



ENGLISH FOR SPESIFIC PURPOSE (ESP)



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PT GLOBAL EKSEKUTIF TEKNOLOGI

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Hak cipta dilindungi undang-undang
Dilarang memperbanyak karya tulis ini dalam bentuk
dan dengan cara apapun tanpa izin tertulis dari penerbit.

FEREWORD

All praise and gratitude for the presence of Allah SWT on all occasions. Sholawat accompanied by greetings and prayers we convey to the Prophet Muhammad SAW. Alhamdulillah, for His Grace and Grace, the writer has finished this English For Specific Purpose (ESP) book.

This book discusses ESP in general, English for medical staff, English for office, English for hotels, English for public speaking, English for Academic Writing, English for Academic Reading.

The process of writing this book was successfully completed with the cooperation of the writing team. For the sake of better quality and reader satisfaction, we really look forward to suggestions and constructive feedback from readers.

The author would like to thank all those who have supported the completion of this book. Especially those who have helped to publish this book and have entrusted it to encourage and initiate the publication of this book. Hopefully this book can be useful for the people of Indonesia.

Padang, Mey 2023

Author

DAFTAR ISI

FOREWORD	i
LIST OF CONTENTS	ii
LIST OF FIGURES.....	v
LIST OF TABLES	vi
1 ESP In General	1
1.1 Definition of ESP	1
1.2 Types of ESP.....	2
1.3 Important of ESP	3
1.4 Challenges of ESP	3
1.5 Needs Analysis in ESP	6
1.6 Typology of ESP Materials.....	7
BIBLIOGRAPHY.....	8
CHAPTER 2 ENGLISH FOR MEDICAL STAFF	9
2.1 Introduction	9
2.2 Basic English Conversation At The Hospital	9
2.2.1 Phrases	9
2.2.2 Useful Words At The Hospital.....	10
2.2.3 Ailments.....	10
2.2.4 Diseases.....	11
2.2.5 Dialogue Examples for Medical Staff.....	11
2.3 Patients Admission	15
2.3.1 Getting Ready and the Admission Process	
Pre-Admission	15
2.3.2 Preparation of the Patient	16
2.3.3 How to Fill Out Hospital Admission Form	20
BIBLIOGRAPHY.....	22
CHAPTER 3 ENGLISH FOR OFFICE	23
3.1 Telephoning	23
3.1.1 Introduction	23
3.2 Effective Presentation	33
3.2.1 General Guidelines.....	33

3.2.2 the Opening.....	36
3.2.3 Endings.....	41
3.2.4 Using Visual Aids	44
3.3 e-mail English.....	47
3.3.1 Introduction	47
BIBLIOGRAPHY.....	54
CHAPTER 4 ENGLISH FOR HOTEL.....	55
4.1 General Inquiries About Hotel Locations.....	55
4.2 General Inquiries About Kinds Of Hotel	60
4.3 General Inquiries About Room Tariffs.....	63
BIBLIOGRAPHY.....	72
CHAPTER 5 ENGLISH FOR PUBLIC SPEAKING.....	73
5.1 Public Speaking.....	73
5.1.1 Definition of Public Speaking.....	73
5.1.2 The function of Public Speaking.....	75
5.1.3 Why Public Speaking is Important?.....	77
5.1.4 The benefit of Public Speaking	79
5.1.5 Five Factors of Public Speaking.....	82
5.2 English for Public Speaking.....	84
5.2.1 The Function of English for Public Speaking.....	86
5.2.2 Importance of English for Public Speaking	89
5.2.3 Tips to Improve English for Public Speaking	91
5.2.4 Techniques for Public Speaking in English:	92
BIBLIOGRAPHY.....	95
CHAPTER 6 ENGLISH FOR ACADEMIC WRITING.....	97
6.1 Introduction.....	97
6.2 Previous studies	97
6.3 What is an academic writing?	97
6.4 Skills required in academic writing.....	100
6.5 Author voice.....	102
6.6 Building strong arguments: Claim-Reason-Evidence- Warrant (CREW).....	103
6.7 Intext citation and references.....	104

6.8 Collaborative writing: Another strategy to enhance writing skills.....	105
BIBLIOGRAPHY.....	107
CHAPTER 7 ENGLISH FOR ACADEMIC READING	109
7.1 Pendahuluan.....	109
7.2 Challenges of Academic Reading in English	111
7.3 Strategies for improving English proficiency for academic reading.....	114
7.4 Resources for improving English proficiency for academic reading.....	120
7.5 Conclusion.....	123
BIBLIOGRAPHY.....	124
CHAPTER 8 ENGLISH FOR AGRICULTURE	127
8.1 Agriculture	127
8.2 Vocabulary list in context.....	129
8.3 Vocabulary Related to Agriculture.....	131
BIBLIOGRAPHY	134
AUTHOR BIOGRAPHY	

LIST OF FIGURES

Picture 1.1. From General to Specific ESP Courses	3
Picture 2.1. Medical Form Example	21

LIST OF TABLES

Table 6.1. academic vs. non-academic writing	98
Table 6.2. The different features of academic vs. non-academic	99
Table 6.3. Genres Across Academic Writing.....	99

CHAPTER 1

ESP IN GENERAL

By Kurnia

1.1 Definition of ESP

English for specified purposes, is the teaching of the language to students who have predetermined objectives. These objectives could be academic, professional, scientific, etc. Those mentioned educational, professional, or scientific purposes are specific ones that distinctly depend on the requirements of the learners. These definitions acknowledge ESP's more comprehensive range of applications and do not limit it to a single subject, discipline, or profession. A rather thorough description of ESP has been attempted.

ESP needs to attempt to improve pupils' English proficiency uniformly. Students are instead seen as significant stakeholders who have chosen to study this language for various reasons. We, as teachers, can assist them in achieving their objectives after these motives have been identified.

When taught to students with specific goals and purposes, it is "English for specific purposes." Professional, academic, scientific, and other objectives are possible. As mentioned earlier educational, professional, or scientific aims are examples of those that are specific and depend on the demands of the learners. These definitions acknowledge the broader range of ESP's potential applications and do not limit it to any particular field, discipline, or profession. An extensive explanation of ESP has been attempted.

ESP does not seek to raise every student's level of English proficiency systematically. Students are viewed as

significant stakeholders who have chosen to study this language for specific reasons instead. We, as teachers, can assist students in achieving their objectives after mapping out these motives. (Zahid Javid, 2013)

1.2 Types of ESP

The precise goals of ESP are typically connected to one's career or academic pursuits. English for academic reasons is the phrase for the latter, while the former is known as English for occupational purposes (EOP; for example, English for call center operators, English for bank tellers, and English for servers) (EAP; e.g., pre- and in-sessional English language support offered at universities where English is the language of instruction).

There are two explanations for this. First, although being a subset of ESP (academic objectives being one of the many potential particular purposes), EAP has grown into a distinct subject. Second, this book series already includes a chapter on EAP, which is pertinent for people dealing with college students or with students.

No ESP course will be appropriate for all professionals in a particular field, even if the occupation is mentioned. Concerning ESP classes in legal English, Figure 1 displays this. All of the courses shown in Figure 1 are related, although they vary in how specific they are. For instance, an ESP course on legal English would need to address the needs of judges, barristers, attorneys general, directors of public prosecutions, other professionals, and lawyers. A different ESP course would be required for students with more professional experience than those new to the law field (i.e., those just starting in the area). In summary, the level of specialization in ESP courses might vary.



Picture 1.1. From General to Specific ESP Courses

1.3 Important of ESP

ESP has become increasingly important as:

1. There has been an increase in vocational training and learning throughout the world.
2. With the spread of globalization has come the increasing use of English as the language of international communication. More and more people are using English in a growing number of occupational contexts.
3. Students are starting to learn and therefore master general English at a younger age, and so move on to ESP at an earlier age. (Starfield, 2016)

1.4 Challenges of ESP

ESP is presented as a challenge to the following audiences:

1. A challenge to learners facing the pressure to acquire English for their jobs or for study purposes.
2. A challenge to course designers, program planners and administrators to build ESP principles and practices into programs for adult learners.

3. A challenge to teachers and educators to gear practices of teacher training and development programs to the specifiable needs of adult learners in the region.

