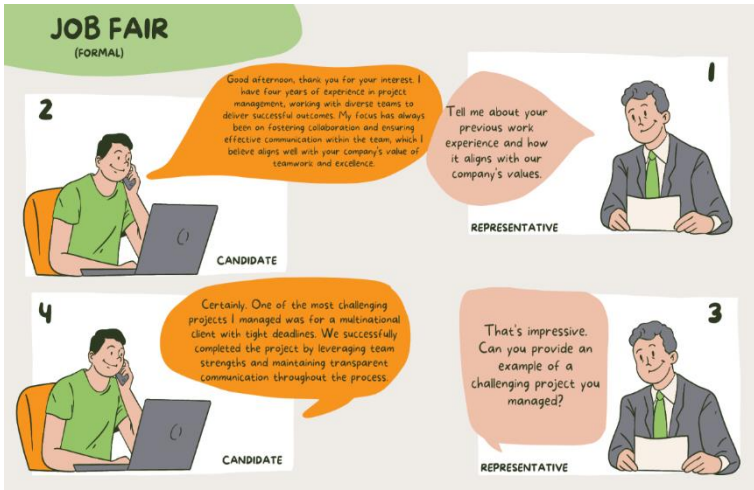
Illustration by Nofvia de Vega

Scenario 2:

Illustration by Nofvia de Vega

Scenario 3:

Illustration by Nofvia de Vega

Scenario 4:

Illustration by Nofvia de Vega

Scenario 5:

Illustration by Nofvia de Vega

In these scenarios, the conversations demonstrate effective communication using the appropriate expressions for seeking and providing factual information. In formal settings, responses are concise and well-structured, while informal situations promote friendly and casual exchanges. Clear and accurate communication ensures that all parties receive the information they need, leading to successful outcomes in various real-life situations.

CHAPTER 4 EXPRESSING LIKES

Suciana Wijirahayu

4.1 Introduction

Building rapport or a close and harmonious relationship is essential parts of communication. Expressing like and dislikes is a powerful tool in this process. Imagine if you find out that someone dislike something that you also dislike. You might feel an instant connection. Similarly, shared likes can create a common ground. So, expressing your preferences helps you to establish rapport with others (Language Foundation Native Speaker).

4.2 Vocabulary for Expressing like

Let's start with ways to say that you like something. The simples way is using like, for example:
I like reading.

Fig. 1 (source: Wijirahayu 2024)

But there are other phrases.

"I enjoy .... "

"I enjoy playing soccer." It shows that something bring you joy or pleasure.
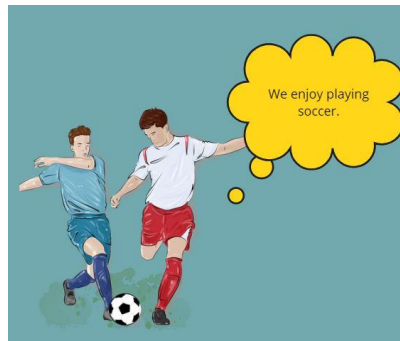
Fig. 2 (source: Wijirahayu 2024)

" I am fond of ..... "

" I am fond of chocolate ice cream."

These phrases indicate a strong liking or preference.

Fig. 3 (source: Wijirahayu 2024)

Or " I am a fan of ...... " As in
" I am a fan of an action movies."
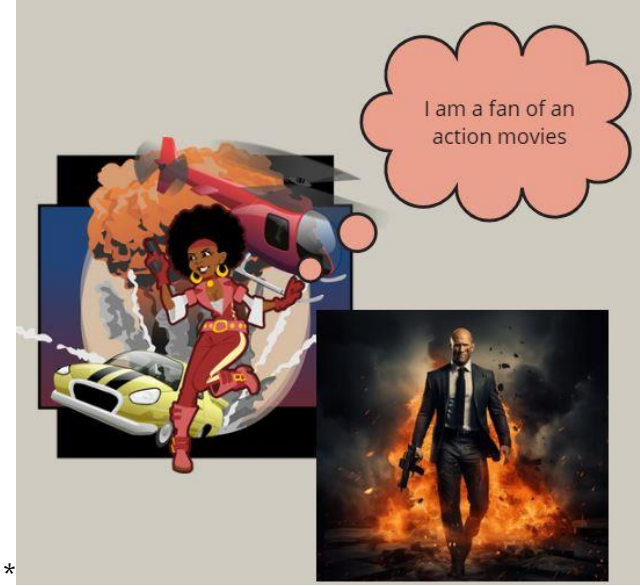
Fig. 3 (source: Wijirahayu 2024)

" I am passionate about ...." If you have a hobby or interest you care deeply about, use this phrase, for example.
" I am passionate about environment conservation."

Fig. 4 (source: Wijirahayu 2024)

You can also intensify or soften your likes and dislikes by adding adverbs. Here are some examples:
I really like….. or I absolutely love…….

These phases show a strong preference for something.
I really like this book.
I absolutely love this song

Fig. 5 (source: Wijirahayu 2024)

It's time to practice! Here are some sentence starters you can use to express your likes and dislikes:
One thing I really enjoy is ……………..
I absolutely love…………….
Something I am not fond of is …………….
I can't stand ………………
(Language Foundation Listening Comprehension).

Getting Acquainted

Fig, 5 (source: Innovative English Major)

4.2.1 Expressing Opinion, Likes and Dislike

Conversation: Getting acquainted

LAUREN: Hi—you must be Sarah. I can **tell** from your picture. I'm Lauren. **Finally** we meet! **So** we're going to be **roomies** this semester!

SARAH: Yes, I recognize you from your photo, too! I'm so glad to meet you in person—and I see from your T-shirt that you **like** baseball. I'm a **big fan**, too!

LAUREN: Well, the T-shirt was a **going-away present** from my brother, who's a baseball player. Look on the back—it has a photo of all the players on his team. They **actually** won the city championship this summer.

SARAH: That's **awesome. I tell you**, I'm not very athletic, but I **love** to watch baseball, **even if** it's a **Little League** game. You **could say** I'm a professional spectator. What about you, do you play a sport?

LAUREN: Yes, I play tennis. **As a matter of fact**, I have a **scholarship**, and I'm going to play for the university. Now tell me, what else do you **like to do?**

SARAH: Well—what I **like** to do best is dance. I'm studying classical ballet, but I also **like to** dance to popular music.

LAUREN: **Cool.** We have a lot **in common**. I **like** to dance, too. Think you'll be **up for** checking out the local clubs this weekend?

SARAH: Oh, **yeah**. And the restaurants, too. **Speaking of which**—are you hungry? I'd **love** to **grab a bite** before it gets too late. I'm starving!

LAUREN: **Are you kidding me?** I'm always **up for** going out! How about trying the place up the street? I'm kind of hungry for a good hamburger.

Later:

SARAH: Lauren, **what do you think of** our room?

LAUREN: **To be honest with you**, I really **can't stand** that dark color on the walls. It's, **like**, really **depressing**. I prefer light colors. **Plus**, I'd **like** to change the rug and the bedspreads. Do you **like** them?

SARAH: No, I agree with you. They're **horrible**. With a couple of coats of paint and a few small changes, we'll make this room comfortable and cozy. Everybody will want to **hang out** here.

LAUREN: **Man**, I'm so relieved! I think we're really going to **get along**. I'm going to call my mom right now and tell her how **cool** my new **roomie** is.

(source: Jean Yates, 2012)

4.2.2 Different meanings and uses

Improving your conversation

Like

Like has a number of different meanings and uses. **What do you like?** asks what things a person finds pleasing.

Do you **like** ice cream?	Yes, I do./No, I don't.
What kind of ice cream do you **like**?	I **like** vanilla. My sister **likes** chocolate.

What do you like to do? asks what activities a person enjoys.

What do you **like to do** on weekends?	I **like to** relax and go out with friends.

Would you like . . . ? is a polite way of asking what someone wants.

What **would you like** for your birthday?	I **would like** a big party.
What **would you like** to do today?	I **would like** to go to the movies with you.

I'm/she's/he's/etc. like . . . is often inserted into a conversation to emphasize what someone is currently feeling or thinking. This is especially common among young people.

I'm **like** really mad at him.
She's **like** scared to death.
It's **like** the worst movie I've ever seen.

Love

Love, when it refers to a person or people, indicates deep affection. When love begins, there is often a feeling of great excitement, called **being in love**.

Her husband **loves** her, but she is no longer **in love with** him.

Love, when it refers to a thing, indicates a thing or an activity that a person finds very pleasing.

Do you like ice cream?	Yes, I **love** it!/No, I don't **like** it.
Do you like to go shopping?	Yes, I **love** it!/No, I don't **like** to.
Would you like to dance?	I'd **love** to!/I'm sorry; I promised someone else.

What do you think of . . . ?

What do you **think of** this? is a way of asking someone's opinion of something.

What do you **think of** the new teacher?	She's strict, but I **think** she's great. I **like** her.

Are you kidding me?

Are you kidding me? is an expression that indicates that something is so true—or untrue—that it doesn't need to be said.

Do you like to dance?	**Are you kidding me?** I'd rather dance than eat!
Would you like to go shopping tomorrow?	**Are you kidding me?** I have to study!

(source: Jean Yates, 2012)

4.2.3 Comments and Conclusion

Read this child patients' comments of how they would like hospital to be

'I would like it best if it was mostly boys of all ages and there's a train in the waiting room of the children's hospital. (If the hospital had) a big window so they could fit lots of patients in the windows. If they're really poorly, there's a drink machine outside. If it's just a little cut that's bleeding, you can come to the entrance and press the button to make the plaster[1] drop down and all the bandage – you can choose which button to press for a plaster.'
Collin, a five-year-old boy

'(I would like the hospital to have) bunk beds, nice nurses and doctors, toys, TV, cars, cakes, lollies[2], a guitar, drum, toy puppet, a watch to wear and a whole board to draw pictures on.'
Mark, a six-year-old boy

taken from *Now I feel tall: What a patient-led NHS feels like*, December 2005

(source: Marry McCullagh & Ros Wright, 2008)

The Pleasure of Assessing and Expressing Our Likes and Dislikes

Finally, our results help clarify an otherwise puzzling aspect of today's marketplace. Celebrities who are immensely disliked among vast segments of the population, such as Kim Kardashian, are nonetheless incredibly effective in terms of their ability to attract audiences, and as a result, are enormously successful financially. This paradox may arise in part because people take pleasure not just in expressing their likes but also in expressing their dislikes, as evidenced by study 6. An informal perusal of a typical online article or post about Kim Kardashian will reveal a very large number of readers' comments, the majority of which are often quite negative. Yet, in terms of traffic building and audience engagement, there is little doubt that such content is very effective. This realization opens the door to innovative business models that revolve around the monetization of consumers' dislikes.

To conclude, we need to realize that consumers do not just evaluate things in order to make choices and other decisions. They evaluate all the time. They do so in part because there is pleasure in assessing and expressing one's likes and dislikes.

(source : He, Melumad, Pham, 2020)

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CHAPTER 5 TELLING GOOD AND BAD NEWS

Rizki Lestari

5.1 Understanding the Importance of Effective Communication

Communication is essential in professional contexts because it allows people to effectively collaborate, share information, and make choices. Communication is critical in many sectors, including healthcare, to ensure quality patient care, teamwork, and overall efficiency. Some important features of professional communication include (van Dyck et al., 2022):

1. Organizational empowerment is vital for the professional development of freshly graduated nurses by empowering them in their work settings and correlating it with the consolidation of their assertive communication behavior.

2. Speech discrimination: When using personal protection equipment (PPE) in clinical settings, communication issues

can emerge. In such cases, audio communication devices can aid in voice discrimination and verbal communication.

3. Interprofessional communication: Effective communication between diverse healthcare experts is critical for improving patient experiences and results, as well as boosting healthcare personnel' well-being and happiness.

4. Design education must adapt and equip students for a fast changing professional context as the world changes. Focusing on fundamental abilities such as teamwork, leadership, creativity, self-management, and well-being is part of this.

5. A Skills Lab is an extracurricular learning setting where students can build skills that will help them in their future careers. It emphasizes personal development and skill development in areas including teamwork, leadership, creativity, self-management, and well-being.

In summary, communication is a vital component of professional settings, as it affects the quality of patient care, teamwork, and overall efficiency. Enhancing communication skills through targeted training, understanding the impact of PPE on communication, and adapting design education to the changing professional landscape are some ways to improve communication in various fields.

There are various obstacles linked with communicating good and negative news in general communication. Among these difficulties are:

1. People may have diverse ideas on how to handle good and bad news, making it difficult to create a common ground for communication.

2. Emotional impact: Both good and unpleasant news can elicit powerful emotions, clouding judgment and impeding efficient communication.

3. People may avoid delivering unpleasant news because they are afraid of provoking disagreement or discomfort.

4. Uncertainty: Delivering both good and negative news frequently includes uncertain situations since the future consequence cannot be predicted. This ambiguity might make it difficult to express clearly and confidently.
5. Lack of communication skills: Many people lack the communication skills needed to successfully express good and bad news, which can lead to misunderstandings or misinterpretations.

To overcome these obstacles, it is critical to have excellent communication skills, be culturally aware, and offer emotional support to individuals who receive the news. Furthermore, having open and honest talks can assist enhance overall communication quality and create a greater understanding of diverse points of view.

5.2 Principles of Delivering Good News

Delivering good news entails several fundamental factors that can aid in effective communication and having a favorable influence on the recipient. Among these principles are (Preger, 2021):

1. Being specific is conveying information clearly and properly while avoiding vagueness or ambiguity.
2. Being truthful: Ensure that the news being provided is accurate and consistent with the facts.
3. To avoid unnecessary concern or confusion, share the news as soon as possible.
4. Being courteous entails treating the recipient with dignity and respect, taking into account their feelings and particular preferences.
5. Being culturally and religiously sensitive: Be mindful of the recipient's beliefs and traditions.
6. Being supportive entails providing emotional support and assistance to the recipient, assisting them in processing the news and dealing with any emotions that may occur.

7. Encourage the recipient to ask questions and express their feelings, promoting a dialogue that improves understanding and emotional well-being.

Individuals who follow these criteria can effectively give good news in a helpful, polite, and constructive manner to the recipient.

Message structure for good news is an important skill that entails delivering positive information in a clear, concise, and compelling manner. Here are some crucial aspects for effectively constructing good news messages (Plana & Barac, 2017; Sami et al., 2023):

1. Begin with a Positive Statement:
   - Express Positivity: Begin the communication on a positive note to grab the recipient's attention and set a good tone.
   - Clear and Upbeat Language: Use clear and upbeat language to express the good news in an understandable and appreciated manner.
2. Give Context:
   - Provide context or background information briefly to help the recipient appreciate the significance of the good news.
   - Highlight Specific Achievements: If applicable, highlight specific accomplishments or efforts that resulted in the beneficial outcome.
3. Make the Good News Clear:
   - Concise Language: State the good news clearly and concisely, omitting superfluous details that could dilute the impact.
   - Place the most important information at the beginning of the message to guarantee that it is promptly noticed.
4. Make use of supporting details:
   - Relevant facts: Include facts that help the receiver understand the great outcome without overwhelming them.
   - Facts and figures: Include pertinent facts and figures to strengthen the credibility of the good news.