With regard to the relationship between ESP and English language teaching, it may be clearly claimed that ESP is an approach to language teaching, which is directed by specific and apparent reasons for learning. Thus, whether it is labeled as "learner-centered" or "learning-centered", the focus of ESP teaching in light of the global Communicative Language Teaching is both on the learner and the process of learning in the context in which it takes place

Since emphasis is placed on the learner and the learning process, in discussing ESP teaching, a number of factors must be taken into consideration such as: Motivation, learning strategies and theories of learning, etc. Also, enough attention should be paid to issues closely related to any language course such as: Syllabus design, material development, methodology, assessment and evaluation. A prominent issue in ESP teaching is the role(s) of ESP teacher and students in light of peer teaching techniques. A teacher wishing to support learning throughout the various phases of a task would need to be able to play an extended set of roles including: Explorer of how the learners view the task, how they get ready for it, handle it and how their outcomes satisfy the demands of the task, indicate progress and highlight problems still to be addressed, etc. In fact, the ESP teacher is supposed to play the role as an explorer throughout the phases of a task, from warming-up the students to the task, instructing them how to handle it and monitoring their work to giving feedback. The more the ESP teacher can explore knowledge about the students as well as the task itself, the more successful the task will be.

There are many types of peer-teaching activities. So, the ESP teacher has to choose and organize the most appropriate one for each task. For example, peer feedback should be applied to a translation task/ or a writing task where the students will check and give their comments on their peer's translation version. As for the ESP teachers, this role is extremely important, because their students are adult learners who can understand and realize consultation. They can prepare for the task by discussing with their peers, or through seeking more information on a given subject matter from various sources.

If the teacher is a good advisor, the students' autonomy will be improved significantly.

The primary role of the learner may include several tasks such as:

1. Explorer: The learner investigates his/her overall definition of peer teaching strategy, aspects of knowledge demands for the strategy, how the learner feels about the strategy and the progress he/she is making, etc.
2. Organizer: The learner plans, manages and gradually assumes a greater degree of responsibility for organizing and evaluating his/her learning arrangements, opportunities and conditions. It was proven that many ESP students are good organizers of their own learning tasks.
3. Strategist: The learner acquires greater self-knowledge of his/her personal learning strategies which can facilitate the handling of peer teaching activities (meta-cognitive, cognitive and socio-affective strategies).
4. Performer: The learner participates in teacher-instructed, rather than structured, monitored learning activities. The ESP students can perform the whole task such as pair-work, groupwork, or even formal presentations. In some cases the ESP teachers can share the teaching

responsibility with a group of students whose knowledge of the subject matter and language skills are good.

5. Guide: The learner participates in classroom learning activities either self-referenced, or in interaction with other learners; these may be “communicative” activities in which the learner is called upon to simulate or deploy knowledge in relatively unmonitored circumstances. (Abu-Melhim, 2013)

1.5 Needs Analysis in ESP

Studies of needs analysis have been undertaken over the last 30 years, and examined needs of “diverse learner groups in academic, professional, and occupational as well as “survival” settings”. This suggests that needs analysis has been well documented. Pedagogically speaking, needs analysis serves a number of different purposes. For example lists six main purposes:

1. To find out what language skills a learner needs in order to perform a particular role, such as sales managers, tour guides, or university students;
2. To help determine if an existing course adequately addresses the needs of potential student
3. To determine which student from a group are most in need of training in particular language skills
4. To identify a change of direction that people in a reference group feel is important;
5. To identify a gap between what students are able to do and what they need to be able to do; and
6. To collect information about a particular problem learners are experiencing.

Needs analysis aims to “bridge a gap between insider’s perspective/ assumption and outsider’s perspective/

assumption.” As part of ESP instructional design, needs analysis serves as the basis for informed curriculum practices, such as syllabus design, materials development, and instructional design. Thus, the values of needs analysis should go beyond predictions of what should be taught and learned. For instance, to develop sounder classroom pedagogies, which are sensitive to individual learners’ learning goals, language practitioners should be fully aware of and reflect critically on different language needs of learners. This self-awareness and critical reflection help ESP teachers always question what ‘needs’ mean within such rigid categories as necessities, wants, and lacks. With this in mind, learners’ expectations and goals should be taken into account to provide the learners with more motivating and engaging materials such as texts and tasks. This suggests that developing ESP materials, ‘the cornerstone of ESP instruction,’ involves much more than understanding needs as entry level of language proficiency, but it touches upon how available resources and constraints impact on design and implementation of ESP instruction as a whole.(Widodo, 2016)

1.6 Typology of ESP Materials

ESP materials can be done for different reasons and can be presented in different forms. Kennedy and Bolitho points out that ESP materials are helpful in making students read then get the meaning, read then write such as summarizing or paraphrasing, listen when teachers read from them, speak when the teacher motivates his students to communicate, or do different tasks when the teacher integrates different skills. Activities are very useful means in language teaching. They are of different forms: reading, listening, speaking and writing. Each specialty is based on some skills according to students’ needs and the form of the present lesson. (Niginabonu Pardayevna et al., 2021)

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CHAPTER 2

ENGLISH FOR MEDICAL STAFF

By E. Wityasminingsih

2.1 Introduction

ESP for Medical Staff is an English language course designed for medical professionals who want to improve their English communication skills in a healthcare setting. The course aims to provide students with a solid foundation of basic medical terminology and language skills necessary for effective communication in the healthcare field.

The course curriculum covers various topics such as medical history taking, patient assessment, diagnosis, treatment planning, and patient education. Additionally, the course includes activities and exercises that focus on improving students' listening, speaking, reading, and writing skills and understanding of medical terminology and jargon.

To complete the course, students are expected must on time, actively participate in class discussions and activities, and meet all given assignmeetThis will enable them to enhance their overall communicative competency in English and develop the necessary skills to communicate effectively with patients, colleagues, and healthcare professionals from around the world (So Yoonhee (2008)).

2.2 Basic English Conversation At The Hospital

2.2.1 Phrases

1. Is there a hospital near here?
2. Call an ambulance!
3. Get first aid quickly!

- 4. Call a doctor, please!
- 5. Bring a stretcher.
- 6. It's bleeding.
- 7. Please give me a bandage.
- 8. The wound must be dressed.
- 9. Bring something to bathe the wound.
- 10. Get well soon!
- 11. When does the doctor see patients?

2.2.2 Useful Words At The Hospital

The essential words primarily used in the hospital are below:

Ambulance	Doctor	Injured
Stretcher	First-Aid	Ambulance Car
Emergency	Examination	Medical Report
General Practice	Duty Consulting Room	Medical Tests
X-Ray Examination	Health Insurance	Hospital
Nurse	Polyclinic	Surgery
Reanimation	Patient	Receipt
Syringe		

2.2.3 Ailments

An ailment is a physical or mental condition that causes discomfort, pain, or distress. It can refer to any health problem or illness, ranging from minor and temporary issues like a headache or a cold to more severe and long-lasting conditions such as diabetes, cancer, or heart disease. Various factors, including genetics, lifestyle choices, environmental factors, and infectious agents, can cause ailments. The term "ailment" is often used interchangeably with "health condition," "disease," or "illness."

Below are the examples:

I have got a headache.	I feel nauseous.
I feel dizzy.	I have a fever.
I have a temperature.	It hurts here.

I'm allergic to ...

I'm pregnant.

2.2.4 Diseases

Diseases can affect different parts of the body. They can be classified in various ways, such as by the affected organ system, the causative agent (e.g. viral, bacterial, fungal), or the mode of transmission (e.g. airborne, waterborne). Treating diseases may involve medication, surgery, lifestyle changes, or a combination of these approaches, depending on the specific condition and its severity.

Below are the examples:

Allergy	Asthma	Bite
Burn	Cold	Constipation
Cough	Diabetes	Diarrhea
Fever	Fit	Headache
Heart Attack	Heatstroke	Intoxication
Pneumonia	Poisoning	Sneezing
Sting	Sunstroke	Vomiting

2.2.5 Dialogue Examples for Medical Staff

Here are some examples of dialogue that medical staff might have with patients or colleagues:

Patient: "I've been feeling exhausted down lately."

Medical staff: "Okay, let's run some tests to see if there's an underlying issue causing your fatigue."

Colleague: "I'm concerned about the patient's lab results. Their blood sugar levels are consistently high."

Medical staff: "Thanks for bringing that to my attention. Let's review their medication and lifestyle choices and see if we can adjust their treatment plan."

Patient: "I'm experiencing sharp pain in my chest."

Medical staff: "We need to take this seriously. Let's get you to the emergency department for further evaluation."

Colleague: "I'm having trouble understanding the patient's medical history. Can you clarify?"

Medical staff: "Sure, let me review their chart and explain their past diagnoses and treatments."

Patient: "I'm feeling anxious about my upcoming surgery."

Medical staff: "That's completely understandable. Let's talk through your concerns and see if any coping techniques can help ease your anxiety."

Then below are the other dialogue examples:

Dialogue #1

A: Guys. Maggie has had a heart attack! She's just been taken to the hospital.

B: How terrible!

A: Where is Jack?

B: Jack is in a hospital. He was taken ill the other day.
They're not sure what it is yet.

A: Hmmm. Why didn't you come to the party?

B: I had a splitting headache and thought I wasn't in a good mood.

A: Jerry has gone to the hospital to visit Tom.

B: He's at the hospital now.

A: I met Alison when visiting my friend. She is a nurse. It's always great to meet people who are passionate about their work and are dedicated to making a positive impact in the world, and it sounds like Alison is one of those people.

B: Great!

A: Where is Mary's father?

B: Mary's father must have an operation. He'll be in hospital for a few days.

Dialogue #2

A: Sally is in the hospital.

B: Yes, I have already known it. This evening, I will visit her.

A: Remember, hospitals are places of healing and support, and the staff there are committed to helping you feel better and return to your everyday life as soon as possible...

B: Well, I have always felt healthy.

A: Nobody came to see me while I was in the hospital.

B: If you feel lonely or isolated while in the hospital, reaching out for support is essential. Many people and resources are available to help you feel more connected and supported during this challenging time...

Mary: What did you see?

John: A man was hit by a car and taken to hospital.

C: One family was injured in the accident and is still hospitalised

D: Really? How awful!

A: Have you ever been in a hospital?

B: Yes. When Jane was ill, I visited her.

Joe: Do you know where is the nearest hospital?

April: The nearest hospital is fifty kilometres away.

Dialogue #3

Mother: Good morning.

Doctor: Good morning.

Mother: My daughter is sick and has had a fever for two days. A bit worried.

Doctor: Let's see, hi, what's your name?

Lana: Lana.

Doctor: Would you please take off your sweater and lie down on the bed, Lana?

Mother: She is scared.

Doctor: No worry, it won't hurt, I promise.

Lana: All right.

Doctor: Let me listen to your heartbeat and check your throat.

Mother: How is she?

Doctor: She has a sore throat; I think there is an infection. I will prescribe some medicine and antibiotics; please take them twice daily.

Mother: How many days should it take?

Doctor: Around a week, but it can be continued if she doesn't feel better. She should take rest for a few days too.

Mother: Can she take a shower?

Doctor: Sure, taking a cool shower will help naturally decrease fever.

Mother: Really? I didn't know that. When should we go back again?

Doctor: Perhaps next week, but if she worsens, please come soon.

Mother: Thank you so much.

Doctor: Don't mention it. Well, get well soon, Lana.

Mother: Thank you again, goodbye.

Doctor: Bye.

Dialogue #4

Patient: Nurse, It's so cold in here!

Nurse: Here, let me check on you.

Patient: So?

Nurse: Just a bit warm. Let me get a thermometer to check.

Patient: How do I raise my bed? I can't find the controls.

Nurse: Here you are. Is that OK?

Patient: Could I have another pillow?

Nurse: Sure, here you are. Is there anything else?

Patient: No, thank you.

Nurse: OK, I'll be right back.

Patient: Oh, just a moment. Can you bring me a bottle of water, too?

Nurse: Of course, I'll be back in a moment.

(Coming into the room) I'm back. Here's your water. Please put it under your tongue.

Patient: Thank you.

Nurse: Well, it is a slight fever. I'll take your blood pressure as well.

Patient: Is there anything to worry about?

Nurse: No, no. Everything's fine. It's normal to have a
fever after an operation!

Patient: Gee... excellent hearing that.

Nurse: You're in good hands here! Please hold out your arm...

2.3 Patients Admission

2.3.1 Getting Ready and the Admission Process Pre-Admission

Your family member will include forms that need to be completed before admission. These forms may have a medical history questionnaire, consent forms for medical procedures, and information about insurance coverage.

Reviewing the packet carefully and filling out all forms completely and accurately is essential. This will help ensure that your family member's admission process goes smoothly and that they receive the appropriate care and treatment in the hospital.

If you have any questions or concerns about the information in the packet, don't hesitate to contact the hospital staff for assistance. They can provide guidance and support to help you navigate the admission process and ensure that your family member receives the best possible care.

Here are some questions that you or your family member may want to ask before hospital admission:

- a. What medical tests or procedures will I need during my hospital stay, and why are they necessary?
- b. What is the expected length of my hospital stay, and what will my recovery be like?
- c. What kind of healthcare professionals will be involved in my care, and who will be my primary doctor or nurse?
- d. What accommodations will be available during my stay, such as a private room or special dietary needs?

- e. What medications will I take during my hospital stay, and what are their potential side effects?
- f. What is the plan for managing my pain during and after my hospital stay?
- g. Are there any potential risks or complications associated with my condition or treatment, and what can be done to minimize them?
- h. What are the expected costs of my hospital stay, and will my insurance cover all or some of these costs?
- i. What support services or resources, such as counselling or financial assistance, can help my family and me during my hospital stay?
- j. What are the plans for my follow-up care after being discharged from the hospital, and what can I do to help ensure a smooth transition back to my routine?
- k. Where is the best place to have this test or procedure done? When considering where to have a medical test or procedure, here are some factors: location, insurance, and where your doctor can admit patients.
- l. What is this hospital's quality rating?

2.3.2 Preparation of the Patient

Preparing the patient for a medical test or procedure is essential to ensure the process goes as smoothly and safely as possible. Here are some general guidelines for preparing patients for medical tests or procedures:

- a. Follow instructions: Be sure to carefully follow any instructions provided by your doctor or medical staff, including fasting or other dietary restrictions, medication changes, or other pre-procedure preparations.
- b. Ask questions: If you have any questions or concerns about the test or procedure, don't hesitate to ask your

doctor or medical staff for clarification or additional information.

- c. Dress appropriately: Wear comfortable, loose-fitting clothing that is easy to change in and out of, if necessary. Avoid wearing jewellery or other accessories that interfere with the test or procedure.
- d. Bring necessary items: Depending on the test or procedure, you may need to bring certain things, such as a list of medications you are taking, insurance information, or a change of clothes.
- e. Arrange for transportation: If you receive sedation or anaesthesia during the test or procedure, arrange for someone to drive you home afterwards, as you may not be able to drive or operate heavy machinery for some time.
- f. Manage anxiety: If you feel anxious or nervous about the test or procedure, talk to your doctor or medical staff about strategies for managing your anxiety, such as deep breathing exercises or medication.
- g. Follow post-procedure instructions: After the test or procedure is complete, carefully follow any instructions provided by your doctor or medical staff for post-procedure care and recovery.

Admission Dialogue

Nurse: Good morning. Welcome to Cut Meutia Hospital.

May I Help you?

Patient: Good Morning. Yes, I want to have a medical check-up.

Nurse: What is your name?

Patient: Jane Abbott

Nurse; Please sit down, Ms How do you feel?

Patient: I want to check my condition and have some tests.

Nurse: Have you ever come here before?

Patient: It is the first visit.

Nurse: All right. What Kind of medical check-up do you want?

Patient: Well, can you help me to choose?"

Nurse: Sure. It's important to note that the type of medical check-up package you choose will depend on your individual needs and risk factors, as well as your budget and insurance coverage. Here is a brief overview of some of the common types of medical check-up packages:

- a. Basic package: This typically includes basic tests and screenings such as blood pressure, cholesterol, and blood sugar levels, as well as a physical exam.
- b. The standard package may include additional tests and screenings such as chest X-rays, ECG, and urine analysis.
- c. Essential package: This package may include more advanced tests such as MRI or CT scans and more comprehensive screenings for specific conditions such as diabetes or cancer.
- d. Executive package: This more comprehensive package may include the above tests, screenings, and additional evaluations such as a full body scan or stress test.
- e. For women, an additional examination that is often recommended is a pap smear to check for the existence of cervical cancer. You must consult your doctor or medical staff to determine the best package for your needs and circumstances. They can help you choose a package appropriate for your age, gender, health history, and other factors.

Patient: Can you mention the services?

Nurse: It's important to note that while these tests and evaluations can provide valuable information about your health, they may only be necessary and appropriate for some. It would be best to speak with your doctor or medical staff to

determine which tests and evaluations suit your needs and circumstances. Additionally, while a free lunch may be a nice perk, it's crucial to prioritize your health over any potential incentives or rewards.

Patient: What about the prices?

Nurse: For this package, it is IDR 980.000

Patient: I think that's not expensive. I pick your recommendation,

Nurse: Before you have any examination, you should fill out the registration form.