5. Show Your Appreciation:
   - Recognize Contributions: If others contributed to the positive outcome, express gratitude for their efforts.
   - Recognize the collaborative work of the team or people involved.
6. Encourage Participation:
   - Open Lines of Communication: Invite recipients to share their comments or to join in celebrating the good news.
   - Give your contact information: Provide contact information for additional conversation or inquiries, encouraging an open channel of communication.
7. Keep Your Professionalism:
   - Maintain a professional and formal tone throughout the message to ensure that the good news is delivered with proper seriousness.
   - Avoid Overhyping: While it is necessary to convey enthusiasm, avoid overhyping the news in order to preserve trust.
8. Positively conclude:
   - Reiteration of Good News: To make a lasting impact, end the message by reaffirming the good news.
   - Positive Closing Statement: To reinforce optimism, conclude with a positive and forward-looking statement.
9. Include the following next steps (if applicable):
   - Actionable Information: Outline precise next steps or actions required to guide recipients on what to do next.
   - Timeline: Include any pertinent timetables or deadlines linked with the good news.

Message structure for good news requires a combination of clear communication, positive framing, and consideration of the recipient's point of view. By adhering to these criteria, communicators can ensure that their good message is well received and has a long-lasting impact.

5.3 Strategies for Delivering Bad News

Delivering bad news is a difficult but necessary component of good communication. The manner terrible news is given, whether in a professional or personal situation, can have a big impact on how it is accepted. Here are some general communication tactics for breaking terrible news (DeJeu, 2022):

1. Select the Appropriate place: Choose a place that provides for seclusion and limits interruptions, ensuring that the recipient can process the news without feeling rushed.
2. Be Direct and Honest: Deliver the terrible news clearly and directly. Avoid euphemisms and ambiguous expressions that could cause confusion.
3. Empathy and Understanding: Demonstrate empathy by acknowledging the feelings that the news may elicit. Demonstrate empathy and validate the recipient's sentiments.
4. Timing Is Everything: Consider the recipient's schedule and emotional state while communicating terrible news.
5. Provide Adequate Information: Explain the reasons for the bad news clearly. Providing sufficient information assists the recipient in comprehending the situation.
6. Provide prospective Solutions or Alternatives: If applicable, provide prospective solutions or alternatives. This can provide a sense of control as well as prospective future routes.
7. Use Compassionate Language: Use language that shows empathy and compassion while remaining honest. It is critical to be direct without being unnecessarily harsh.
8. Actively listen: Encourage the recipient to express their views and feelings. Respect is demonstrated by active listening, which promotes open communication.
9. Be Prepared for Reactions: Recognize that reactions will vary. Prepare for emotional responses and give the recipient space to respond naturally.

10. Follow Up: Provide continuing assistance and make yourself available for follow-up conversations. Rebuilding trust can be aided by demonstrating a willingness to resolve concerns.
11. Maintain Professionalism: Throughout the conversation, be composed and professional. Avoid emotional reactions, as they may exacerbate the problem.

Effectively delivering bad news requires a delicate balance between honesty, empathy, and clarity. By employing these strategies, communicators can navigate challenging conversations with sensitivity and professionalism.

Delivering terrible news effectively necessitates a strategic strategy that combines clarity, empathy, and constructive framing. To avoid uncertainty, start with a direct and clear opening, addressing the unpleasant news early on. Provide background and explanation, as well as specifics without assigning guilt. To address the potential emotional impact, express empathy and understanding by using compassionate words. If applicable, offer solutions or alternatives while retaining a problem-solving mindset. Maintain a professional tone throughout, and use structured layout to clearly deliver facts.

Encourage open communication by inviting questions and comments and providing contact information for more information. Choose an acceptable time for delivery and, if feasible, end on a positive note, promoting a forward-thinking approach. Proofread for clarity and consistency, and be accessible for follow-up communication, seeking input to improve the delivery of unpleasant news on an ongoing basis. This thorough method guarantees that terrible news is presented clearly, thoughtfully, and constructively, promoting understanding and sustaining positive communication channels (Springer & Springer, 2022).

5.4 Non-Verbal Communication in Good and Bad News Delivery

Non-verbal communication plays a crucial role in the delivery of both good and bad news, influencing how messages are received and interpreted. In the context of delivering news, here are key considerations for utilizing non-verbal cues effectively:

Tabel 1 Non-Verbal Communication Good and Bad News

No.	Criteria	Bad News	Good News
1.	Facial Expressions	Maintain a composed and empathetic expression.	Use positive expressions to convey enthusiasm.
2.	Eye Contact	Demonstrate empathy through appropriate eye contact.	Sustain eye contact for sincerity.
3.	Body Language and Gestures	Use reassuring gestures and supportive posture.	Employ open body language and celebratory gestures.
4.	Proximity	Adjust proximity based on the nature of the news.	Maintain an inviting distance.
5.	Tone of Voice	Speak with a calm and empathetic tone.	Use a lively and upbeat tone.
6.	Adaptability and Consistency	Display adaptability and maintain consistency in delivery.	Be adaptable to recipient reactions.

Sumber: (Aharonson et al., 2021)

Managing reactions and follow-up in general communications requires proactive tactics for both good and unpleasant news (Bistriceanu, 2022):

1. Anticipate and Respond to Reactions:
   - Prepare for emotional and behavioral reactions to news in advance.
   - Address problems as soon as possible and with care.
2. Promote Open Communication:
   - Create an environment in which recipients feel free to express themselves.
   - Listen to their comments and recognize their points of view.
3. Provide assistance and resources:
   - Extend help by providing aid or resources.
   - Clarify information to allay fears.
4. Keep Professionalism and Follow-Up:
   - Maintain your composure and respect, especially when dealing with negative reactions.
   - Reiterate your availability for additional discussions and, if necessary, schedule follow-ups.
5. Feedback and Continuous Monitoring:
   - Maintaining regular contact allows you to track the long-term impact.
   - Encourage feedback in order to evaluate and adjust communication tactics as needed.

Communicators may negotiate the complexity of controlling reactions and follow-up in general communications by focusing on these five critical aspects, creating understanding and maintaining strong connections.

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CHAPTER 6 ENQUIRING WHETHER ONE KNOWS OR DOES NOT KNOW A PERSON, THING, OR FACT.

Muhammad Zainuddin

6.1 Understanding Questions about Knowing or Not Knowing

Knowledge-related questions demand information or insight about a specific subject or issue. These queries can range from simple factual inquiries to more complicated inquiries requiring critical thinking and reasoning abilities (Cellucci, 2017). "What is the capital of France?" and "How does photosynthesis work?" are two examples of knowledge-based queries. Knowledge-based questions can also be mixed with other types of questions, such as riddles, which involve complicated commonsense thinking abilities as well as a grasp of figurative language. Large language models, such as GPT-3.5, have been employed with

varied degrees of effectiveness to answer and reason about complex real-world-based queries, including medical questions (Burns & Kotval, 2013a). Studies have been conducted to better understand the processes involved in asking and answering questions, and to inform the design of social tools to aid knowledge workers in asking and answering questions.

Knowledge-related questions play an important role in everyday interactions because they encourage learning, comprehension, and problem-solving. They enable people to gather information, clear up ambiguities, and broaden their knowledge base. Several studies have been undertaken to better understand the processes involved in asking and answering questions, as well as to inform the design of social tools to assist knowledge workers in asking and answering questions (Togher, 2000).

Furthermore, questions can be used to test communication abilities, as was discovered in the case of people with traumatic brain injury who were found to be disadvantaged in some of their telephone encounters with community agencies and family members during information-seeking exchanges. Questions can also take the form of riddles, which require complex commonsense reasoning abilities, an understanding of figurative language, and counterfactual reasoning skills, all of which are important abilities for advanced natural language understanding. Finally, large language models have been used to answer and reason about difficult real-world-based questions, including medical questions, with varying degrees of success (Burns & Kotval, 2013b).

Questions concerning knowledge arise in a variety of contexts, including learning, problem solving, and decision making. Questions in learning assist individuals in gathering information, clarifying misunderstandings, and expanding their knowledge base. In problem-solving, questions aid in determining the underlying cause of an issue and developing successful

solutions. In decision-making, questions aid in gathering important information and evaluating various possibilities. Several studies have been undertaken to better understand the processes involved in asking and answering questions, as well as to inform the design of social tools to assist knowledge workers in asking and answering questions. Large language models have also been employed with different degrees of effectiveness to answer and reason about complex real-world-based topics, including medical questions (Liévin et al., 2022). Additionally, knowledge tracing has become important in personalized learning, and factor analysis methods use questions and students' attempts to model students' learning progress (Zhang et al., 2021).

The link between knowledge questions and communication and information reception processes is significant. Several studies have been carried out to explore the implicit processes involved in asking and answering questions, with the goal of informing the design of social aids to assist knowledge workers in these processes. Furthermore, studies have indicated that patients with traumatic brain injury may encounter difficulties in information-seeking interactions because they are given less information and asked for less information than matched controls. Furthermore, the right and left hemispheres of the brain have been demonstrated to influence the style and acceptability of persuasive messages and message sources, showing the delicate link between message reception and processing (Stacks & Sellers, 1986).

Furthermore, the influence of incivility in online political communication has been researched, with findings indicating that exposure to uncivil political discourse might elicit distinct emotional and behavioral responses, influencing the reception and processing of political messages. Finally, the ability of big language models to reason about medical concerns has been studied, providing insight into the complicated processes involved in interpreting and replying to knowledge-based inquiries. These

findings show the delicate interplay between questions, communication, and information reception in a variety of circumstances (Gervais, 2015).

6.2 Structure of Questions
6.2.1 Types of Knowing or Not Knowing Questions

Closed-ended questions and open-ended questions serve different functions and have different effects on communication and information collecting. Closed-ended questions often elicit a precise, limited response, but open-ended questions allow for a more extensive and unfettered response. It has been discovered that placing open-ended questions before closed-ended questions influences the responses to the closed-ended questions. Using an open-ended phrase to elicit patient questions, such as "What questions do you have?" rather than a closed-ended phrase, such as "Do you have any questions?" has been proven to enhance the possibility of patients asking questions in a clinical setting (Baburajan et al., 2022).

Furthermore, in epidemiologic research, the inclusion of closed-ended questions in food frequency surveys has been shown to promote misclassification of nutrient and energy consumption, potentially biasing study results. Furthermore, the use of open-ended questions in classroom discourse has been explored in educational research to quantify instructor authentic inquiries, which are connected with student performance progress. These examples demonstrate how open-ended and closed-ended inquiries affect various areas of communication, information reception, and research (Cook et al., 2018).

The distinction between knowing and not knowing is a topic of discussion in the discipline of epistemology. There are disagreements on the nature of "knowing-wh," which refers to knowing who, what, when, and so on, as opposed to the more familiar concept of "knowing-that." These discussions center on whether all knowing-wh can be reduced to knowing-that, whether

it can be relativized to a contrast proposition, and whether knowing-wh's context-sensitivity is a semantic or merely pragmatic phenomenon. There are also initiatives to construct models for answering knowledge-based questions about films that require specific information or expertise gained from watching the videos. These talks and research activities help to a better understanding of the various types of knowledge-related problems and the difficulties in answering them (Coleman et al., 2022).

1. Knowing-that vs. Knowing-wh: There are disagreements concerning the nature of "knowing-wh," which refers to knowing who, what, when, and so on, as opposed to the more common concept of "knowing-that." These discussions center on whether all knowing-wh can be reduced to knowing-that, if it can be relativized to a contrast proposition, and whether knowing-wh's context sensitivity is a semantic or purely pragmatic phenomenon (Parent, 2014).

2. Knowledge-Based Questions: Efforts are being made to construct models for answering knowledge-based questions about videos, which necessitate specific information or expertise gained from watching the films. This study tries to increase video comprehension by combining knowledge-based and video question answering (Garcia et al., 2019).

3. Communication and Information Reception: Using an open-ended phrase to elicit patient questions, such as "What questions do you have?" rather than a closed-ended phrase, such as "Do you have any questions?" has been shown to increase the likelihood of patients asking questions in a clinical setting. Furthermore, results show that placing open-ended questions before closed-ended questions effects replies to the closed-ended questions.

6.2.2 Language and Phrasing

Common expressions used in knowledge questions include (Liévin et al., 2022):

- "What do you know about…"
- "Can you tell me more about…"
- "Do you have any idea about…"
- "Can you explain…"
- "What is your understanding of…"

These phrases are designed to entice respondents to share their knowledge or insight on a specific subject or issue. Depending on the context and desired response structure, they can be open-ended or closed-ended.

The following are some strategies for creating clear and effective questions (Coleman et al., 2022):

1. Using open-ended questions: Open-ended questions enable thorough and unconstrained responses and can be more effective than closed-ended inquiries in eliciting information. In a clinical environment, for example, employing an open-ended phrase like "What questions do you have?" to elicit patient queries has been demonstrated to improve the likelihood of patients asking questions.

2. Consider the question order: The order of questions can influence the answers to future questions. Research, for example, found that placing open-ended questions before closed-ended questions influenced the responses to the closed-ended questions.

3. To avoid confusion and guarantee that the respondent understands the intended meaning, questions should be straightforward and brief.

4. Leading questions should be avoided since they can lead to biased responses. A question such as "Don't you think that X is a good idea?" is leading and may affect the respondent's response.

5. Taking into account the context: The context of the question should be taken into account to ensure that it is appropriate and relevant to the scenario.

6. Questions should be tested with a small sample of respondents to discover any concerns with clarity or bias before they are used more widely.

These tactics can assist in ensuring that questions are clear, effective, and relevant to their intended purpose.

6.3 Psychology and Dynamics of Questions

6.3.1 Psychological Aspects of Respondents

Individual responses to knowledge questions might differ depending on a variety of factors, including personality, situation, and the form of the topic. Here are some typical reactions (Kang, 2020):

1. Uncertainty or Confidence:
   - Individuals who are confident in their knowledge can respond quickly and assertively.
   - Uncertainty: Those who are uncertain or lacking in confidence may pause, express uncertainty, or ask clarification before responding.
2. Defensiveness: Some people may become defensive if they believe their knowledge is being challenged or questioned. This could lead to a more cautious response or even avoidance of the question.
3. Desire to Share Knowledge: People who like sharing their knowledge may answer passionately, gladly providing extensive information and context.
4. Question Avoidance or Evasion: Individuals who are uncomfortable with the topic or are unwilling to provide information may seek to divert or avoid explicitly answering it.
5. Curiosity and Participation: Some people may answer with curiosity, seeing the inquiry as an opportunity for an in-depth debate. They may need additional information or clarification in order to deliver a more accurate response.
6. Nervousness or anxiety: Certain people may experience anxiety or nervousness when questioned about their expertise,

especially in a formal or evaluation situation. The clarity and coherence of their comments may suffer because of their anxiousness.

7. Need for Validation: Individuals looking for validation or affirmation may respond positively to questions about their knowledge, taking advantage of the opportunity to demonstrate their competence.

8. Interest Expression: Respondents who are really interested in the topic may exhibit a willingness to engage in a discussion, contribute their thoughts, or learn more.

9. Cultural and social influences: Cultural norms and societal expectations can influence how people respond to knowledge questions. Direct questioning may be considered unfriendly in some cultures, resulting in more indirect or nuanced responses.

Understanding these varied reactions is crucial for effective communication and building rapport. It allows individuals to tailor their approach based on the context, the nature of the relationship, and the emotional tone of the conversation. Additionally, being aware of these potential reactions can help questioners navigate discussions with sensitivity and respect.

6.4 Ethics in Questions about Knowledge

6.4.1 Limitations and Ethics in Inquiring about Someone's Knowledge

Inquiring about someone's knowledge necessitates concerns of constraints and ethics from numerous angles. Concerns about privacy occur when queries trespass on personal limits, necessitating a careful balance between information extraction and preserving individual rights. Power dynamics should be handled with care so that the individual being questioned does not feel coerced or inferior. Misinterpretation may arise as a result of a lack of clarification or the respondent's poor understanding, perhaps leading to uncertainty. It is critical to guard against bias in order to ensure fair and impartial inquiry and avoid the

perpetuation of stereotypes. When sensitive information is involved, informed consent becomes critical, enabling transparency and understanding. Following the inquiry, debriefing the responder aids in mitigating any negative consequences, maintaining an environment of respect, equity, and sensitivity throughout the process (Togher, 2000).

6.4.2 Handling "I Don't Know" Responses

Handling "I Don't Know" responses in surveys and research can present several challenges. Some strategies for addressing these responses include (Rubin et al., 1995):

1. Using open-ended questions: Using an open-ended phrase to elicit patient questions, such as "What questions do you have?" rather than a closed-ended phrase, such as "Do you have any questions?" has been proven to enhance the possibility of patients expressing questions in a clinical setting. This method may encourage more thorough responses while decreasing the frequency of "I Don't Know" responses.
2. Taking into account the context: The context of the question can affect the likelihood of "I Don't Know" responses. Creating questions that are clear, relevant, and relevant to the respondent's area of expertise can assist to reduce the amount of "I Don't Know" responses.
3. Debriefing: Following the completion of the questioning process, it is critical to debrief the person being questioned, giving them with any pertinent information or resources that may assist them further grasp the topic. This can help to lessen any unfavorable consequences of the questioning procedure.

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CHAPTER 7 STATING WHETHER ONE REMEMBERS OR HAS FORGOTTEN A PERSON, THING OR FACT

Agus Rofi'i

Speaking for General Communication is a type of instruction that focuses on developing effective bidirectional communication skills so that one may communicate well in a variety of everyday situations. Program or teaching materials such as this one typically cover a wide range of language communication scenarios that can be applied in everyday situations, such as daily conversations, social interactions, or work-related activities that require the use of language other than English to convey ideas, obtain information, or communicate with fellow employees.

Speaking lessons need more than just practice or casual chat. The lesson should be viewed as an organized, guided learning experience that builds on the many speaking ability

components. It's critical that educators lead by example, introducing integrated and sequential activities and helping students become more conscious of the information, abilities, and techniques needed for various discourses and interactions (Burns, 2019).

Effective language use in communication can lead to a greater desire to understand and ensure that all parties involved have clear understanding, overcome obstacles, and promote effective communication in daily life. The capacity for memory and communication have a close link that mutually influences each other. Communication can improve memory, and memory can also have a significant impact on one's capacity for communication.

Recalling might be viewed as a type of communication depending on your point of view. Memory and communication go hand in hand; memory is not just the result of a mind's storehouse of information; it also results from a desire to share prior experiences with others. Discourse construction in communication can be thought of as the outcome of the process of remembering what happened and how we recall it (Schroeder, 1996).

Natural remembering and forgetting are part of human cognitive processes, and they are impacted by factors like motivation, attention, and prior experiences. These two elements are essential to communication because they help the persons involved send, receive, and interpret messages.

Declaring whether or not one remembers a person, item, or information can be a crucial part of the communication process. These kinds of remarks give an indication of how well someone remembers certain details and can be helpful in a number of contexts.

Within the context of communication, "Stating Whether One Remembers or Has Forgotten A Person, Thing, or Fact" refers

to stating whether one still remembers something or whether they have forgotten an experience or piece of knowledge. This expression is used in circumstances where we wish to find out if the person receiving the communication still remembers anything.

We can lessen the possibility of misunderstandings by accepting that people sometimes forget or are incapable of remembering things in the middle of a conversation. This is so that the foundation for truthfulness and precision in information sharing is established. Within a scientific context, miscommunication can happen when there is a discrepancy between what the sender meant to say and what the recipient understands.

Accepting that you can't recall things or that you might forget them is one way to control expectations and reduce the possibility of misunderstandings. The recipient of the message can be made more aware of any potential ambiguity or communication errors by communicating that the information may not be entirely correct owing to memory limits.

Overall, expressing oneself plays an important role in building healthy relationships, solving problems, and improving interpersonal skills. The ability to communicate effectively is a critical aspect in everyday life and across a range of professional contexts. Learning common expressions in English that are used to explain the process of forgetting and remembering something, as well as to remind someone of something, is important in the development of communication skills. In this context, aspects such as forgetting, remembering and reminding are at the core of analyzing linguistic expressions that enable individuals to articulate and understand information.

7.1 Forgetting

First of all, it is necessary to understand that in communication, the process of forgetting can be a significant obstacle. In these situations, phrases such as "I can't remember" or "It slipped my mind" can be used to convey an inability to recall information or details. Understanding these different ways to express forgetting is important in facilitating clear and accurate conversations. The disorder known as "forgetting" describes a person's inability to retrieve or discard previously stored memories or information. Forgetting can happen in a variety of ways during communication and can have an impact on the efficacy and caliber of the exchange.

A multitude of expressions are available in the communicative expression repertoire to convey the incapacity to recall details or encounters. In the context of a discourse or circumstance that calls for it, these statements are appropriate substitutes for forgetting. We can use any of the following phrases to explain that we've forgotten something:

Table 7.1 Forgetting Expression

No	Expressions	Example Sentence
1.	I regret to say that....	I regret to say that the project deadline has been extended due to unforeseen circumstances.
2.	I can't remember....	I can't remember, it's like the details just slipped through the cracks.
3.	I totally blanked on that...	I totally blanked on that; it's like my brain took a momentary vacation.
4.	I'm having a senior moment....	I'm having a senior moment, and the information seems to have temporarily escaped me.

5.	I spaced out and forgot	I spaced out and forgot; it's like my mind decided to take a short break.

In the context of English communication, the difference between formal and informal expressions related to forgetting reflects the level of formality and situational use of the expression. Here are some examples of the difference between formal and informal expressions related to forgetting:

Formal:
- I cannot recall the specifics at the moment.
- Unfortunately, it has slipped my mind.
- Regrettably, the information eludes me.

Informal:
- I can't remember where I put my keys.
- I totally forgot about our meeting.
- It slipped my mind to call you back.

7.2 Remembering

Expressions used to describe the process of remembering, such as "I remember" or "It came back to me," involve cognitive phenomena associated with the recovery or reactivation of memories that may have previously suffered from forgetfulness. In this context, such expressions signify an instance where individuals successfully access or reconstruct information that has been stored in their memory, even though it previously appeared to be forgotten.

The capacity to retrieve and recollect information or memories that have been stored in memory is known as remembering. "Remembering" has various pertinent implications in the context of basic English communication. Effective communication requires the ability to retain words, information, and context.

We have examined the different ways in which the incapacity to remember information might be expressed. We'll now study the various idioms that demonstrate memory for information. Here are some instances of these terms in context:

Table 7.2 Remembering Expression

No	Expressions	Example Sentence
1.	I retain the memory of....	I retain the memory of our initial meeting, which took place during the corporate conference in New York last year.
2.	I have a clear memory of....	I have a clear memory of our previous negotiations, and I believe the agreed-upon terms were outlined in the contract we signed last month.
3.	I can clearly remember...	I can clearly remember that I put the key here.
4.	I totally remember	I totally remember that day – it was so much fun!
5.	I have a vague recollection of...	I have a vague recollection of attending a seminar on that topic a few years ago.

In English communication, the difference between formal and informal expressions related to remembering reflects the level of formality and situational use of the expression. Here are some examples of the difference between formal and informal expressions related to remembering:

Formal:
- I have a vivid recollection of the events.
- It is firmly embedded in my memory.
- I distinctly remember the details you mentioned.

Informal:
- I remember that day like it was yesterday.
- It just popped into my mind.
- I still remember when we used to hang out.

7.3 Reminding

It is also important to understand the concept of reminding. In this context, expressions such as "Can you remind me?" or "I need a reminder" indicate an attempt to get back or be informed about something. These expressions facilitate collaboration and cooperation between the parties involved in the communication, ensuring that crucial information is not overlooked.

Giving someone a heads-up or some encouragement to remember or do something is called reminding. As used in everyday English communication, "reminding" refers to alerting or cautioning someone of something that should or might have been forgotten. It entails delivering information as a prompt to help the message's recipient remember or focus on something.

We have seen a variety of ways to show the incapacity to remember information in the past. We will then look at the several ways that the ability to recall information is expressed. Several sample expressions are provided in this framework to help explain the idea:

Table 7.3 Reminding Expression

No	Expressions	Example Sentence
1.	I'd like to remind you about/ to...	I'd like to remind you to finalize your presentation slides for the upcoming conference by Wednesday.
2.	Please don't forget about/ to...	Please don't forget to submit your weekly progress report by the end of the day.
3.	I hope you haven't forgotten about/ to...	I hope you haven't forgotten to review the project specifications before our team meeting this afternoon.
4.	Please remember about/ to...	Please remember to respond to the email regarding your

		availability for the upcoming training session.
5.	You won't forget about/ to...., will you?	You won't forget about submitting your final report by the end of the week, will you?

In English communication, the difference between formal and informal expressions related to reminding reflects the level of formality and situational use of the expression. Here are some examples of the difference between formal and informal expressions related to reminding:

Formal:
- May I kindly remind you of our upcoming meeting on Monday?
- Allow me to bring to your attention the approaching deadline.
- I wish to remind you of the protocol we discussed during our last session.

Informal:
- Hey, don't forget about our meeting on Monday, okay?
- Just a heads-up, the deadline is approaching.
- Remember the protocol we talked about last time?

Speaking ability is a significant challenge for most students, as it requires maximum effort to use the right vocabulary orally, so that the message conveyed can be correctly understood by others. In addition, speaking is a means to express ideas and communicate with others in a civilized society, thus showing that speaking skills have a high level of importance. Therefore, efforts are needed to motivate students to be more active in speaking English, in order to improve their speaking habits (Nonci, 2023).

In "Stating Whether One Remembers or Has Forgotten A Person, Thing, or Fact," we can conclude that the expressions used to state whether one remembers or has forgotten information play an important role in English communication. This aspect becomes relevant in various contexts, such as everyday conversations, formal situations, or professional interactions.

The importance of being able to state the state of memory or forgetfulness can be seen from various points of view. In terms of comprehension, it provides clarification regarding one's knowledge or experience of something. This can ensure that the message conveyed or received has a high level of clarity. In the interpersonal aspect, the ability to state whether one remembers or forgets can affect the dynamics of relationships between individuals. It creates transparency in communication and can help prevent miscommunication or misunderstanding. In terms of formal communication, such as in job interviews or business situations, the ability to use appropriate expressions related to memory or forgetfulness can reflect professionalism and mature communicative skills (Kristiana et al., 2018).

Overall, the understanding and mastery of expressions related to stating whether one remembers or forgets has important value in the context of communication. It not only creates clarity in message delivery, but also strengthens interpersonal relationships and affects the overall quality of communication.

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CHAPTER 8 EXPRESSING AND ENQUIRING ABILITY OR INABILITY TO DO SOMETHING

Rizky Frihatmawati

8.1 Expressing Ability or Inability

Ability to do something is the capacity or aptitude to perform an action, while **inability** refers to the absence of adequate power, resources, or capacity to perform an action.
Modal Verb and phrase for expressing ability and inability.
Abilities and inability are usually expressed in modal verbs 'can', 'could' and phrase 'be able to'.

1. Can (Present and future ability)

"Can" is a modal verb that has a function to express ability. This modal verb can be used to express both general and specific abilities. The modal "can" represents an ability that can be proven in the present (100%).

We use "can" to talk about what is possible, what we are capable of doing, and what we are free to accomplish. Usually, we use modal "can" for present moment. However, it is possible to use it when taking about future ability.

Frequently, we employ the modal verb "can" in an interrogative sentence to request someone's action. This is not a genuine inquiry – our intention is not to inquire about the person's ability, but rather to request their action. The use of "can" to make a request in this context is very informal, it is mostly used within the social networks of relatives and close friends.

Present and future form:

(+) Subject + can + Verb1
(-) Subject + cannot/can't + Verb1
(?) Can + Subject + V1+?

Here are some examples of expressing ability with "can" or "can't":

- I can do the task right now
  (saya bisa mengerjakan tugas sekarang)
- I can't do the task right now
  (saya tidak bisa mengerjakan tugas sekarang)
- *Lisa can speak English well.*
  (Lisa bisa berbicara bahasa Inggris dengan baik) –> general
- *Uncle Ben can help you now*
  (Paman Ben dapat membantumu sekarang) –> specific
- *Raisha cannot play guitar very well.*
  (Raisha tidak bisa bermain gitar dengan baik) –> general.
- *The teacher cannot come tomorrow.*
  (Gurunnya tidak bisa datang besok) –> specific
- Can I borrow your pen? -> request
  (Bisakah saya meminjam pulpen?)
- Can you help me doing my homework?
  (Bisakah kamu menolongku mengerjakan PR?)->request

2. Could (Past ability)

"Could" is a modal verb used to describe the general abilities of the past (past ability). It means it's impossible to use that ability nowadays. This modal verb also can be used to say someone is still capable to perform an action when he/she remembered partially (just 50%) and 50% is incapable because he/she forgot how to perform the action.

Note: "Could" can also be used to make polite request in the present tense.

Past form:
(+) Subject + could+ Verb 1
(-) Subject + could not/couldn't + Verb 1
(?) Could + Subject +V1+?

Here are some examples of expressing ability with "could" or "couldn't":

- I could do the task yesterday
  (saya bisa mengerjakan tugas kemarin)
- *Joy could swim very well when he was younger.*
  (Joy bisa berenang sangat baik saat dirinya masih muda)
- *My grandmother could dance.* (Nenek saya bisa menari (dahulu)).
- *We could not walk when we were babies.* (Kita tidak bisa berjalan saat kita masih bayi) –> general
- Could I have a glass of water?
  (Dapatkah saya meminta segelas air?) ?-> polite request

3. Is/am/are able to (Present ability)

We also convey expression 'be able to' to speak an ability. The adjective "able" expresses the ability, capability, or means to perform an action. The sentence "I can draw" is equivalent to saying "I am able to draw".