Patient: OK.

A few minutes later

Nurse: Have you done?

Patient: Still waiting. May I ask something?

Nurse: Of course.

Patient: Do I have to choose one of the internists?

Nurse: Yes! Anything else?

Patient: No, thanks; Done!

Nurse: Ok, let me check first.

So, your name is Mrs Jane Abbott. Your date of birth is July 11, 1988, you are an executive employee, and you choose an executive package, then your internist is Dr Hanna Vania, Sp.PD,

Patient: Yes.

Nurse: I will input your data first. And you can wait in the waiting room, in front of this admission department, until your name is called. Is there anything that I can help with?

Patient: How long will it take? Then what should I do after this?

Nurse: Usually, it will take around five to seven hours. You will give an ID bracelet; then, you should change the clothes with the patient's shirt and do the examination. If you have any questions while waiting, you find me here. Relax for the test.

Patient: Thank you!

Nurse: My pleasure!

2.3.3 How to Fill Out Hospital Admission Form

Understanding your physical and psychological condition is critical to creating sustainable outcomes and a positive relationship with healthcare providers. It's essential to be proactive about your health and to take an active role in your care.

If you're a young adult entering appointments on your own for the first time, or if you're a caregiver helping someone navigate the health system, there are several things you can do to prepare for your appointments and ensure that you get the most out of your time with your healthcare provider.

You were first; writing down any questions or concerns before your appointment can be helpful. This will ensure that you remember everything necessary and can address all your concerns during your meeting.

Second, being honest and open with your healthcare provider about your physical and psychological condition is essential. Be bold and ask questions or share any information you think may be relevant to your care.

Third, it can be helpful to bring a list of any medications you're currently taking and any allergies or medical conditions you have. This will help your healthcare provider make informed decisions about your care and ensure you receive the appropriate treatment.

Finally, it's essential to establish a positive relationship with your healthcare provider. This means respecting, listening to their advice, and following their recommendations. Remember that your healthcare provider is there to help you, and by working together, you can achieve sustainable outcomes and improve your overall health and well-being.

Below are five things that everyone should know about their health to have confident interactions with healthcare providers. Common questions and tips for improving health literacy in these areas are included.

1. Personal Information
2. Health Insurance
3. Reason for the Appointment
4. Medical History
5. Family Medical History

Medical Form example:

MEDICAL FORM Please complete both sides no later than August 1 and return to: Florida Southern College Student Health Center 111 Lake Hollingsworth Dr. Lakeland, FL 33801-5698																													
Please print in ink or type																													
1. Name (Last) (First) (Middle)		2. Date of Birth		3. Sex																									
5. Home Address (Street) (City) (State) (Zip)				4. Phone																									
7. Social Security Number		8. Entrance Date		9. I authorize medical treatment for myself by the Health Services of FSC. (If student is under the age of 18, parental permission is given for medical treatment.)																									
10. Name of Parent or Guardian (please print)		Parent/Student Signature: _____																											
11. Give Dates IMMUNIZATION RECORD - Required																													
German Measles (Rubella)		Measles (Rubella)		DPT																									
		Mumps		Polio																									
				Last Tetanus Booster																									
Required For Resident Students and Suggested For Commuting Students																													
Hepatitis B #1		#2		#3																									
				Meningitis																									
				Other																									
12. Medical History (note in detail any significant history) Use reverse side if needed.																													
13. Blood Pressure		14. Pulse		15. Height																									
				16. Weight																									
				17. Drug Sensitivity																									
18. Clinical Evaluation (check each item in the appropriate column) N = normal A = abnormal																													
<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;">N A</td> <td style="text-align: center; width: 50%;">N A</td> </tr> <tr> <td>1. Nutritional ☐ N ☐ A</td> <td>8. Lymph Nodes ☐ N ☐ A</td> </tr> <tr> <td>2. Skin/Nails ☐ N ☐ A</td> <td>9. Heart ☐ N ☐ A</td> </tr> <tr> <td>3. Head/Face ☐ N ☐ A</td> <td>10. Lungs ☐ N ☐ A</td> </tr> <tr> <td>4. Eyes/Vision ☐ N ☐ A</td> <td>11. Breasts ☐ N ☐ A</td> </tr> <tr> <td>5. Ears/Hearing ☐ N ☐ A</td> <td>12. Abdomen ☐ N ☐ A</td> </tr> <tr> <td>6. Nose/Sinuses ☐ N ☐ A</td> <td>13. Vascular System ☐ N ☐ A</td> </tr> <tr> <td>7. Mouth/Throat ☐ N ☐ A</td> <td>14. Endocrine ☐ N ☐ A</td> </tr> </table>		N A	N A	1. Nutritional ☐ N ☐ A	8. Lymph Nodes ☐ N ☐ A	2. Skin/Nails ☐ N ☐ A	9. Heart ☐ N ☐ A	3. Head/Face ☐ N ☐ A	10. Lungs ☐ N ☐ A	4. Eyes/Vision ☐ N ☐ A	11. Breasts ☐ N ☐ A	5. Ears/Hearing ☐ N ☐ A	12. Abdomen ☐ N ☐ A	6. Nose/Sinuses ☐ N ☐ A	13. Vascular System ☐ N ☐ A	7. Mouth/Throat ☐ N ☐ A	14. Endocrine ☐ N ☐ A	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;">N A</td> <td style="text-align: center; width: 50%;">N A</td> </tr> <tr> <td>15. Neurologic ☐ N ☐ A</td> <td>16. Spine ☐ N ☐ A</td> </tr> <tr> <td>17. Upper Extremities ☐ N ☐ A</td> <td>18. Lower Extremities ☐ N ☐ A</td> </tr> <tr> <td>19. Genitourinary ☐ N ☐ A</td> <td>20. Rectum ☐ N ☐ A</td> </tr> <tr> <td>21. Psychological ☐ N ☐ A</td> <td></td> </tr> </table>		N A	N A	15. Neurologic ☐ N ☐ A	16. Spine ☐ N ☐ A	17. Upper Extremities ☐ N ☐ A	18. Lower Extremities ☐ N ☐ A	19. Genitourinary ☐ N ☐ A	20. Rectum ☐ N ☐ A	21. Psychological ☐ N ☐ A	
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21. Psychological ☐ N ☐ A																													
19. Describe every abnormality in detail (use reverse side if necessary).																													
20. Describe any current treatment - please include all medications																													
21. Physical Restrictions or Limitations																													

Picture 2.1. Medical Form Example
Souce: sampletemplates.com

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- FREE 9+ Medical Form Samples in MS Word | PDF (sampletemplates.com)

CHAPTER 3

ENGLISH FOR OFFICE

By Tarida Marlin

3.1 Telephoning

3.1.1 Introduction

It is difficult to make calls when speaking a language that is not your own. You need to be conscious that the person you are speaking to might be experiencing problems as well. Due to this, remember the following:

1. **Speak clearly and loudly enough.** Avoid using complex terms and extended sentences unless absolutely essential. Instead, speak clearly.
2. **Avoid speaking too quickly.** Remember that many people have a tendency to speak too quickly when they are anxious. Rarely ever does someone speak too slowly.
3. **Verify your understanding.** This is crucial if the other person provides dates or addresses.
4. **Be courteous.** Politely begin and terminate the conversation. Be careful not to be overly blunt. In English, would is frequently used to do this. Compare: I would like to have more information to I want more information.
5. **Be effective.** Be sure to prepare for the call by thinking through what you want to say in advance and how you want to deliver it.
6. **Recognize the phonetic alphabet.** This is crucial if you have to correctly spell names and addresses. Additionally, you should be familiar with the names of symbols like the hyphen and tilde that are used in names and addresses.

7. **Be familiar with common expressions.**
8. **Pay close attention** while you're listening so you won't need to ask the other person to repeat yourself.

Telephone English

Numerous elements of this function aid with phone skills. The included telephoning practice tasks, as well as specific telephoning words, telephoning methods to boost confidence when telephoning, and more, can all be used by your coworkers or in the classroom.

Dialogue Cues to Practice Telephoning with Friends

Telephone English - The Phrases

Many idioms and phrases are only used when speaking on the phone. Let's look at a dialogue sample first: The most typical are listed here:

- Operator** : Good morning, Sony and Co, How can I help you?
- Reyhan** : This is Reyhan Utomo. Extension 103, please
- Operator** : Surely, hold on a second, I'll connect you ...
- Sony** : Ben Robson's office, Sony speaking.
- Reyhan** : It is Reyhan Utomo calling, is Tony available?
- Sony White:** I'm sure he's not in now. Could you leave a message?
- Reyhan** : Yes, would you ask him to phone me at 323-567-7876. Id like to have a word with him regarding the Toyota line, it's important.
- Sony** : Would please say the number again?
- Reyhan** : Sure, it's 323-567-7876, and this is Sony White.
- Sony** : Thank you Mr Johnson, I'll make sure Bob gets this asap.
- Chuck** : Thanks, good bye.
- Reyhan** : Good bye.

You can notice that the language is somewhat informal and that there are some significant distinctions from standard English. See the list of essential words and phrases for telephone English below:

When **speaking on the phone**, the phrases listed below are frequently heard:

1. Good afternoon/ morning/ evening, IBI College, Bria May speaking.
2. This is ... speaking
3. May I help you?
4. Would you please speak up?
5. Who is speaking, please?
6. Am I speaking to ...?
7. Please spell that please?
8. Who would you like to talk to sir/ madam?
9. One moment please, I'll see if Mr Jones is available.

Asking for someone

1. I would like to speak to ...
2. Could I speak to someone who ...
3. Could you put me through to Mr Hendrix, please?
4. Can I have extension 321? (extensions are internal numbers at a company)
5. Could I speak to...? (Can I - more informal / May I - more formal)
Is Jack in? (informal idiom meaning: Is Jack in the office?)

Answering the phone

Problem

1. You must have dialled the wrong number
2. I'm sorry, I don't catch what you said.
3. I've tried to get through a few times, but it's always engaged.

4. I could not hear you very well.

Putting someone through

1. I'm sorry, there's no reply from Ms Selena
2. I'll put ... on the line
3. I'll put you through to ...
4. I'll connect you to...

Putting someone on hold

1. Just a moment, please.
2. Hold on, please.
3. Hold the line, please.

Asking someone to call back

1. Thanks for waiting. I'm afraid Ms Selena is not available at the moment
2. Can/ Could you call back later in the day?
3. I'm sorry, Mr Black is talking to someone.

Taking a message

1. Can I take a message?
2. could you leave a message?
3. Can I give him/her a message?
4. I'll tell Mr Jones that you called
5. I'll make sure Mr Jones rings you as soon as possible.
6. At what number can you be reached?
7. Could (Can, May) I tell him who is calling?
8. I'm afraid ... is not available at the moment
9. The line is busy... (when the extension requested is being used)
10. Mr Jackson isn't in... Mr Jackson is out at the moment...

You may occasionally need to leave a message on the answering machine since no one will pick up the phone. Make sure the recipient of your communication has all the information required by following this format.

1. **Introduction** - - - - Good morning, this is Susan. Or Hello, I am Susan Jones (more formal).
2. **Mention the time of day and your reason for calling** - - - - It's three in the afternoon. I'm calling (phoning, ringing) to find out if ... / to see if ... / to let you know that ... / to tell you that ...
3. **Make a request** - - - - Could you call (ring, telephone) me back? / Would you mind ... ? /
4. **Leave your phone number** - - - - My number is / You can reach me at / Call me at ...
5. **Finish** - - - - Thank you very much, bye. / I'll call you later, bye.

Is an example of message

Telephone: Hi, this is Hary. I'm afraid I'm not available now. Please leave a message after the beep..... (beep)

Susan: Hi Hary, this is Susan. It's about evening and I'm phoning to find out if you could go to the party on Saturday. Could you call me back? You can dial me at 478-9036 until nine tonight. I'll talk to you later, goodbye.

You can see how easy it is to leave a message. You only need to confirm that you have covered all the essential details: Your name, the time you called, why you called, and your phone number.

Advice on How to Get People to Slow Down!

Speed is one of the greatest issues. On the phone, native speakers, particularly businesspeople, have a tendency to speak very quickly. Here are some helpful suggestions to slow down native English speakers!

1. ***Request that they talk more slowly right away.***
2. ***If you want to remember someone's name or other crucial details, repeat each one as they speak.***

This tool is quite useful. You can automatically slow down the speaker by repeating each crucial detail, number, or letter as you spell something out or give you a phone number.

• ***If you haven't understood something, don't claim to have. If necessary, ask for clarification from the that person..***

Keep in mind that the other person needs to communicate clearly and that it is in his or her best interest for you to be understood. Usually, if you ask someone to explain anything more than twice, they will take their time.

3. ***Unless they slow down, start talking in your native tongue!***

The person will be reminded that they are fortunate since they do not have to speak another language to converse by hearing one or two fast sentences in another language. This technique for making the other speaker feel inferior, when used wisely, may be incredibly powerful. Just make careful to utilize it with coworkers rather than a boss.

Suggestions for Role Playing

You can use the following role plays to work on your telephone English.

Student A:

Pick a city in your own country. Over the following weekend, you'll travel to this city for a business meeting. Call a travel agency and make the following reservations.

1. Restaurant recommendation
2. Prices and departure times
3. Round-trip flight
4. Hotel room for three nights

Student B:

You work as a travel agent. Listen to student A and offer him/her the following solutions:

1. Round-trip flight: Air GI \$325 Coach, \$800 First Class
2. Hotel room for three nights: Hotel City \$150 a night in the downtown area, Hotel Relax \$120 a night not far from the airport
3. Restaurant Recommendation: Terang Bulan - downtown - average price \$80 a person

Student A:

For your office, you have to buy six new PCs. When contacting Jaya Abadi Computer Shop, mention the points below.

1. Special offers on computers at present
2. Configuration of the computer (RAM, Hard Drive, CPU)
3. Guaranty
4. Possibility of discount for an order of five computers

Student B:

You work in Jaya Abadi Computer Shop. Answer student A's questions with the information below:

1. Two special offers: Multimedia Superb - with latest Pentium CPU, 8GB RAM, 600GB Hard Drive, Monitor included - \$3,500
AND Office Taskmaster - cheaper CPU, 4GB RAM, 500 GB Hard Drive, Monitor not included - \$2,200
2. 1 Year guaranty on all computers
3. Discount of 6% for orders of more than six computers

Student A:

You intend to talk to Ms Reneta Chong about your account with her company, B&B. If Ms Chong is out, leave the following information:

1. Your name
2. Telephone number: 456-08021
3. Phoning about changing conditions of your contract with B&B
4. You can be reached until 4 o'clock at the above number. If Ms Chong calls after 5 o'clock, she should call 369-3527

Student B:

You are a receptionist at B&B. Student A intends to speak to Ms Chong, but she is not in. Take a message and ensure getting the information below:

1. Name and telephone number - ask student A to spell the surname
2. Message student A would like to leave for Ms Braun
3. How late Mr William can call student A at the given telephone number.

Student A:

You are a sales representative for Maju Terus. You are phoning a client who you are sure to be interested in purchasing your new line of office supplies. Mention the information below for a discussion with your client:

1. New line of office supplies including: copy-paper, pens, stationary, mouse and pointers
2. You are sure the customer has not ordered any new products during this past year
3. Special discount of 10% for orders made before next Friday
4. Any order placed before Friday will not only receive the discount, but also have its company logo printed on the products at no extra charge

Student B:

Your neighborhood office supply company calls you while you are at work. Actually, you like what the salesperson has because you need some new office supplies. Discuss the following:

1. New copy paper, stationary and white boards
2. Find out if they can offer special discount

You would like to place an order for 200 packages of pens soon

The Telephone Alphabet

Letter	Pronunciation	Telephone alphabet
A	/ei/	Alfred
B	/bi:/	Bravo
C	/si:/	Charles
D	/di:/	David
E	/i:/	Edward
F	/ef/	Frederick
G	/dji:/	George
H	/eic/	Harry
I	/ai/	Isaac
J	/jei/	Jack
K	/kei/	King
L	/el/	London
M	/em/	Mary
N	/en/	Nellie
O	/ou/	Oliver
P	/pi:/	Papa
Q	/kyu:/	Queen

Letter	Pronunciation	Telephone alphabet
R	/ar/	Robert
S	/es/	Samuel
T	/ti:/	Tommy
U	/yu:/	Uncle
V	/vi:/	Victor
W	dubble /yu:/	William
X	/eks/	X-ray
Y	/wai/	Yellow
Z	/zi:/ or /zed/	Zebra

Symbols

Symbol:	Name:	Example:
-	hyphen	Clermond-Ferrand, France
-	Dash	33-39 London Road
~	tilde	Señora Isabella Fernandez
^	caret	
°	degree sign	Calle Preciados 5°
é	E acute	René Floquet
è	E grave	Rue de Ramonières
ü	u-umlaut	Zülpicher Strasse
'	apostrophe	Ms O'Connor
ABCD	capitals	U.S.A.
abcd	lower case characters	p.l.c.