Sometimes, we describe an ability using "be able to" rather than "can" or "could". When referring to an ability, "be able to" is possible in all tenses, while "can" and "could" are only possible in the present and the past. We use (*is able to/ am able to/ are able to*) to express general or specific ability in the present.

> *Present form:*
> *(+)Subject +* Is/am/are able to + Verb 1
> (-) *Subject +* Is not /am not/are not able to + Verb 1
> *(?) Is/am/are+ Subject +able to+V1+?*

Examples:
- I am able to do the task right now
  (saya bisa mengerjakan tugas sekarang)
- I am able to do the task right now
  (saya tidak bisa mengerjakan tugas sekarang)
- She is able to do the task right now
  (Dia bisa mengerjakan tugas sekarang)
- She is not able to do the task right now
  (Dia tidak bisa mengerjakan tugas sekarang)
- She is able to meet you now. (Dia sekarang bisa bertemu denganmu) –> specific
- I'm able to speak Japanese. (Saya bisa berbicara bahasa Jepang) –> general

4. Was/were able to (Past ability)

If we use 'be able to' in *past tense, it's changed to "were able to/ was able to"*. *"Be able to"* can be used to express general or specific abilities in the past.

> *Past form:*
> *(+) Subject + were able to/ was able to +* Verb 1
> (-) *Subject + were not able to/ was not able to +* Verb 1
> *(?) Were/Was+ Subject +able to+V1+?*

Examples:
- I was able to do the task yesterday
  (saya bisa mengerjakan tugas kemarin)
- I was not able the task yesterday
  (saya tidak bisa mengerjakan tugas kemarin)
- They were able to do the task yesterday
  (saya bisa mengerjakan tugas kemarin)
- They were not able to do the task yesterday
  (saya tidak bisa mengerjakan tugas kemarin)
- *Nova was able to operate a computer since he was in Elementary school* (Nova bisa menggunakan komputer sejaka dirinya masih SD) –> general.
- *We were able to solve the problem in the office.* (Kami bisa menyelesaikan masalah di kantor) –> specific.

5. **Will be able to (future ability)**

   If we use 'be able to' in *future tense, it's changed to "will be able to"*. This phrase can be used to express general or specific abilities in the future.
Examples:
- *Raya will be able to talk to you on Sunday.* (Raya akan bisa berbicara denganmu di hari Minggu) –> specific.
- *You will be able to drive the car if you keep practicing.* (Kamu akan bisa mengendarai mobil jika kamu terus berlatih) –> general.

8.2 Conversations of Expressing Ability or Inability

Well, to help you learn more about the materials, below are some examples of conversations.

Conversation 1
Firda: Hi Rania
Rania: Hi firda
Firda: You look so happy today
Rania: yes, I've just got a present from my dad.

Firda: What have you got from your dad?

Rania: It's a Guitar.

Firda : Wow, can you play it?

Rania: Yeah, I can play guitar well. How about you, can you play any Musical Instrument?

Firda: No, I can't. But I can sing.

Rania: That's cool. Can you join my band for the campus festival next week? I am looking for a singer.

Firda: Sure, it sounds great.

Conversation 2

Rey: Dewi, can you help me? I need help.

Dewi: What can I do for you, Rey?

Rey: I have not found the topic for my English essay.

Dewi: Don't worry, Rey. I will lend you a hand.

Rey: Thanks, Dewi.

Dewi: You're welcome.

Conversation 3

Dikta: Andre said he wanted to join the competition.

Beth: Do you mean the singing competition at school? Do you think he can sing well?

Dikta: I'm not sure he can. He's a quiet person. But, maybe he has prepared well for this competition.

Beth: Well, okay.]

Conversation 4

Marsya: Hi, Boby! Can you help me?

Boby: Hi, Marsya. What do you want me to help you?

Marsya: My laptop has been attacked by a virus and I don't know how to fix it. Can you do me a favor?

Boby: Sure, why not? Maybe I can help because my teacher has taught me about it.

Masrya: Really? Wow, that sounds great! Thanks, Bob.

Boby: No worries. I will do my best.

8.3. Other Expressions

Beside with modal verb, ability and inability can be described through some expressions listed below:

1. Saying "ability or inability" with Very and Too + Adjective

a. The desk is very heavy but Brian can lift it. b. The desk is too heavy. Joy can't lift it. c. The tea is *very hot,* but *I can drink* it. d. The tea is *too hot.* I *can't drink* it.	*The words very and too are used in front of adjectives*; *heavy* and *hot* are adjectives. *Very and too are NOT equivalent.* In (a): very *heavy* = It is difficult but Brian has the capability to lift the box. In b): *too heavy* = Joy is incapable of lifting it.
e. The tea is *too* hot. **NEGATIVE** RESULT: I can't drink it. f. The ice cream is *too* cold. **NEGATIVE** RESULT: We **can't** eat the ice cream.	According to the speaker's perspective, the use of the word "too" suggests a negative result.

(Azar, 2021)

Examples:
- Susan is **too short**. She can't reach the jar.
- The car is **too expensive**. I can't buy it.
- Branden is **too tired**. He can't clean the room.

2. Saying "ability or inability" with Too Many and Too Much + Noun

His stomach doesn't feel good. a. Kautsar ate *too many candies.* b. *He* ate *too much food.*	*Too* is usually used in conjunction with *many and much.* *Too many is* used before *count nouns*, as in (a). *Too much* is used before noncount nouns, as in (b).

Examples:

- I can't go to the party tonight. I have **too much** housework to do.
- There are **too many** students in my English class. I can't remember their names.
- This food is too spicy! I can't eat it. There's **too much** pepper in it.
- I tried to read an article in the website about Pandemic, but there was **too much** vocabulary that I didn't know. So, I couldn't understand it.

3. **Saying "ability or inability" with Too + Adjective + Infinitive**

a. Angel can't jump on the trampoline because she is too young. b. Angel is *too* **young** *to go* to jump on the trampoline.	The meaning of (a) and (b) is the same.
Too + Adjective + Infinitive c. Angel is *too young to jump* on the trampoline. d. Abel is *too short to reach* the glass. e. Azriel is *too tired to tidy up* his toys.	

Examples:

- Susie is young. She can't get married.
    - Susie is too young to get married.
- Rendy can't go to your birthday party because he was busy.
    - Rendy is too busy to go to the party.
- I'm full. I can't eat another bread.
    - I am too full to eat another bread.

4. **Saying "ability or inability" with Too + Adjective + For (Someone) + Infinitive**

a. Joy can't lift the desk because it is too heavy. b. The desk is ***too heavy for Joy to lift.***	The meaning of (a) and (b) is the same.
TOO + ADJECTIVE + FOR *(SOMEONE)* + Infinitive c. The desk is ***too heavy*** for Joy ***to lift.*** d. The classroom is ***too* noisy** for me ***to study.***	

Examples:

- Gabby can't carry that bag because it's **too heavy**.
  - That bag is **too heavy** for Gabby to carry.
- I can't buy the shoes because they're **too expensive**.
  - The shoes are **too expensive** for me to buy.
- We can't go climbing because the weather is **too cold.**
  - The weather is **too cold** for me to go climbing.
- The kid can't swallow the medicine. It's **too bitter**.
  - The medicine is **too bitter** for the kid to swallow.

5. **Saying "ability or inability" with Adjective+Enough**

a. Susan can't go to school. She is **too young**. b. Susan can't go to school. She is not ***old enough.***	The meaning of (a) and (b) is the same. Notice: (b) Susan is unable to attend class.
c. I can't hear the speaker. It's not ***loud enough.*** d. Kautsar can walk. He's ***old enough.*** **e.** We can go to the beach. The weather is ***warm enough.***	She isn't old enough. enough comes after an adjective. **ADJECTIVE + *ENOUGH*** *good enough* *large enough* *cold enough*

Examples:

- We can't go climbing. The weather is too cold.
  It's not **warm enough**.

- Rina and Susan can't carry the sofa through the door. The door is too narrow. The door isn't **wide enough**. The sofa is too large.
- The sofa isn't **small enough**.

6. **Saying "ability or inability" with Enough+Noun and More+Enough**

a. Brian can't buy this laptop. He needs *more money.*	*more* = additional. *enough* = sufficient.
b. *Brian* can't buy this laptop. He doesn't have *enough money*	Notice: *more* appears before *a noun*. *Examples of MORE + NOUN* ⇨ **more** money ⇨ **more** time Notice: *enough* comes in front of a noun.* *Examples of ENOUGH + NOUN* ⇨ *Enough money* ⇨ *Enough time*
c. I can't finish my work. I need some *more* time.	
d. *I* can't finish my work. I don't have *enough* time.	

A noun might also come after enough: I don't have money enough. In everyday English, a noun is generally preceded by enough.

Examples:
- I can't buy a new laptop because I don't have **enough money**.
- I can't see the concert because I don't have **enough time.**
- I couldn't buy a new laptop because I didn't have **enough money**.
- I couldn't see the concert because I didn't have **enough time.**

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CHAPTER 9 EXPRESSING AND ENQUIRING WANTS

Novi Rahmania Aquariza

2.1 Definition

The expression of wants refers to the communication of desires or preferences. This can be done through various linguistic and behavioral means, such as using specific verbs and phrases to convey one's wishes and requirements. In language, expressions like "I want," "I need," "I'd like," or "I could do with" are commonly used to communicate wants and needs. Additionally, expressing wants and needs is essential for living a balanced and fulfilled life, and it is important to be assertive when communicating these desires.

2.2 Part of the Desire

2.2.1 Want

We use the verb want to talk about wishes and needs, and to give advice:

What do you want for dinner tonight? (wish or desire)
The kitchen wants painting. (needs)
You want to get your tickets soon before they're all sold out. (I advise you to)

Most uses of *want* involve the simple forms of the verb (*want, wants, wanted*). When we are talking about wishes or desires we can also use the continuous form (*is wanting, was wanting, will be wanting*).

2.2.2 Want meaning 'wish' or 'desire'

We always follow *want* with a complement of some kind. The complement completes the meaning of the clause. The complement can be a noun or pronoun as an object, or a verb in the *to*-infinitive form, or an object plus a verb in the *to*-infinitive form:

A   : *D'you want a drink? I've just made some coffee.* (noun object)

B   : *Oh, yes, please.*

Not   : D'you want?

She said I could have her old bike, but I don't want it. (pronoun object)

Not   : ... but I don't want.

This is a new kind of fruit juice I got. D'you want to try it? (*to*-infinitive)

Not   : Do you want try it?

The teacher wants her to do the exams again next year. (object + *to*-infinitive)

Not   : The teacher wants that she does the exams ...

In reduced clauses (e.g. short answers), we can use the *to* without its verb:

A   : *Is Elsa going to France with you?*

B   : *No. She doesn't want to.* (She doesn't want to go [to France].)

Not : She doesn't want.

He wanted to leave school at sixteen, but his parents didn't want him to.

Warning:
We don't use *want* with a *that*-clause:
I want you to tidy your room before the visitors come.

Not : I want that you tidy your room ...

2.2.3 Want with wh-words (whatever you want)

We can use *wh*-words such as *what, when, whenever, wherever, whoever* before *want*. In such cases, it is often not necessary to use the infinitive *to* after *want*:
You don't have to stay for the whole lecture. You can leave whenever you want. (or *... whenever you want to.*)

A   : *Would you like some of these carrots from our garden?*

B   : *Oh, yes, please.*

A   : *Take what you want.*

2.2.4 Want with if

In statements with *if*, it is often not necessary to use the infinitive *to* after *want*:
She can park her car at our house, if she wants.
However, we use the infinitive *to* after *want* in negative clauses with *if*:
He doesn't have to stay the night if he doesn't want to.

2.2.5 Want in the continuous form

We can use *want* in the continuous form to show indirectness or politeness:

Customer: *We're wanting to buy a new TV, but we're not sure what to get.*
Assistant: *Okay, sir. Let me show you some of them.I was wanting to ask you something. Are you free right now?*
We can also use the continuous form to emphasise an ongoing or repeated process:
We'd been wanting to go to New Zealand for years, so his sixtieth birthday was a good excuse.
Now that she's a teenager she's wanting expensive things, you know, computers, clothes, sports stuff.

2.2.6 Want meaning 'need'

We can use *want* with the *-ing* form of a verb to say that something is necessary or should be done. This usage is quite informal:
Your hair wants cutting. (needs to be cut)
That cupboard wants clearing out.
In informal situations, we can also use *want + -ing* in a similar way to the construction *have something done*:
Have you got any shirts you want washing? (which you want to have washed)

2.2.7 Want for advice and warnings

In informal situations, we can use *want* plus the *to*-infinitive to advise, recommend or warn. It is almost always in the present simple, but we can also use it with *'ll* (the short form of *will*):
You want to be careful riding your bike in town. There've been some bad accidents lately. (you should be careful)
What you'll want to do, you'll want to take that bit off and clean it with oil or something.

2.3 Formula of Expressing Wants

2.3.1 Affirmative Form (+)

I	You	He/She/it	We	You	They
want	want	wants	want		

2.3.2 Negative Form (-) (Full and Short Forms)

I	You	He	She	It	We	You	They
Do not want	Do not want	Does not want			Do not want		
Don't want	Don't want	Doesn't want			Don't want		

2.3.3 Interogative form (?)

Do	Do	Does			Do		
I	You	He	She	It	We	You	They
Want?							

2.4 Example of Expressing Wants

2.4.1 Affirmative Form (+)
- I want to buy a beautiful house
- I want some ice cream
- I want some cake

2.4.2 Negative Form (-) (Full and Short Forms)
- I do not want to see her
- I don't want this job
- I don't want this food

2.4.3 Interogative form (?)
- Do you want to watch the movie?
- What do you want now?
- Do want anything?
- Do you want something to drink

2.5 Want to + Simple Verb

Consider the following examples of expressing intention:

Perhatikan contoh-contoh expressing intention sebagai berikut:

1. Me and my sister want to bake a cake for my mom's birthday. (aku dan adikku ingin membuat kue untuk ulang tahun ibuku)
2. I just want to wish you a happy birthday and wish you all the best! (Aku hanya ingin mengucapkan selamat ulang tahun dan berharap yang terbaik untuk mu)
3. Do you want to talk about it tomorrow? (apakah kamu ingin membicarakan hal itu besok?)
4. Do you want to make a trip schedule for this year? (apakah kamu ingin membuat jadwal perjalanan untuk tahun ini?)

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CHAPTER 10 EXPRESSING AND ENQUIRING HAPPINESS-UNHAPPINESS

Vidya Arisandi

10.1 Background of The Study

The first time the writer encountered the topic of 'expressing and enquiring happiness or unhappiness', the writer was immediately in love. This subject is an embodiment of the inner expressions of human beings. This expressiveness of happiness and unhappiness can be elaborated on from numerous linguistic perspectives, including systemic functional grammar (SFG). So, what is systemic functional grammar? Wachyudi & Miftakh (2018) considered a linguistic discipline that emphasizes how meaning is constructed by realizing word or clause choices.