3.2 Effective Presentation

3.2.1 General Guidelines

Any presentation, whether it be written, spoken, or visual, should have communication as its main goal. To effectively communicate, you must provide your facts in a clear, succinct, and engaging way.

Statistics have shown that when learning is reinforced through visuals, people learn more easily and retain more knowledge. By properly incorporating visual pictures into almost any information exchange, you may entertain, instruct, thrill, and even shock a viewer.

Meetings that are typically deemed boring or a hassle to avoid can be transformed into captivating productions that capture the audience's attention.

The audience's retention of the topic is maximized with this kind of presentation. Since the New York Post realized the importance of images in the news industry, the proverb "a picture is worth a thousand words" has been in use. This still holds true today. Your spoken words will be supported by straightforward, succinct, and pacey visuals that are dotted with eye-catching and attention-grabbing graphics. As a result, your audience will have a favorable opinion of you and your offering.

In the corporate world, visuals should be utilized to supplement textual or spoken communication, not to replace it. The key components of any presentation are a solid premise and a strong writing. They ought to be the initial and most crucial stage of its development, regardless of their shape. The images are created around the concept as it takes on its ultimate shape.

Whereas poorly thought out and executed pictures greatly strengthen a presentation, hastily created and produced visuals can ruin it (and the presenter). The clever use of expertly created images may convey ideas that are challenging to understand swiftly

and simply. This gives you the ability to convey more difficult material in a more effective way, strengthening and impacting your writing.

Last but not least, your presentation should be enjoyable. When you leave the audience feeling better and more at ease, both your subject matter and yourself will be associated with that emotion. There is no logical reason why normal sales data and financial reports shouldn't be presented with the same level of excitement as the introduction of a new product or a top-notch service proposition.

Appearance

A. Physical

1. Present yourself well; first impressions matter.
2. Present yourself with assurance and professionalism.

B. Eye Contact

Eye contact will:

1. Keep them alert.
2. Make them feel that they are being directly spoken to.
3. Make them feel part of the class.
4. Give them confidence in you as the instructor/presenter.

Monitor the class' reactions to what you are saying so that you can adjust your talk accordingly.

Do not do the following:

1. Frighten, look.
2. Shift your gaze side to side to distract yourself.
3. Glance at the clock or out the window (signs of boredom).
4. Focus solely on the chalkboard or training aids (this could be seen as disrespectful).

5. Fix your gaze to your feet or the ceiling (a sign of trepidation or fear).

C. Body Movements

Don't move around too much or too little - try to be natural.

Do not do the following:

1. Stand rigid.
2. March.
3. Slouch.

Do the following:

1. When at a podium, for instance, step forward to emphasize a point.
2. Be at ease when speaking to a group while seated at a desk; this fosters some intimacy.
3. Move slowly and occasionally from side to side to involve everyone in the class.

D. Gestures

Use meaningful and appropriate gestures to make a point.

Avoid doing the following:

1. Play with your pocket's keys or coins.
2. Extensive hand use, touching of the ears or nose, and coughing.
3. Use hand motions or wring your hands in anger or irritation as a way of washing your hands of a situation.
4. Avoid making gestures of prayer or tapping your foot, which some people may find insulting.
5. Pointing with a pointer, pen, pencil, or piece of chalk may be construed as offensive.

- a. When speaking, use enough loudness in order to be heard.
- b. Use pitch effectively in order to deliver meaning.
- c. In order to convey enthusiasm, speak with more speed.
- d. Speak more slowly (not too slowly) to emphasize key points or issues.
- e. Clearly, carefully pronounce words; don't mumble. Use your teeth, tongue, and lips under control to help.
- f. Use comedy, but only when necessary.

3.2.2 the Opening

The presentation's introduction establishes the scene for what follows. The presentation's goal is outlined and participants are introduced. A VERY BRIEF description or outline of the topics to be discussed should also be included. This aids in maintaining your audience's right orientation within the confines of your screenplay. An introduction, a body, and a conclusion are the three fundamental components of a strong presentation.

The introduction is important because it is the first impression the audience has of the speaker and the content.

Information that must be included in an introduction:

1. Introduction
2. Subject
3. Main Point
4. Outline

Look at the following introduction presented as an example and make identification on the structure after giving this sign { to the left side of the lines it refers:

1. A general description covering the main points of a subject:
prenatal yoga for good baby delivery process.
2. A statement that summarizes the crucial points of a text.

Introduction
Subject

Main Point/

Outline

Good morning. I'm Iwan Subagja from Super Electronics. This morning I'm going to deliver sales forecasts for the Indonesia computer market over the next five years.

Our data indicates that the market will continue to grow in Eastern Indonesia but may level off in Western Indonesia.

I'll start by looking at general statistics before moving on to each of Europe's four regions individually.

Finally, based on these data, I'll offer suggestions for our marketing plan.

There will be opportunity for questions at the conclusion of the presentation.

You may use the example below as a guide for a thorough introduction.

Welcome to Kesatuan University. I am sure I've met some of you, but just for the sake of those I haven't, my name's

Good morning. Let me start by saying just a few words about my own background. I started out in

Good morning. My name is I'm the new Marketing Manager.

Honorable ladies and gentlemen. I'm grateful for the chance to speak in front of such an esteemed group of people..

I'd like to talk (to you) today about

I'm going to present the recent.....

explain our position on

brief you on.....

inform you on

describe.....

The	subject of	talk
	focus	presentation
	topic	paper (academic)
		speech (usually to public audience)

We are here today to

decide....
agree.....
learn about

The purpose of this talk is to

update you on
put you in the picture about
give you the background to

This talk is designed to

act as a springboard for discussion.
start the ball rolling.

Length

I shall only take Minutes of your time.

I plan to be brief.

This should only lastminutes.

Outline/Main parts

I've broken down my presentation into five parts/sections.

They are

The subject written at under the following headings:

We can divide this area into the fields below:

Firstly/first of all.....

Secondly/then/next.....

Thirdly/and then we come to.....

Finally/lastly/last of all.....

Questions

At the conclusion of my presentation, I'd be happy to address any queries.

Feel free to interrupt if you have any inquiries.

If you want to ask me to clarify something, do so. If not, there will be time at the conclusion for discussion.

Introductions might get boring after a while. It's crucial to have a variety of terms and words at your disposal.

Exercise 1

Use one of the following expressions to replace each of the expressions in *italic* in this introduction.

1. In more depth
2. Divide
3. Don't hesitate
4. I'm delighted
5. A chance
6. Sections
7. I take care
8. Go through
9. My purpose is

Good afternoon, ladies and gentlemen. *It's a pleasure*^a to be with you today. My name is Steven Gartner and *I'm in charge*^b of marketing manager at our headoffice here in Singapore. *We are here today*^c to *review*^d some key figures and to outline financial strategy over the next five years. So what I plan to do is to *break down*^e this presentation into three *parts*^f : first, the financial review; second, the options facing us; and finally, the strategy I propose. If you have any questions, please *feel free*^g to interrupt me, but I should also say there'll be *an opportunity*^h to discuss issues *at greater length*ⁱ after my talk.

Exercise 2

Complete this introduction with words from the list.

1. Talk about
2. Questions

3. Look at
4. Finally
5. Points of view
6. Hear
7. Brief
8. Act as
9. Go along

Thank you for making the effort to join us today, and good morning. My name is Betty Azar, and I oversee public relations. What I'd like to do today is a_____ our corporate campaign. This b_____ talk will hopefully c_____ a springboard for discussion. I'm going to d_____ the corporate campaign from three e_____: firstly, the customers; secondly, the financial situations; and f_____, the shareholders. If you have any g_____, just interrupt me as I h_____. Your point of view may well be different, and we'd like to l_____ from you.

Now it is your turn to do the introduction.

3.2.3 Endings



This part needs to be short and straightforward. This is your time to emphasize the main idea and objective of your presentation. In this section, briefly highlight the main elements and themes of your script.

Signaling the end

Before I stop/finish, let me just say....

That covers all I wanted to say today.

That brings me to the end of my presentation.

That completes my presentation.

Summarizing

Let me just run over the key points again.

I'll briefly summarize the main issues.

To sum up...

Briefly....

Inviting questions

I'd be glad to try and answer any questions.

So, let's throw it open to questions.

Any questions?

Concluding

As you can see, there are some very good reasons.....
In conclusion.....
I'd like to leave you with the following thought/idea.

Recommending

So, I would suggest that we
I'd like to propose..... (more formal)
In my opinion, the only way forward is

Closing

Thank you for your attention.
Thank you for listening.
I hope you will have gained an insight into....

The conclusion is significant since it leaves the listener with the lasting impression.

Look at the following conclusion and identify the structure after giving this sign { to the left side of the lines it refer:

Summary	{	In conclusion, we forecast that Indonesia will grow at an average annual rate of 7-8% over the course of the next five years. However, Eastern Indonesia, particularly Baly, will have growth rates that are on average higher than 13%.
Main Point		As a result, we advise that the locations where we anticipate the most development be the main focus of our marketing strategy.
Closing		We appreciate your time. Any inquiries?

Following a conclusion, question and answer sessions are common and, when managed well, are very productive. If time or the format allow, you should encourage audience questions, but be ready to respond to them. Don't attempt to guess the right response if you don't know it. Make a note to yourself to get the answer later or ask someone who can respond to the question accurately. As soon as you do, get in touch with the person or people who asked you. This is a great door opener for follow-up phone calls.

Old Speakers Trick: If you Don't want any questions, look the audience over and ask if there are any questions. This puts pressure on the audience and makes many of them choke, and therefore, not respond.

Exercise 1

Briefly describe a section of your work in your introduction. You can apply the following model if you'd like to.

Good afternoon, ladies and gentlemen. I'm tonight, I would like to describe My main point is In the first part of my presentation, I'll explain After that I'll talk about Lastly, I'll show you

Exercise 2

Write a brief conclusion for the presentation you began in the previous exercise. Again, you can use the following model if it is helpful.

In summary, I've talked about
I've also shown that My pain point was that

Thank you for your attention. Do you have any questions?

3.2.4 Using Visual Aids

Designing Visuals and Describing Visuals

Any presentation must have visual aids. They can be used to clarify complex concepts, highlight crucial information, or simply to liven up a presentation. It's crucial to know how to use them.

Be cautious though. Don't use too many! Remember that you should use visual aids to support your spoken presentation rather than to substitute for it.

The design of visual aids should be straightforward and basic enough for the audience to comprehend. The guidelines below ought to be helpful:

Rule 1: Minimum lines and numbers when showing graphs.

Rule 2: Short titles and labels

Notice the difference between the number of words in A and B

A: Full-scale operation of new production method.

B: New method

A: Using the old production method

B: Old method

Rule 3: Clear main point

The main point of a visual aid should be easily understood. This is often reflected in the title. The title should clearly state the main point of the visual aid.

It's crucial to present the primary idea, clarify the components, and highlight key elements when explaining a visual aid; it's not necessary to go into detail about every single element. Additionally, after introducing it, take a moment to let your audience take a look at it before speaking once again.

Introducing Main point

In my first slide, I'd like to show you

If you look at the screen you can see.....

This graph/table/diagram shows....

Defining Parts

If you look at the top/bottom you can see.....

The horizontal/vertical axis is

The left side shows

On the right is

The third row/column contains....

Focusing on Important Items

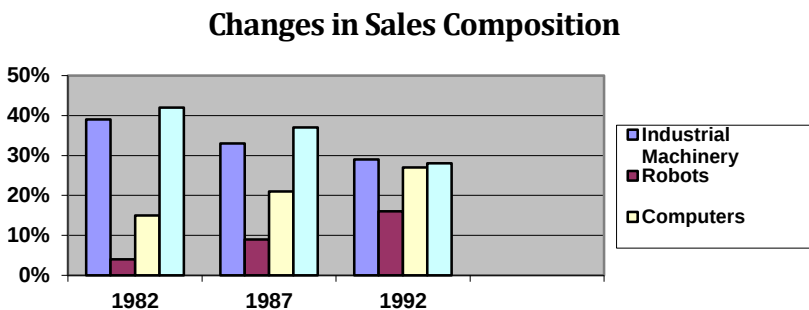
As you can see

This is the

Here is the

For example

Notice the following two visual aids and read the description below each of them:



1. If you look at the screen, you can see the changes in our sales composition over the last ten years. 2. The left side shows the four major sales areas: Industrial machinery, robots, computers and, 3. at the bottom, home appliances. 4. As you can see on the graph, the percentage of sales in two areas, namely, industrial machinery and home appliances, has decreased since 1982. 5. For

example if you look on the right you can see industrial machinery sales have decreased from 39 to 29 percent and home appliances have declined from 42 to 28 percent. On the other hand, sales of robots and computers have increased the rise in robot sales has been especially sharp. 6. Here is 1982, 4 percent, 1987, 9 percent and 1992, 16 percent.

a. Results of Corrosion Test

Water	Steel	Test Period	Corrosion
Saltwater	Ordinary	6 months	Severe
		12 months	Very severe
	Stainless	6 months	None
		12 months	Very mild
Rainwater	Ordinary	6 months	Mild
		12 months	Severe
	Stainless	6 months	None
		12 months	None

1. In this slide, I'd like to show you the corrosion test results. 2. On the far left, you can see the type of water used, saltwater and rainwater, and next to that the type of steel used. 3. The third column contains the test period, six or twelve months, and finally, 4 on the right the corrosion results. 5. As you can see in the table with regard to the rainwater tests, in both the six- and twelve-month case there was no corrosion evident on

the stainless steel. Likewise, looking at the saltwater test, the stainless steel also performed better. 6. If you look at the third and fourth rows there was no corrosion during the six-month test and only very mild corrosion during the twelve-month test. 7. This clearly shows the effectiveness of the new stainless steel against corrosion.

Now practice giving the descriptions above with a partner.

For one of the presentations you created in the earlier units, create a visual aid. Next, describe it in writing and practice describing it to a companion. Create an overhead transparency, then explain it to the class as a whole.

Be careful not to talk to the screen when discussing your visual assistance if you are using a pointer during your description. Try to speak to the audience while pointing at the screen, etc.

3.3 e-mail English

3.3.1 Introduction

Writing emails has significantly increased in popularity in modern communication, especially in business. Because of our ability to send and receive email messages quickly and over enormous distances, the world has significantly shrunk. Given how simple it is to use, email has the potential to be exploited, therefore you should attempt to keep the following things in mind.

1. How much text should I include in my email?
2. In emails, do proper language and spelling matter?
3. What do the letters cc and bcc mean?
4. What are email messages in plain text and HTML?
5. What is a reliable email client?
6. What is a signature file, exactly?
7. Informally and Formally
8. Inaccuracies and omissions

1. How much should I write in an email?

Email is designed for brief, straightforward communication. As a general rule, that translates to no more than 4 or 5 paragraphs. Anything much longer than that is usually best provided as a separate attachment like a Word file due to the formatting and layout restrictions. Most email recipients have a short attention span, so if they are receiving a lot of mail, you should communicate the important message in as few words as possible.

2. In emails, do proper language and spelling matter?

In our opinion, yes. Poor language and spelling convey a lack of attention to detail and convey the wrong message about you and your business practices. There is no justification because spell checkers are now typically included into email systems. Why not make sure your email messages appear professional too? You wouldn't send a letter that was incorrectly punctuated and didn't contain capital letters, would you?

3. What do cc: and bcc: mean?

Email etiquette is important, especially when using the blind carbon copy (bcc:) and carbon copy (cc:) fields. If addresses are needed in the 'cc:' box but recipients are not expected to take any action after reading the message, please do so politely.

The '**bcc:**' field is useful where discretion is required. People in this field are concealed from other recipients in the 'To', 'cc:' and 'bcc:' fields. They can themselves see others in the 'To' and 'cc:' fields but not the 'bcc:' fields.

From:	bob@domain.com
 To:	john@domain.com
 Cc:	tom@domain.com
 Bcc:	harry@domain.com, sue@domain.com
Subject:	July sales figures

In this instance, Bob sends John a personal email. By providing Tom's address in the cc: box, he copies Tom. Tom and John won't be able to read the names of the original receivers because Harry and Sue are blind copies.

4. What do email messages in plain text and HTML mean?

Email sent in plain text is just that—plain. No formatting is done with various fonts or colors. Only the ASCII character set, which can only be entered on a keyboard, is allowed in email communications. Characters like "*" and "+" can be creatively utilized to emphasize passages or make headings.

The majority of plain text emails are written using the Courier character set, which has fixed width fonts (all characters are the same width). As seen in the example below, this is helpful for exactly aligning characters between rows. Also take note of the headings and separators used here:

IMPORTANT!!!