The issue of how to realize and ask about happiness and unhappiness can be applied by using numerous clauses. These alternative realizations are the impetus for the writer to

participate in writing up this topic. It is necessary to delineate between general phrases and idiomatic phrases to realize and ask about happiness and or unhappiness so that the reader can appropriately and contextually use them in general conversational contexts. The writer will present the elaborate concept of this topic in the next subsections of this chapter.

10.2 On the Concept of Expressing and Enquiring Happiness

To provide an overview of expressing and enquiring about happiness or unhappiness, it is first necessary to trace the definitions through concrete exemplifications of this aspect of the issue. It revolves around how people express their emotional responses. As such, the writer presents the definitional theories of happiness or unhappiness in advance. Certain additional details on expressing and inquiring about happiness or unhappiness will be provided as follows.

10.2.1 Happiness

This article explores the nuances of the concept of happiness. Samardi's (2018) view of point, happiness is not a singular emotion, but rather a combination of positive feelings that individuals experience. Interestingly, there are no specific components that define happiness, rather it is a complex blend of emotions that can vary from person to person. Similarly, Yuniarty (2023) suggests that happiness is a type of emotion or mood.

To help readers comprehend the concept of happiness more completely, the writer aims to provide an in-depth analysis of this complex emotion. In the following section of this article, the writer will focus on how people express happiness and how they can inquire about it in a more meaningful and contextualized way. By exploring the nuances of happiness, this article seeks to offer readers a comprehensive understanding of this elusive yet essential emotion.

10.2.2 Expressing and Enquiring Happiness

The topic of expressing happiness is an enormous subject that is commonly used in everyday communication. This topic is specifically limited to the English language. The study of expressing happiness can be divided into two categories; general phrases and idiom phrases. The writer has made a detailed effort to provide a more focused study on the subject of happiness. For a more comprehensive understanding of the topic, the writer's elucidation can be heard in the following manner.

Expressing and Enquiring Happiness in General phrase and Idiom phrase

It is a well-known fact that human beings express their emotions through various means, and language is one of the most commonly used mediums for communication. When it comes to verbal communication, language serves as a valuable tool for individuals to convey their thoughts, feelings, and opinions. In this context, language is used as a medium of communication for speaking and conversation. This comprehensive article thoroughly examines the profound significance of language as a powerful means of expressing emotions. It accentuates the essential role language plays in not only articulating feelings but also in shaping the complex needlework of human interactions and interpersonal relationships.

Table 10.1. Expressing and Enquiring Happiness in General Phrase

No.	Expression	Example Expressing	Example Enquiring
1	"Fantastic"	"Inara, you are fantastic because you achieved the top rank in your class."	"Inara, would you to share the way you in achieving top rank in your class?"

2	"That's Great!"	"That's great that you were the youngest winner among your competitors!"	"Great! Could you please share with me the key to your success?"
3	"Delighted"	"I am sincerely delighted by the good news of my scholarship."	I am delighted to hear the news. Could you please share how you obtained the scholarship?

The book presents a comprehensive guide for expressing happiness through phrases. Table 10.1 has been included to help readers understand the various ways to express joy in everyday language. While the table provides a few examples, numerous other phrases can be used to convey happiness. The writer has promised to offer more examples in the upcoming sections of the book. This guide aims to help readers understand the nuances of expressing and enquiring about happiness through common phrases and idiomatic expressions.

Table 10.2 lists idioms for expressing happiness.

No.	Expression	Example
1	"On cloud nine"	I feel on cloud nine since I received the award for the best student in elementary school in my district.
2	"On the top of the world"	Elvina feels on top of the world after receiving the award for the most inspirational elementary student from her district government.
3	"Over the moon"	As a mom, I feel over the moon when I hear that my daughter can take final exams without encountering any obstacles.
4	"Tickled pink"	Depayana is tickled pink with his career now as a jazz musician.
5	"Have a whale of a time"	I have a whale of a time to visit 'Taman Kelinci' with my family.

6	"In one's element"	Jojo is an element in his workplace and gets many bonuses from his boss.
7	"Thrilled to bits"	Dadang was thrilled to bits when he got many profits this week.
8	"Full of the joys of spring"	Jojo is accepted to a prestigious university in Aussie. He walks confidently to continue his studies in higher education. He is full of the joys of spring.

Intriguing insights can be collected from Table 10.2, which emphasizes the use of idiomatic phrases as a means of expressing happiness. An idiom can be defined as a phrase that deviates from the standard rules of language and is characterized by a unique structure that sets it apart from regular phrases. These phrases rely on the meaning of the words that make them up and cannot be explained logically or grammatically. According to Keraf (2005:109-110), idioms are a type of language structure that is deeply rooted in a culture's values, beliefs, and traditions. Therefore, the use of idiomatic phrases in language can offer a rich and fascinating sight into a culture's identity and history. By exploring and dissecting idiomatic phrases, it is possible to uncover the underlying social and cultural dynamics that shape a community's language and way of life. Thus, idiomatic phrases can be viewed as a fascinating and complex aspect of language that deserves further attention and study. One example of inquiring about someone's happiness at a gathering, such as "Are you on cloud nine? I'm happy to be here with you as your friend."

Expressing and Enquiring Unhappiness in General Phrase and Idiom Phrase.

Unhappiness refers to a state of mind characterized by a profound sense of sorrow. It is a negative emotion that can manifest in different ways, such as feeling blue, hopeless, or down. Unhappiness can be caused by a variety of factors, including personal problems, stress, or external events. Despite its negative

connotations, unhappiness can be a normal and healthy response to life's challenges. By acknowledging and accepting our feelings of unhappiness, we can learn to cope with them constructively.

Table 10.3 The list of General Phrases for Expressing Unhappiness

No.	Expression	Example
1	"Feeling Blue"	I am <u>feeling blue</u> because I lost my watch.
2	"Feeling Down"	I am <u>feeling down</u> because I lost my book.
3	"I am not in a good mood"	I'm sorry, but I don't want to talk right now because <u>I'm not in a good mood</u>.

The table provided contains valuable information regarding the expression of sadness. When referring to point 1 of the table, the phrase "I am feeling blue because I lost my watch" conveys a deep sense of sorrow resulting from the loss of a valuable possession. However, it is worth noting that sadness can also be expressed through the phrase "feeling down" or other suitable realizations. For instance, consider the statement "I'm sorry, but I don't want to talk right now because I'm not in a good mood." This sentence exemplifies another way to express sadness while being polite, as seen in number 3 of table 10.3, where the word "sorry..." is used to soften the expression of sadness. When communicating with others, it is crucial to be aware of language politeness. As Wachyudi, Miftakh, and Sunarya (2020) suggest, politeness serves as a dynamic mechanism to mitigate the harmful effects of negative facial expressions.

Table 10.4 lists idioms for expressing and enquiring about Unhappiness.

No.	Expression	Example
1	"Having the Blues"	I am <u>having the blues</u> for my exam Syntax today.
2	"Down and out"	I feel <u>down and out</u> since my computer cannot be recovered.

Table 10.4 provides two distinct examples of how to communicate feelings of sadness in a more casual context. The first example, highlighted in point 1 of Table 10.4, pertains to the experience of failing a syntax course exam, which triggers a sense of sadness. The second example, detailed in point 2 of Table 10.4, involves losing crucial data stored on a computer, leading to an expression of sadness that is difficult to overcome because the data cannot be recovered.

Please remember the following text on expressing unhappiness:
To express unhappiness, you can use sentences such as:
- "I am so sad..."
- "I am not happy..."
- "I am not glad..."

Here are some examples to clarify the use of these expressions:
- "I am so sad because I cannot attend the seminar."
- "I am not happy with this situation."
- "I am not glad about the scholarship news."

The writer of the aforementioned text puts a great emphasis on the importance of expressing one's unhappiness appropriately and constructively. According to the writer's view, there are a few implications that can be used to initiate a conversation about unhappiness, such as commenting on the unpredictable weather, or using indirect messages, which is also known as "implicature". The concept of implicature refers to the indirect meaning of words, phrases, or sentences that are implied by the context in which they are used. For instance, if someone says "I'm feeling a bit under the weather today", the implication is that they are not feeling well, despite not saying it explicitly. By using implicature, one can convey their dissatisfaction without offending or upsetting others. This approach can be particularly useful in situations where confrontation may not be appropriate or when one wants to maintain an amicable relationship with the other

party. Once the conversation has been initiated, the speaker can then inquire about the reason behind the person's unhappy demeanor by asking, "May I ask why you look unhappy today?" This approach is considered to be a gentle and empathetic way of communicating with others and expressing concern for their emotional well-being.

Comparably, when it comes to enquiring about happiness, the writer suggests utilizing a positive attitude. For instance, if someone appears to be happy, one can initiate a conversation by commenting on their cheerful behavior and asking them to share their joyous experience by saying something like, "You look happy, would you like to tell me about your happiness today?" This attempt is considered to be a friendly and welcoming way of communicating with others and showing interest in their emotional state.

Generally, the writer's message stresses the significance of approaching conversations about happiness and unhappiness with sensitivity and empathy and accentuates the significance of using appropriate language to convey one's emotions and feelings.

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CHAPTER 11 EXPRESSING GRATITUDE

Wa Ode Sitti Wardani

11.1 Introduction

Expressing gratitude is a timeless and universal practice that transcends cultural boundaries, connecting individuals through the language of appreciation. In a world often bustling with the demands of daily life, taking a moment to acknowledge and convey gratitude serves as a powerful gesture. Whether through written words, spoken expressions, or heartfelt actions, expressing gratitude fosters a positive atmosphere, strengthens relationships, and cultivates a sense of interconnectedness.

In addition, expressing gratitude involves conveying appreciation and thankfulness to someone for something they have done or provided. It is a way of acknowledging and recognizing the positive actions, kindness, or support that someone has extended toward you. Gratitude can be expressed verbally, through written communication, or through actions.

When expressing gratitude, people often articulate their thanks sincerely and specifically, mentioning what they are thankful for and how it has made a positive impact on them. Gratitude can be directed towards individuals, groups, or even inanimate objects, depending on the context. Examples of expressing gratitude include saying "thank you" when someone helps you, writing a thank-you note or letter, giving a thoughtful gift as a token of appreciation, or simply expressing your thanks through body language and a warm demeanor.

Conveying gratitude in daily life involves expressing appreciation and thankfulness towards others for their actions, kindness, or presence. This practice not only strengthens relationships but also contributes to a positive and supportive social environment.

Practicing gratitude has been linked to various psychological and social benefits, fostering positive emotions and strengthening social bonds (Emmons, 2004; Seligman, 2005; Sonnetag & Grant, 2012). It is a simple yet powerful way to enhance personal well-being and contribute to a positive and supportive social environment.

11.1.1 The Power of Gratitude

In a world bustling with the complexities of modern life, the simple act of expressing gratitude stands as a timeless and profound gesture. Gratitude is more than a social nicety; it is a force that weaves the fabric of meaningful connections, both personal and professional. This sub-chapter delves into the art and significance of expressing gratitude, exploring its transformative impact on relationships, mental well-being, and the very essence of human experience.

Besides, the power of gratitude refers to the profound impact that expressing and feeling gratitude can have on individuals' well-being, mindset, and overall quality of life.

Gratitude is the practice of recognizing and appreciating the positive aspects of life, acknowledging the kindness of others, and being thankful for the blessings one has.

Here are some key aspects that highlight the power of gratitude:

a. Positive Perspective: Gratitude helps individuals shift their focus from what they lack to what they have. By acknowledging and appreciating the positive aspects of life, people can cultivate a more optimistic and positive outlook.

b. Emotional Well-being: Regularly practicing gratitude has been linked to improved emotional well-being. It can reduce stress, anxiety, and depression while enhancing feelings of happiness and contentment.

c. Physical Health Benefits: Gratitude is associated with various health benefits. Studies have shown that individuals who practice gratitude may experience better sleep, lower blood pressure, and overall improved physical health.

d. Enhanced Relationships: Expressing gratitude fosters positive social connections. When people acknowledge and appreciate the efforts of others, it strengthens relationships, creates a sense of community, and encourages a supportive environment.

e. Resilience: Gratitude can contribute to increased resilience in the face of challenges. By focusing on what is going well, individuals may develop a more resilient mindset, helping them cope with adversity and bounce back from difficult situations.

f. Improved Mental Health: Gratitude is closely linked to mental health. It can contribute to a reduction in negative thought patterns, increased self-esteem, and a greater sense of purpose and meaning in life.

g. Cultivation of Mindfulness: Practicing gratitude encourages individuals to be present and mindful in the current moment.

It promotes awareness of positive experiences, fostering a deeper connection with one's surroundings and relationships.

h. Motivation and Productivity: Grateful individuals often exhibit higher levels of motivation and productivity. Recognizing and appreciating one's achievements and the contributions of others can inspire a sense of purpose and drive to excel.

Overall, the power of gratitude lies in its ability to transform attitudes, emotions, and overall life satisfaction. By incorporating gratitude into daily practices, individuals can experience a profound shift towards a more positive and fulfilling life.

11.1.2 The Significance of Expressing Gratitude

Gratitude is a universal language that transcends cultural boundaries. From heartfelt thank-you to subtle acts of appreciation, the acknowledgment of kindness fosters a positive and enriching environment. In the chapters that follow, we will unravel the layers of gratitude, dissecting its importance in diverse contexts and shedding light on the ripple effect it creates in our lives.

Gratitude has many positive benefits, both physical and mental. Here are some illustrations of the benefits of gratitude:

Mental Wellbeing:
a. Increases happiness: Appreciating the little things in life can increase everyday feelings of happiness.
b. Reduce stress: Focusing on positive things can help reduce stress and anxiety levels.

Physical Health:
a. Improves heart health: Several studies show that a grateful attitude can contribute to better heart health.
b. Improves sleep quality: Grateful people tend to have better and more restful sleep.

Social Relations:
a. Build better relationships: Gratitude can improve the quality of relationships with other people because grateful people tend to be more able to appreciate and respect other people.
b. Increases empathy: Gratitude can also strengthen feelings of empathy towards others, making it possible to better understand and support them.

Increased Productivity:
a. Increases motivation: Grateful people tend to be more motivated to achieve their goals because they appreciate what they have achieved.
b. Reduces procrastination: Gratitude can help reduce procrastination by increasing the sense of responsibility for the tasks that must be completed.

Quality of Life Improvement:
a. Provides a positive perspective: Gratitude helps see life from a more positive perspective, even in difficult situations.
b. Helps overcome disappointment: Grateful people tend to be better able to face disappointment with a more positive attitude.

Mental Resilience:
a. Increases mental resilience: Gratitude can help a person more easily overcome challenges and difficulties in life.
b. Reduces symptoms of depression: Some research shows that the practice of gratitude can help reduce symptoms of depression.

11.1.3 The Role of Gratitude in Happiness

Beyond mere politeness, gratitude emerges as a potent catalyst for happiness. Research has shown that individuals who regularly express gratitude experience a heightened sense of well-being, improved mental health, and stronger social connections.

As we embark on this exploration, let us unravel the intricate connection between gratitude and the pursuit of a fulfilling, joyful existence.

The role of gratitude in life is multifaceted and extends across various aspects of well-being, relationships, and personal development (Yildirim & Alanazi, 2018). Gratitude is essentially the practice of acknowledging and appreciating the positive aspects of one's life, both big and small. Here are some key roles that gratitude plays in enhancing overall well-being:

Enhances Mental Health:

Expressing gratitude has been linked to improved mental health. Regularly focusing on positive aspects of life can reduce symptoms of depression and anxiety. Gratitude helps individuals shift their focus from what is lacking to what is present and positive.

Promotes Physical Health:

Gratitude has been associated with better physical health. Studies suggest that grateful individuals may experience lower levels of stress, improved sleep quality, and even better immune system function. These factors contribute to overall physical well-being.

Strengthens Relationships:

Gratitude plays a crucial role in building and maintaining healthy relationships. Expressing appreciation fosters a positive atmosphere, enhances communication, and strengthens emotional bonds. Grateful individuals are often perceived as more likable and empathetic.

Cultivates Resilience:

Gratitude can contribute to increased resilience in the face of challenges and setbacks. Recognizing the positive aspects of

life, even during difficult times, can help individuals maintain a more optimistic outlook and bounce back from adversity.

Boosts Self-Esteem:

Gratitude is linked to higher levels of self-esteem. Acknowledging one's achievements and expressing gratitude for personal strengths can contribute to a more positive self-image and increased confidence.

Fosters a Positive Outlook:

Practicing gratitude helps individuals develop a habit of focusing on the positive aspects of life. This positive outlook can contribute to a more optimistic attitude, increased motivation, and a greater sense of life satisfaction.

Encourages Prosocial Behavior:

Grateful individuals often exhibit more prosocial behavior. When people feel appreciative, they are more likely to engage in acts of kindness, generosity, and compassion, contributing to the well-being of both themselves and those around them.

Facilitates Mindfulness:

Gratitude is closely linked to mindfulness, the practice of being fully present in the current moment. When individuals express gratitude, they often become more attuned to their surroundings and experiences, fostering a deeper sense of mindfulness.

In summary, gratitude plays a vital role in shaping a positive and fulfilling life. It influences mental and physical health, strengthens relationships, fosters resilience, and contributes to a more optimistic and compassionate worldview. Cultivating a habit of gratitude through regular practice can lead to numerous benefits for overall well-being. In other words, gratitude plays a pivotal role in promoting happiness by fostering positive

emotions, enhancing life satisfaction, strengthening social connections, and contributing to overall well-being. The intentional practice of gratitude is a powerful tool for cultivating a happier and more fulfilling life.

11.2 How to Express Gratitude

Expressing gratitude is a wonderful way to strengthen relationships and create a positive atmosphere. Here are some ways you can express gratitude:

a. Say "Thank You": The simplest and most direct way to express gratitude is by saying "thank you." Make sure your tone and body language convey sincerity.

b. Write a Thank-You Note: Taking the time to write a handwritten thank-you note can have a lasting impact. Be specific about what you're thankful for and how it has made a difference.

c. Express Your Feelings: Share your feelings with the person. Let them know how their actions or presence has affected you positively. For example, you could say, "I really appreciate how supportive you've been during this challenging time."

d. Give a Thoughtful Gift: Consider giving a small gift as a token of appreciation. It doesn't have to be expensive; the thoughtfulness behind the gift is what matters.

e. Perform Acts of Kindness: Show gratitude through your actions. Perform small acts of kindness in return, or pay it forward to someone else.

f. Public Acknowledgment: If appropriate, publicly acknowledge the person's contributions or kindness. This could be in a meeting, on social media, or in a group setting.

g. Apologize for Any Inconvenience: If the person went out of their way for you or if their help caused any inconvenience, acknowledge it and apologize. This shows humility and appreciation for their efforts.

h. Be Present and Engage: When someone is speaking or helping you, be fully present and engaged. Show that you value their time and efforts.

i. Celebrate Achievements: If the person has achieved something noteworthy, express your congratulations and gratitude. It can be for personal or professional accomplishments.

j. Use Humor: A well-placed, lighthearted comment can enhance your expression of gratitude and make it memorable.

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CHAPTER 12 MAKING AND ACCEPTING APOLOGY

Terweline Tapilatu

12.1. Introduction

Apologizing is a way of expressing regret for wrongdoing. It reduces feelings of guilt and regret. It is a humble way of admitting we have made a mistake and it shows our empathy for the feelings of the person affected by our wrong words or actions. Therefore, we respect the person's feelings. Our apology relieves the hurt person of bitterness, anger, and hurt feelings. In this chapter, we will learn how to express an apology in English and respond to someone's apology.

Read the following dialogs and try to figure out when people apologize and what they say when they apologize.

Dialog 1
(*Amanda sees Susan on her way to the classroom and calls her*)
Amanda : (*waving*) Susan, wait! I want to talk to you.

Susan   : Hi, Amanda. What is it?

Amanda : Well, I've just got a call from my mom. She said that my aunt is coming this afternoon, and told me to pick her up at the airport, so it looks like I won't be able to make it to the exhibition with you guys. I'm really sorry.

Susan   : Your aunt, the one that you told me yesterday?

Amanda : Yes. She's attending a conference here. My aunt said that she could get a taxi, but my mom insisted that I pick her up because she's new to this town. My dad is out of town, and my mom is having an appointment today.

Susan   : I see

Amanda : I know that you have prepared for this days beforehand and that you have made some efforts to get the tickets for the exhibition. I feel bad about it. I'm sorry. I'll tell you what. How about I pay for the cost of my ticket.

Susan   : Oh, don't worry about it. I can give it to someone else.

Amanda : Thanks. I've got to go now. See you

Susan   : See you.

Discussion

1. Where are the two speakers in this dialog?

2. What is wrong?

3. What had Amanda and Susan been planning to do before Amanda's mom called?

5. What does Amanda apologize for? What words does she use?

6. What does Amanda offer to do for the ticket Susan has bought? What is Susan's reply?

Dialog 2

Kim and Ian are best friends. Kim told their friends that Ian has got a job at one of the fine companies in town, and soon the news spreads.

Ian : Kim, why did you do that?

Kim : Did what?

Ian : You told our friends I've got a job at Prisma Company.

Kim : Well, you do work there, Don't you?

Ian : I do, but I'd rather you didn't tell them about that.

Kim : I'm sorry. I thought it was okay because they're our friends.

Ian : Yeah, but now, it seems like everybody knows. And you know what, every time I bump into someone, they often ask me if I can help them, or their family members get into the company. I mean, I have just started to work there, and now they ask me to help them? What do they think I am? The employer?

Kim : Well, I apologize. I wasn't thinking. I thought it was good news, and I wanted everyone to know that my best friend works at the company. You know how people are dying to work there, but it's not that easy.

Ian : Oh well, it's done now. But next time, please ask me first before you tell others about me.

Kim : I will. I promise. I'm proud of you, you know.

Ian : Thanks.

Kim : Yeah.

Discussion

1. What is Ian's complaint?
2. Which lines constitute the apology? What excuses are given?
3. How does Ian reply to the apology?
4. What does Kim promise to Ian?

Vocabulary

to bump into   : bertemu (tidak sengaja)

to be dying for/to : sangat ingin/sangat mengharapkan

12.2 Apologizing

When people apologize, they not only apologize but also offer an explanation or a remedy. Apologies made depend on how close the relationship is between the two people, how formal the

situation is, and how serious the mistake is. People usually apologize for being late for class or a meeting, missing an appointment, hurting someone's feelings, causing a misunderstanding, invading someone's personal space by bumping or hitting them accidently, etc.

There are five possible parts to an apology (Tillitt and Bruder, 1985; TfCS Tools for Clear Speech, 2023)

a. Expression of regret or apology. This is the first thing that we say when we make a mistake. We use phrases such as "I'm sorry/"Forgive me"/"I apologize for..."

b. Acknowledgment of responsibility. We show that we accept the blame. We can say "It's totally my mistake"/"That's my mistake"

c. Explanation or excuse. In this part, we explain why the mistake occurred. For example, "I misunderstood the assignment"/"It's very crowded today".

d. Offering to fix situation. If some damage has been done or a remedy is possible, we can say, for example, "How can I make it up to you"/"I'll get you another one".

e. Promise that the mistake will not be repeated. We can say things like "I won't make the same mistake again"/"I will come in time next week". Note : This part does not apply to situations in which we do not expect to find ourselves in again, such as bumping into a stranger on a busy street.

12.2.1 The sentence structure

The words "apologize" and "sorry" can be used in different structures (VoA Learning English, 2021)

- apologize for (verb+ing)/apologize for not (verb+ing) and sorry for (verb+ing)/sorry for not (verb+ing)

   Example   : I apologize for <u>being </u>rude yesterday.
                         I'm sorry for <u>being </u>late.
                         I apologize for <u>not submitting</u> the assignment earlier.
                         I'm sorry for <u>not telling</u> you about her.

- apologize for (noun) and sorry for (noun)

  Example   : I apologize for <u>the sudden changes.</u>

                    I'm sorry for <u>the loud noise.</u>
- apologize to (noun)

  Example   : I should apologize to <u>my mother.</u>
- apologize and sorry

Example   : Well, I apologize. I guess I should have let you know first.

                     I'm sorry. I didn't know that.

12.2.2 Other uses of "I'm sorry"

The words "I'm sorry" do not always indicate an apology. These words are also used to express sympathy, as in "I'm sorry to hear that you've lost your job". There are still other situations in which people say "I'm sorry" or "Excuse me" but are not truly apologizing. These two expressions can be used when we walk between two people talking in the hallway, or when we burp, hiccup, cough, sneeze, or yawn. We can also say "Pardon me" in a more formal situation (Tillitt and Bruder, 1985)

12.3 Responding to an apology

When someone apologizes to us, we can respond by saying something like, "That's OK" or "That's quite all right". Accepting an apology in this way shows that everything is all right and that we have no hard feelings toward the person. In some cases, a person may remain angry even after the other person has apologized, or may even refuse to accept the apology by saying that there is "no excuse" for the other person's behavior. This, however, is not the usual way to respond to an apology.

12.4 Phrases for making apologies and responding to them

The following phrases are usually used in making apologies and responding to them. The phrases near the top of the list are

generally more formal than the ones near the bottom (Tillitt and Bruder, 1985; Assi, 2022)

	APOLOGY	RESPONSE
	Forgive me. I'm terribly sorry about…	That's quite all right
	Forgive me. I'm terribly sorry about…	I understand completely
	Please accept my apologies for…	You really don't have anything to apologize for
	I owe you an apology	You don't need to apologize
	I would like to apologize for…	I wouldn't worry about it if I were you
	I apologize for…	Oh that's all right. It can happen to anyone
	I apologize for…	It's not your fault
	I apologize for…	Oh, well, that's life
	I'm sorry. I didn't mean to…	Don't worry about it.
	I'm sorry I didn't mean to…	That's OK
	Oh no! Did I do that? I'm sorry.	It's OK
	Oh! Sorry!	No problem
	Sorry about that	Forget it
	Oops	

More formal ↑ **Less formal** ↓

Exercise

Read the scenarios below, choose the proper apology and respond to the situation.

1. Scenario   : David is fifteen minutes late for the class.
   Teacher   : You're late, David.
   Student   : …………………………
   - I'm sorry I was late to class, Dr. Brown, but I missed the bus.
   - Sorry about that, Dr. Brown.

		• I'm very sorry, Dr. Brown. The bus came earlier than usual so, it's not my fault.
Teacher	:	....
		• Forget it. It's not your fault.
		• Oh, well, that's life.
		• It's okay this time, but you know it's disturbing the rest of the class.
Student	:	....
		• Yes, you're right. I won't let it happen again.
		• Yes, I know. I promise.
		• You're right, Dr. Brown.

2. Scenario : Mrs. Brown went to visit her friend, Mrs. Black. She took her four-year-old son Dino with her. While Mrs. Brown was having a conversation with Mrs. Black, Dino was playing with Mrs. Black's cat. Suddenly, they heard a crash and saw a broken vase on the floor.

Mrs. Brown : Oh, Dino, What have you done? ....

• I'm sorry, Mrs. Black. He didn't mean to break the vase

• I'm terribly sorry for your vase, Mrs. Black

• Sorry about that, Mrs. Black

Mrs. Black : ....(expresses doubts)

• Oh, that's all right. You can buy me a new one

• I understand completely. He's an active child

• That's quite all right. We don't know for sure which one of them broke the vase

Mrs. Brown : .... (offers to pay)

• Do I have to pay for the broken vase?

• Let me pay for the broken vase.

• I will pay for the broken vase. I promise.

Mrs. Black : .... (refuses the offer)

- Oh, you don't need to do that.
- That's very nice of you.
- Yes, you have to do that.

3. Scenario   : Dina was riding her bicycle when Cathy suddenly appeared out of nowhere. Dina managed to stop her bicycle from hitting Cathy too hard. But Cathy still fell.

Dina   : Cathy! Watch out!

Cathy   : Ouch!

Dina   : ....! Are you okay?
- I didn't mean to hit you.
- You are so careless.
- I'm really sorry.

Cathy   : I think so. That was lucky

Dina   : I'm so sorry. I didn't see you!

Cathy   : ....(responds to apology) I should have been more careful.
- That's all right
- That's not okay
- It's not my fault

Dina   : No, no.........................(accepts the blame). I'm sorry. I should have been paying attention.
- That's quite all right
- It was my fault.
- I won't let it happen again

Cathy   : I'm sorry too. It's fine.

Dina   : .... (offers to remedy the situation)
- Let me take you to the infirmary. Just to make sure
- I think you should see the doctor
- Why don't you see the doctor?

Cathy   : I'm fine. Really. Don't worry about it

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BAB 13 DEALING WITH COMMUNICATION PROBLEM

Rizal Yahya Luthfian P.

13.1 Introduction to Communication Problems

Problems with communication are obstacles or challenges that prevent people or organizations from exchanging information in an efficient manner. Several variables, including linguistic obstacles, cultural disparities, geographic isolation, technical difficulties, and individual prejudices, might lead to these concerns. Communication issues can lead to misunderstandings, disagreements, and unproductive decision-making (Lutchenko & Kopytov, 2014). There are many kinds of communication issues, and they could be (Vangelisti, 1992):

1. Language barriers are obstacles resulting from spoken languages that make it difficult to understand or be understood.

2. Cultural Differences: Misinterpretation of gestures, customs, or standards, resulting to misunderstandings.

3. Technological Issues: Problems relating to the usage of communication tools, such as poor audio or video quality during virtual communication.
4. Personal Biases: Preconceived beliefs or prejudices that affect the way a message is transmitted or received.
5. Interpersonal Conflicts: Tensions or disagreements that prevent people from communicating effectively.
6. Lack of Clarity: Misunderstood communications that are unclear or ambiguous.
7. Physical Distance: Difficulties in having a productive conversation because of disparate places.

These are only a few instances of the different kinds of communication issues that can arise in various situations.

In a variety of contexts, effective communication is crucial for a few reasons. It is essential for interprofessional practice and high-quality patient care in the medical field (Watson, 2020). It makes it easier to understand and relate to people during job interviews, which is important for evaluating applicants (Pooja et al., 2017). Furthermore, in social situations and learning contexts in general, clear communication is necessary for understanding, making connections, and resolving potential issues. Consequently, understanding, cooperation, and problem-solving depend on efficient communication in many contexts, including healthcare, the workplace, and daily encounters.

Poor communication within individuals and organizations can have significant and wide-ranging consequences. Here are some key consequences:

Tabel 1 Consequences of Poor Communication

No.	Individual consequences	Organization consequences
1.	Misunderstandings: Poor communication leads to individuals receiving	Reduced Efficiency: Ineffective communication procedures impede workflow and decision-

	information incorrectly or incompletely, causing confusion, mistakes, and frustration.	making, which results in postponements of project completion and a general reduction in organizational efficiency.
2.	Reduced Productivity: Unclear or inefficient communication hampers understanding of roles and responsibilities, resulting in decreased productivity as tasks take longer to complete.	Errors and Mistakes: When there is a lack of communication, tasks, projects, or strategic decisions are made incorrectly, which can have negative financial and reputational effects on the company.
3.	Low Morale: Ineffective communication contributes to a negative work environment, fostering feelings of undervaluation, unappreciation, and disconnection among employees, leading to low morale.	Increased Employee Turnover: When workers feel underappreciated or misinformed, they are more inclined to leave their employers, which raises the risk of employee unhappiness and increased turnover rates.
4.	Conflict and Tension: Miscommunications or lack of communication generate conflicts among team members, with unresolved issues escalating and causing tension, adversely impacting working relationships.	Ineffective Team Collaboration: Effective teamwork depends on clear communication. Teamwork is hampered by poor communication, which affects the caliber of work produced and the accomplishment of group objectives.
5.	Missed Opportunities for Growth: Poor communication results in individuals being unaware of career development opportunities, feedback, or	Negative Reputation and Legal Hazards: An organization's reputation is greatly impacted by its external communications. Ineffective communication can cause miscommunication, erode

| constructive criticism, hindering both personal and professional growth. | trust, and harm an organization's reputation when it comes to clients, consumers, or the general public. Failure to communicate critical information or updates may result in legal and regulatory issues in businesses with rigorous requirements. |

Sumber: (Kim et al., 2018)

13.2 Common Communication Barriers

Typical barriers to communicating include the following (Abdul Malek et al., 2018; Schallmo et al., 2019):

1. Language: Linguistic barriers can make it difficult for people to communicate effectively, especially in multicultural environments where people may come from diverse backgrounds and have distinct cultural norms and values.
2. Perceptual and Emotional Barriers: Disparities in how information is perceived or interpreted, as well as emotional obstacles like tension or worry, can also obstruct communication.
3. Lack of Knowledge: In medical settings, healthcare professionals might not be familiar with palliative care or other parts of healthcare, which could put the patient and the provider at odds.
4. Fragmentation and Ineffective Coordination: Communication failures can also result from the fragmentation of services and ineffective coordination between employees from several organizations, especially when it comes to the hospital discharge of elderly individuals who are frail.
5. Opposition to Change: Healthcare professionals may be reluctant to adopt a palliative strategy due to a lack of training or experience in the field, which can impede effective communication.

These examples show how a variety of elements, such as language, perception, knowledge, and organizational structure, can create barriers to communication. Targeted strategies and interventions that address the unique difficulties experienced by people and organizations are necessary to overcome these obstacles.

13.3 How to convey handle communication problems?

To address communication issues, it's critical to identify and remove obstacles to efficient communication inside a particular company organization (Kalogiannidis, 2015). The following techniques can be applied to break down obstacles to communication (Miller & Abudarham, 1984):

1. Active listening entails paying close attention to what is being said, following up with questions, and providing clarification when necessary to make sure that the message is understood. This can assist in overcoming emotional and perceptual obstacles.
2. Cultural Sensitivity: This refers to the ability to recognize and honor cultural norms, values, and distinctions. This can assist in bridging cultural and linguistic divides.
3. Effective Media Selections: Selecting the right media for a given communication situation might assist you avoid selecting the wrong media in some situations.
4. When creating information or messages to be delivered, keeping the recipient in mind can assist guarantee that the message is customized to the recipient's requirements and preferences. This concept is known as "receiver-centered design."
5. Education and Training: Giving employees education and training can assist in overcoming knowledge gaps and reluctance to adapt.

These techniques can help break down obstacles to communication and guarantee that people communicate

effectively in a variety of contexts. It's critical to pinpoint the precise communication issues and modify tactics according to the situation and the parties involved.

13.4 Language structure and grammar

To guarantee understanding and prevent more misconceptions, it's critical to utilize precise, succinct language when addressing communication issues. The following grammar rules and language structures may be useful (Lanza di Scalea, 2018; Lobasso et al., 2018):

1. Make Your Language Clear and Simple

Steers clear of needless complexities in your words.

To communicate your point, choose language that is simple and unambiguous. For instance: "I'm not sure what you're getting at. Could you perhaps put it in simpler terms?"

2. Pose Explicit Questions

To ensure mutual comprehension and to obtain clarification, use question structures. For instance: "Could you clarify what you mean by that statement?"

3. Steers clear of tech terms and jargon

Steers clear of employing technical or specialized language that might not be understood by all persons involved.

For instance: "Let's use plain language without industry jargon so that everyone can follow the conversation."

4. Make Use of Positive Words

To encourage a collaborative environment, use positive phrase structure.

For instance, you may say, "I'm having trouble understanding," as opposed to, "You're not making sense," Could you please provide me further information?"

5. Give instances

To clarify your views and provide more substance to your speech, use examples.

For instance: "Can you give me an example to help me better grasp what you're trying to convey?"

6. Make Use of Active Listening Strategies

Make use of linguistic constructs that demonstrate that you are paying attention and trying to comprehend what the other person is saying.

For instance: "If I understand correctly, you're saying that..."

7. Provide Input

Express your understanding—or lack thereof—through language and urge the other person to follow suit.

For instance: "All right, let me recap what I've learned so far. Could you check that I answered correctly?"

8. Stay Receptive to Input

Speak in a way that indicates you are receptive to criticism and are prepared to modify your communication approach as needed.

Example: "Please let me know if there's a better way, I can explain this. I want to confirm that we are in agreement."

9. Employ Civil Phrasing

Even if you're having trouble communicating, keep your tone courteous and respectful.

For instance: "Thank you for your patience. Can we collaborate to come up with a more effective manner to convey this idea?"

10.Make Expectations Clear

To prevent misunderstandings, express your expectations clearly to others and request that they do the same.

For instance: "Could you clarify what you expect from me in this situation?"

It's important to keep in mind that good communication requires not only clear expression of yourself but also attentive listening and openness to the opinions of others. Adapt the structure of your language to the setting and the flow of the discussion.

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BAB 14 HOW TO INVITE PEOPLE IN ENGLISH

Zulfa Nabila

14.1 Introduction

Invitations are an effective way to connect and expand our social circle. Through the correct use of English, we can convey invitations politely and clearly to people we want to invite to join an event or activity. Invitations, by their very nature politeness phenomena, can be interpreted as one way individuals try to gain the social acceptance of one another. As a result, they cater to the participant's positive face needs, meaning that they want the invitee to know that accepting the offer is desired and valued (Brown & Levinson, 1978).

This chapter will discuss various ways and expressions that can be used to invite people in English, ensuring that our message is conveyed well and is easy to understand. By understanding the proper nuances of the language, we can create invitations that are

friendly, professional, and inviting, making the experience of inviting people in English more enjoyable and effective.

Several types of invitations include: meeting invitations, birthday invitations, wedding invitations, etc. If we receive an invitation from someone, we can accept it or reject it. So, this chapter focus on how to invite someone and how to respond it. After learning this chapter hopefully, you can make and reply the invitation in various situation and condition.

14.2 Invitation

An invitation is a written or verbal request inviting someone to go somewhere, participate in an event, or join a particular activity. It is a gesture that expresses the desire for someone's presence and participation in a specific occasion. Invitations can take various forms, including written cards, emails, verbal requests, or even digital messages, depending on the nature and formality of the event. Mey (1993) said that a speaker engages in a speech act of acceptance when they respond with pleasure, while a speaker engages in a speech act of rejection when they respond with displeasure or disapproval. According to Grain and Mahdi (2021), a speaker's social distance in terms of their age and sex plays a crucial role in deciding the kind of tactics they employ while accepting or rejecting an invitation.

Here are key elements and aspects of an invitation:

1. Occasion

An invitation typically specifies the occasion for which someone is invited. This could be a birthday party, wedding, graduation ceremony, business event, or any other social gathering.

2. Details

Invitations provide essential details about the event, such as the date, time, and venue. Clear and accurate information ensures that the invitees know when and where to attend.

3. Host

The host or hosts of the event are usually mentioned on the invitation. This helps recipients identify who is extending the invitation and who is responsible for organizing the event.

4. Purpose

Invitations may include a brief statement about the purpose of the event or any specific activities planned. This gives the invitees an idea of what to expect.

5. RSVP

Many invitations include a request for an RSVP (Répondez s'il vous plaît), asking the recipient to respond and confirm whether they will attend. This helps the host plan for the number of guests.

6. Tone and language

The tone of an invitation can varies based on the formality of the event. Formal events often use more structured and traditional language, while informal events may allow for a more casual and personal tone.

7. Follow-up

In some cases, hosts may follow up on the invitation, especially if an RSVP is requested. This can be a reminder or a way to collect responses from potential attendees.

Overall, invitations serve as a means of communication and social interaction, allowing people to come together and share in a particular experience or celebration. They play a crucial role in building connections and fostering relationships in various personal, social, and professional contexts.

Table 2.1 Kinds of invitation

Go to the park this morning	Watch a film at the cinema	Come to a party on Monday	Dance with me
Play computer this Friday	Go to beach with me next weekend	Watch a football match	Visit a museum tomorrow

Go cycling tomorrow	Do yoga with us tomorrow morning	Have dinner with me	Play badminton today
Go to a concert on Thursday	Go shopping at the mall this week	Have lunch with me	Go for a coffee after class
Hang out this weekend	Go for a walk after lunch	Play cards with us tonight	Go for a picnic tomorrow afternoon

Sumber:teach-this.com 2021

14.2.1 Making the invitation

When making an oral invitation, you must vocally convey the information and tone of the invitation. you can use a variety of phrases and expressions, depending on the level of formality and the nature of the invitation. Similar to inviting abroad, the basis for an invitation in English society is the relationship between the inviter and the invitee (Salih & Mahdi, 2013). Here is how to send out an oral invitation, step-by-step:

Creating an invitation orally involves expressing the details and tone of your invitation verbally. Here's a step-by-step guide on how to make an invitation orally:

1. Start with a Greeting:
    - Begin by greeting your guest warmly. For example, "Hi [Guest's Name]," or "Hello everyone."
2. Introduce Yourself and the Occasion:
    - Introduce yourself if necessary and state the purpose of the invitation. For instance, "I'm [Your Name], and I would like to invite you to..."
3. Provide Event Details:
    - Clearly state the key details of the event, including the date, time, and venue. For example, "We're planning an event on [Date] at [Venue], starting at [Time]."

4. Highlight Special Features or Theme:
   - If applicable, mention any special features or themes of the event. For instance, "It's going to be a [theme] party, so feel free to dress up accordingly."

5. Express Excitement and Importance:
   - Express your excitement about the event and convey how important it is for you that the person attends. For example, "We're really looking forward to having you there; it wouldn't be the same without you!"

6. Include RSVP Information:
   - If you want a response, politely include RSVP information. For example, "It would be great if you could let me know if you can make it by [RSVP Date]."

7. Conclude with Appreciation:
   - Conclude by expressing gratitude and appreciation. For instance, "Thank you so much for considering our invitation. We hope to see you there!"

8. Offer Additional Information:
   - If there are any additional details or instructions, provide them verbally. For example, "Feel free to bring a friend, and don't hesitate to reach out if you have any questions.

9. Ask if There Are Questions:
   - Open the floor for questions. You can say, "Do you have any questions or is there anything you'd like to know?"

10. Close with Goodbye:
    - End the conversation with a friendly goodbye. For example, "Looking forward to seeing you soon. Goodbye!"

Remember to speak clearly and at a pace that allows the listener to understand all the details. Tailor the language and tone based on the formality of the event and your relationship with the person you are inviting.

14.2.2 Accepting invitation

Accepting an invitation is the act of expressing agreement to attend an event after receiving an invitation. Ways to politely accept an invitation include saying thank you for the invitation, agreeing to attend, and expressing hope that the event will be successful and enjoyable. In English contexts, expressions such as "Thank you for the invitation," "Thank you for thinking of us," and "We'll be there" are often used to politely accept an invitation.

In many formal cases you then ask the host or hostess whether you can help by bringing something, such as food, beverage and snack. Often the host will thank you for offering but will tell you is isn't necessary. However, guest often bring a gift of wine or flowers, even if the host has turned down an offer at the time of the invitation. A small item from your country would be quite appropriate as such a gift (Bruder & Tillit, 1986).

Verbal example:

Host : "We're having a picnic next weekend. Would you like to join us?"

Guest (accepting): "Thank you so much for the invitation! I would be delighted to join the picnic. I'm really looking forward to spending time outdoors with everyone.

14.2.3 Refusing the invitation

Refusing or declining an invitation can be done in a polite and respectful manner. Whether you're responding verbally or in writing, here's a guide on how to decline an invitation: apology, reason for refusal, thanks for the invitation and perhaps a second apology.

If someone asks if you are free at a certain time, but doesn't say what the invitation is for, you are not required to commit yourself until you know what the invitation is for. If this happens,

tell the person who invited you that you have to check and that you will tell him or her later.

14.3 Useful expression

Making an invitation
- I'd like to invite you to a party this weekend
- I would like to invite you to dinner this Saturday
- We would be delighted if you.....?
- I was wondering if you'd like to....
- Would you come to......?
- Are you free on Friday? Would you like to....
- Do you like to come?
- How about dinner?
- Let's go to the beach

Accepting invitation
- Thank you. I'd love to
- That would be wonderful
- Yes, thank you. What time?
- With the greatest pleasure
- Thank you very much for inviting me
- Sure, I am coming
- Yes, obviously
- I can't say no.
- Sounds great.
- Ok.
- All right

Refusing invitation
- I'm very sorry, I don't think I can go.
- I'd like to, but....
- I'm afraid I've already promised....
- Thank you for asking me, but....
- Unfortunately, I can't....

- I'm Sorry, I can't.
- I'd love to, but...
- I don't think I can.
- I wish I could, but....
- Sorry, I am very busy
- Sorry, may be next time.
- Thank you, but I can't.

Offering to bring something
- I wonder if I might be able to bring something?
- Let me bring something, won't you?
- Is there anything I could bring?
- Can I bring the wine?
- What should I bring?

Responding
- it's enough just to have you come
- oh, you don't need to
- just bring yourself
- well, thanks, if you'd like to
- well, Mila's bringing salad, so why don't you bring dessert?

14.4 Dialogues

Practice this dialogue with your friend

Dialogue 1
Nabil   : Hi Jasmin! How's life today?
Jasmin : Hey! I feel awesome, thanks. What's up?
Nabil   : I have something exciting to share with you. We're throwing a dinner party this Saturday, and I'd love for you to join us!
Jasmin : Oh, that sounds like fun! Where will it take place?
Nabil   : It's being held at my home. The party starts at 7:00 PM.
Jasmin : Great! I will mark it on my phone. I wonder if I might be able to bring something?

Nabil : We're planning a potluck dinner, so feel free to bring your favorite dish if you'd like. We'll have some games, music, and just an all-around good time.

Jasmin : Fantastic! What should I wear?

Nabil : Just wear comfortable clothing because it's an informal get-together. Nothing too ornate is required.

Jasmin : Alright. I'm quite excited. Thank you for inviting me. See you on the party

Nabil : Ok. We can't wait to see you there. This evening is going to be fantastic.

Discussion
- What kinds of invitation is there?
- What do you think the guests will be wearing to the party?
- How does Jasmin react to the invitation? What is her reply?
- How formal is this dialogue?

Dialogue B
Talking on the phone

Willy : Hello?

Emma : Hello Willy, this is Emma.

Willy : Hi, Emma. How are you?

Emma : Just fine. Thanks. I am curious, are you busy today? Would you like to go to shopping at the mall today?

Willy : It sounds like fun but I must learn because there is final exam tomorrow. I am sorry I cannot accompany you.

Emma : it's ok. Don't worry about it. Maybe next time. Good luck on your final exam.

Willy : thank you.

Emma : bye

Gambar 14.1 talking on telephone
(sumber: https://peta-hd.com/buatlah-skenario-cerita-pengalamanmu-tentang-berkomunikasi-baik-melalui-media/)

Discussion
- Who call whom on the telephone? Why?
- What is the result of the invitation?
- What is the conversation on the phone talking about?

14.5 Small group practice Activity

Directions: discuss the situation with your partner (you can see table 2.1 to choose the situation) and decide on the proper level of formality. You can use the suggested expression if you want to. Then practice with your friend in front of the class.

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https://www.teach-this.com/images/resources/im-sorry-i-
cant.pdf

CHAPTER 15 INFORMING DIRECTION

Mustasyfa Thabib Kariadi

15.1 Introduction

"Informing Direction" refers to the process of providing individuals, teams, or organizations with direction, instructions, or information to steer them toward certain goals, objectives, or outcomes. It entails communicating information in a clear and effective manner to help drive decision-making, activities, and overall strategic efforts (DeGennaro, 2010).

In a larger sense, informing direction refers to the dissemination of pertinent data, plans, and expectations to guarantee that persons or entities are well-informed and aligned with the intended course of action. This might entail a variety of communication channels, such as verbal, written, or digital media, and it is critical in organizational management, leadership, and coordination.

The goal of direction informing is to decrease uncertainty, improve understanding, and promote a shared vision among stakeholders. It entails not only the delivery of information but also the building of an environment in which persons may successfully perceive and act on the transmitted instructions. Clear and precise direction is critical for the success and efficiency of activities because it allows for coordinated efforts and aligns everyone engaged with common goals.

Directional information plays a crucial role in decision-making, as it helps individuals and organizations make informed choices based on various factors. The importance of directional information in decision-making can be observed in different contexts:

1. Patient Engagement in Healthcare: Patient engagement is critical in the healthcare business for improving health outcomes, promoting better patient care, and achieving reduced costs. Effective provider-patient interaction is bidirectional and focuses on collaboration with the patient, entails a holistic approach utilizing patient health data from social determinants, health literacy, and access to care, and involves a holistic approach using patient health data from social determinants, health literacy, and access to care (Ramdurai, 2020).

2. Service Attribute Decision Making: Understanding the significance of service attributes is critical in-service management for making informed decisions. To evaluate the priority in service attribute enhancement, a revised importance performance analysis approach was designed, demonstrating its efficiency and feasibility in sustaining service equipment (Zai-fang, 2011).

3. Virtual Crowd Evacuations: Understanding how individuals make movement decisions in crowds is critical for guaranteeing safety in emergency circumstances. An evacuation experiment in a virtual environment revealed that

a combination of directional information sources, such as static signs, dynamic crowd movement, and memorized knowledge, influenced human exit route selections (Bode et al., 2013).

4. Linguistic Complex Fuzzy Sets: Complex fuzzy sets (CFSs) and linguistic complex fuzzy sets (LCFSs) are used in spatial decision-making to manage spatial directional information, which includes distance and direction. These sets aid in dealing with group decision-making and determining the relevance of nodes in complex networks (Dai, 2023).

5. Evaluating Node relevance in Complex Networks: One of the most difficult problems in complex network research is determining the relevance of nodes. To estimate node importance, a method combining Technique by Similarity Solution (TOPSIS) and Gray Correlation was created, which demonstrated good accuracy in an experiment utilizing the relationship network of "Les Miserables" characters (Li et al., 2018).

In conclusion, directional information is critical in decision-making because it enables individuals and organizations to make informed decisions based on a variety of aspects such as patient engagement, service attribute relevance, and node importance in complex networks.

15.2 Elements of Effective Directional Communication

Directional communication is critical for making informed judgments and ensuring seamless interactions in a variety of settings. The factors of effective directed communication can be summarized based on the search results as follows:

1. Simplicity and clarity: The material should be clear, brief, and simple to grasp. This guarantees that the intended message is transmitted successfully and is not misunderstood or disregarded.

2. Accuracy: The data should be correct and up to date. This allows for more informed decisions and the avoidance of misunderstandings or misdirected acts.
3. Timeliness: Information should be delivered as soon as possible to allow for prompt and appropriate responses to changes or events. Timely information is essential for sound decision-making and problem-solving.
4. Completion: The material should be complete, including all significant parts of the issue. This guarantees that the recipient fully comprehends the circumstance or topic at hand.
5. Accessibility: All relevant parties should have easy access to the information, ensuring that everyone participating in the decision-making process has access to the appropriate information.
6. Flexibility: The communication system should be adaptable to changes in conditions or demand. This enables versatility and rapid response to change events.
7. Bi-directional Communication: Good directional communication should allow for the exchange of information as well as feedback. This ensures that all people participating in the decision-making process can contribute to the ultimate result.

In summary, effective directional communication requires clarity, simplicity, accuracy, timeliness, comprehensiveness, accessibility, and flexibility. These elements ensure that the information is conveyed effectively and used to make informed decisions in various contexts.

15.3 Technology in Informing Direction

Technology plays an important role in direct communication across many disciplines. In the context of agricultural product brand marketing, the development of visual communication plays a critical role in boosting agricultural product market competitiveness, consequently promoting growth

and consumption. Similarly, in the realm of sustainability and industrialization, information and communication technology (ICT) is emphasized as a critical aspect in attaining sustainable development and mitigating the negative impact of industrialization on human and environmental health. Furthermore, the use of 5G mobile communication technology in the power system is emphasized as a breakthrough that can drive high-speed data transfer, positively benefiting the power communication system and other industries (Singh et al., 2023; Yan & Na, 2022).

Furthermore, implant communication technology has made great progress in the healthcare industry, notably in the field of medical implant communications, with a focus on dependable communications and intelligent data processing for future study. Furthermore, in the field of marketing communication, technological advancements, particularly social media platforms like Instagram, have become a crucial component of modern marketing plans, underlining the interconnected nature of symbolic engagement and communication in marketing planning. As a result, technology is crucial in many facets of direct communication, from marketing and industrialization to healthcare and beyond (Chen et al., 2023).

Digital tools are important in obtaining and interpreting directional information from a variety of sources. Text summarizing and analysis tools, for example, can be used to extract relevant and crucial information from various documents, allowing users to learn more effectively. Digital twin (DT) technology is an emerging technology in the construction sector that connects various items by employing the advanced Internet of Things (IoT) and provides much more than digital representation, such as bi-directional data exchange and real-time self-management (Sepasgozar, 2021).

For distant guidance, virtual platforms are becoming increasingly popular. In the healthcare industry, for example,

interventional telemedicine is a clinically viable strategy for giving support to remote or non-urban radiosurgery centers in both the developed and developing worlds. Virtual teams and digital communication platforms in the workplace have changed the modern workplace, introducing new difficulties and opportunities that effect employee commitment (Jie, 2023).

15.4 Structure of Informing Direction

Several critical components contribute to efficient communication and guiding in the framework of informed direction. The following is a breakdown of the structure (Smith et al., 2020):

1. Sender: The person or entity who initiates the communication. In charge of creating a clear and straightforward message.
2. Clarity and Specificity in Message Content: Avoid ambiguity by clearly articulating the intended direction. Check that the information is relevant to the receivers and the situation. Include specific steps or guidelines.
3. Face-to-face meetings, presentations, or direct interactions are the most common modes of communication. Emails, memos, reports, and documentation are all examples. Accessibility and efficiency are ensured using numerous digital channels.
4. Individuals or groups who receive directional information are referred to as recipients. Adapt the message to the audience's demands and level of comprehension.
5. Establish a mechanism for recipients to seek clarification or provide comments. Encourage an open line of contact for inquiries or concerns.
6. Understanding the larger organizational, cultural, or situational context is important.Adapt the message so that it is consistent with the overarching aims and objectives.
7. Leadership Involvement: Leaders are critical in determining direction.Leadership techniques and styles influence how information is presented and received.

8. Maintain documentation of communicated instructions. Documentation can be used as a reference and to help with responsibility.
9. Technology Integration: Make use of technical instruments to provide effective and timely communication. Consider the privacy and security implications of digital communication.
10. Maintain consistency and transparency in communications across all communication platforms. Be open about the reasoning for the supplied direction.
11. Monitoring and Adjustments: Monitor progress on a regular basis and determine whether changes to the conveyed direction are required.Adjust to changing circumstances or feedback.
12. Cultural Sensitivity: Be aware of differences in communication techniques and preferences between cultures. Create an inclusive workplace that values different points of view.

A well-structured informing direction process considers these elements to facilitate effective communication, reduce misunderstandings, and align stakeholders towards common goals.

15.5 Leadership in Informing Direction

The ability of a leader to provide guidance and direction to a group or organization is referred to as leadership in informing direction. Setting objectives, making decisions, and communicating successfully with others are all examples of this. Leadership in informing direction can be found in a variety of disciplines, including robotics, education, healthcare, and ministry. Knowledge, mind, and cognition theories are crucial to understanding leadership because they shape the research methodologies and conceptual resources employed in leadership studies. Effective direction-setting leadership necessitates an awareness of the context and needs of the group or organization

being led, as well as the capacity to inspire and drive others toward a common objective (Allix & Gronn, 2005).

There are two methods to leadership in informing direction: authoritative direction and collaborative direction (Hargreaves & Elhawary, 2020). Authoritarian leadership is characterized by the leader making decisions and providing guidance based on their own knowledge, competence, or position of power. The leader's competence and experience are emphasized in this method, and followers are expected to obey the leader's decisions and orders. Traditional organizational structures, where the leader makes decisions and conveys them to the rest of the organization, are examples of authoritative direction.

Collaborative direction, on the other hand, emphasizes shared decision-making and team cooperation. This method promotes open communication, cooperation, and mutual learning, allowing team members to contribute their ideas and expertise to decision-making. Collaborative leadership can result in more imaginative and successful solutions because it draws on the knowledge and creativity of all team members. Team-based projects are examples of collaborative direction because team members work together to reach a common objective and each member brings their unique skills and perspectives to the process.

Open communication is critical for fostering a great work atmosphere, encouraging cooperation, and ensuring that team members feel involved and valued. Several ways can assist leaders and organizations in creating a climate conducive to open communication (Caminong et al., 2023):

1. Encourage a safe and supportive environment: Make sure employees feel safe and comfortable sharing their opinions and ideas without fear of retaliation or condemnation. This can be accomplished by establishing clear policies and processes for dealing with disagreements and fostering an organizational culture of respect and trust.

2. Encourage active listening: Leaders should engage in active listening, truly seeking to understand their team members' opinions and problems. This shows respect for other people's perspectives and can lead to more fruitful debates and decision-making.

3. Foster psychological safety by creating an environment in which employees feel comfortable sharing their ideas, even if they differ from those of their colleagues or superiors. This can be accomplished by fostering open and honest conversation, providing constructive feedback, and demonstrating appreciation for differing points of view.

4. Establish clear communication channels: Provide a variety of communication channels, such as meetings, email, or messaging applications, to ensure that team members can readily communicate information and ideas with one another and with their leaders. Clear communication channels can help to avoid misunderstandings and build a more collaborative workplace.

5. Promote critical thinking and problem-solving skills: Encourage team members to think critically about issues and to improve their problem-solving abilities. This may result in more creative solutions and a more engaged staff.

6. Provide opportunities for training and development: Provide workshops, seminars, or training programs to enable team members improve their communication skills and contribute to collaborative discussions.

7. Recognize and reward open communication: Recognize employees who communicate openly and honestly, and create incentives for others to follow their lead. This can be accomplished through recognition programs, promotions, or other types of compensation.

Leaders may create open communication within their teams and organizations by applying these tactics, resulting in a more collaborative, productive, and positive work environment.

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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.

	What can I do for you? **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?
Making Calls	**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. **Identifying yourself** This is Mr. Smith "s secretary This is Sam, I"m calling on behalf of Mr. Hurry **The person you are calling is not in.** Let me know when he might return? What time do you think she'll return? **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.
Receiving Calls	**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. **Identifying yourself** This is the secretary for Mr. Devan. Hello, I'm Tiara Andini. On behalf of Mr. Hogwart, I'm calling.

	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
In The End	Bye.
	May I call your letter?
	Yes, sure. Bye.
	Sure. Bye.
	Nice talking to you
	Thank you for calling

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

Deri Fikri Fauzi
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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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Dosen Bahasa Inggris
Fakultas Teknologi Informatika

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

Dan menyelesaikan studi S2 pada Magister Pendidikan Bahasa Inggris pada tahun 2013

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.

Nofvia De Vega, S.Pd., M.Pd
Dosen Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Borneo Tarakan

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 ditunjukan dalam memberikan pelatihan dan dukungan kepada guru-guru di daerah tersebut dalam penggunaan teknologi dan pengembangan bahan ajar yang inovatif.

Dr. Ir. Suciana Wijirahayu, M.Pd.
Dosen Pendidikan Bahasa Inggris
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, sosiolinguistik 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 pendididkan 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 Karawanga

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.