Please change the DNS/Name Server Info of
these domain servers in listed order:

ns1.richeshosting.com	64.21.63.68
ns2.richeshosting.com	64.21.63.69

It may take 24-48 hours before the name s
propagates around the internet.

With HTML email, you may use HTML code to format your text and include photos or links. This format is used frequently for online newsletters since it offers a more visual medium and is appealing to the eye. The message in the example below has some basic formatting applied, including different fonts, colors, and underlining, as well as a hypertext link.

IMPORTANT!!!

Please change the [DNS/Name Server Info](#) of

ns1.richeshosting.com 64.21.63.68

ns2.richeshosting.com 64.21.63.69

It may take 24-48 hours before the name serve

Which email format is best, then? Email is increasingly read on gadgets like cell phones or PDAs. On these, plain text email can be easily translated, but HTML email frequently won't display and is typically too big to download.

Plain text email is the best option if you want it to always be readable. Although it may not always have the nicest appearance, as was already noted, it has other benefits. Outlook's HTML style email with the lovely background you send to friends and family won't create too much trouble if that's all you send emails to.

5. Which email application is the best?

The majority of users utilize their system's built-in default mail software. Many people think of this as Outlook Express, a feature of Microsoft's Internet Explorer. Outlook Express, sometimes known as OE, is an excellent email program that offers all of the functions a typical user would need.

Microsoft Outlook, which offers email in addition to a calendar and other organizer features, is an improvement over OpenEdge. Outlook is a more robust email application that is particularly well-liked in the business world because it is included with Office.

There are other alternative email programs, and each has its loyal following of users. Eudora is probably the most well-known substitute. Alternately, you could decide to use a completely online service like Yahoo Mail or Hotmail.

6. What does a signature file mean?

Every message you send out might have a signature file attached, which often includes contact information and other pertinent details. You should almost likely use an email signature in your communications if you are in business. It is an excellent approach to promote the goods or services you provide while also making it simpler for people to get in touch with you. An email signature can also be used for things like:

1. Confidentiality statements
2. Drawing attention to web site addresses
3. Promoting a newsletter
4. Adding other contact details such as ICQ or AIM

7. Formal and Informal?

A. Although the distinctions between the three types of writing are frequently noted, they are not always obvious in practice:

Formal: This is how an outdated letter might be written. There is a lot of use of established terms and big words, and ideas are conveyed courteously and attentively. It uses impersonal language. Punctuation and grammar are crucial. Although this style is uncommon in emails, you may encounter it if the topic is important (such as a complaint).

Neutral/Standard: The majority of business and professional emails are written in this format. The language is straightforward, plain, and direct since both the author and reader are busy. I've for I have and other contractions are used in the short sentences. The tone is more intimate. However, the style is very straightforward and does not resemble speech.

Informal: The most typical format for emails between friends is this one. The email may contain hilarious comments, personal news, or be really brief in some cases. Because this is a close imitation of speech, there are common words and expressions. Additionally, the reader will have greater patience.

Neutral/Informal	Formal
What do you need?	With regard to(or With reference to)
Thanks for the email of 12 Feb.	I can assure you that
Sorry, I can't make it.	We note from our records that you have not ...
I'm sorry to tell you that...	Please let us know your
.....	

Neutral/Informal	Formal
I promise.... ..	requirements.
Could you?	I was wondering if you could
You haven't	
Don't forget	I look forward to meeting you
I need to	next week.
Shall I?	I look forward to meeting you
But..../ Also..../ So.... ..	next week.
Please could you	Thank you for your email
I'm sorry for	received 12 February
Re.... ..	I am afraid I will not be able to
See you next week.	attend.
	Would you like me to?
	I would be grateful if you could
	
	Please accept our apologies for
	
	It is necessary for me to
	We regret to advice you that
	
	However/In
	addition...../Therefore....

It should be noted that while you can blend styles in business emails, you shouldn't go too far in any direction. When in doubt, adopt the other person's manner.

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CHAPTER 4

ENGLISH FOR HOTEL

By Syahrul Efendi Lubis

4.1 General Inquiries About Hotel Locations

Seseorang yang sedang bepergian ke luar kota atau luar negeri biasanya perlu bermalam di sebuah hotel. Biasanya orang tersebut akan mencari informasi yang dia butuhkan, seperti lokasi hotel, jenis hotel, dan tarif kamar, (Cyssco, 2000). Informasi itu bisa dia dapatkan dari suatu biro perjalanan wisata yang mengurus perjalanannya atau langsung dari pihak hotel dan itu bisa dilakukan melalui telepon.

Berikut ini adalah contoh percakapan telepon antara White Smith, seorang wisatawan dan Utami, seorang karyawan sebuah biro perjalanan di Jakarta. White Smith sudah menerima tiket penerbangannya ke Yogyakarta. Sekarang dia ingin mendapatkan informasi tentang hotel di sana. Penggalan percakapan ini berakhir pada tanya jawab tentang lokasi hotel.



Percakapan 1

Utami : Indonesian Travel. Good morning.

White Smith : Good morning, I'm White Smith. I've got the ticket for my trip to Yogyakarta. Thank you.

Utami : You're welcome. Is there anything else we can do for you, Sir? White Smith : Yes. I'd like some information about hotels in Yogyakarta.

Utami : I see. What sort of hotel would you like?

White Smith : Well, could you tell me what kind of accommodation is available?

Utami : Of course. There are different kinds of hotel. Where would you like to be?

White Smith : I'd like to be in the city center.

Utami : Well, the Garuda, the Santika, and the Mutiara are all very central.

Latihan 1

Anda sudah membaca dan menyimak Percakapan 1 di atas. Sekarang cobalah jawab beberapa pertanyaan berikut tentang Percakapan 1 tersebut.

1. Where is White Smith going to go?
2. What kind of information does he want from Indonesian Travel?
3. What does he say?
4. Are all the hotels of the same kind?
5. Where would he like to be? What does he say?
6. How many hotels does Utami mention? What are they?
7. Where are they?

Dalam dialog di atas, baik White Smith maupun Utami menggunakan ungkapan-ungkapan tertentu untuk mendapatkan dan memberikan informasi. Tentunya ada beberapa ungkapan lain yang dapat digunakan selain ungkapan-ungkapan tersebut. Kita

mulai dari ungkapan yang paling awal. Setelah White Smith memberitahu bahwa dia sudah mendapatkan tiketnya, Utami bertanya apa lagi yang dapat dia lakukan untuknya (Is there anything else we can do for you, Sir). Selain ungkapan itu, ada beberapa ungkapan lain yang dapat digunakan untuk menawarkan bantuan pada orang lain (C. and R. R. Stott, 1986). Tentunya kata *else* yang berarti lagi/lainnya tidak digunakan bila kita menawarkan bantuan untuk pertama kali.

Latihan 2

Perhatikan ungkapan-ungkapan berikut ini. Pelajarilah.

Is there | anything else | we can do for you, Sir?

| anything |

What can | I | do for you, Sir?

| we |

How can I help you?

Pertanyaan tersebut dijawab oleh White Smith dengan mengatakan bahwa dia membutuhkan informasi tentang hotel di Yogyakarta (I'd like some information about hotels in Yogyakarta).

Latihan 3

a. Perhatikan ungkapan berikut ini dan pelajarilah

I'd | like some information about hotels in Yogyakarta.

We'd |

Could | you | give me | some information about hotels in Yogyakarta?

Could | I | have |

Could you tell me about hotels in Yogyakarta?

b. Penggalan dialog berikut diambil dari percakapan antara White Smith dengan Utami. Peragakan penggalan dialog itu sebanyak paling tidak sepuluh kali (kalau bisa dengan seorang teman). Pada setiap peragaan, gantilah kalimat yang

mereka ucapkan dengan ungkapan yang telah Anda pelajari di atas. Contoh:

Dialog asli:

Utami : Is there anything else we can do for you, Sir?

White Smith : Yes. I'd like some information about hotels in Yogyakarta.

Dialog dengan ungkapan yang lain:

Utami : What can I do for you, Sir?

White Smith : Could you give me some information about hotels in Yogyakarta?

Pertanyaan Utami yang berikutnya adalah tentang jenis hotel yang diinginkan oleh White Smith (What sort of hotel would you like?). Pada cerita berikut Anda dapat melihat ungkapan tersebut dan beberapa ungkapan lain yang dapat menggantikannya.

• Contoh dialog yang diharapkan:

1. Utami : Can I help you, Sir? White Smith : Could I have some information about hotels in Yogyakarta?

2. Utami : How can I help you? White Smith : Could you tell me about hotels in Yogyakarta?

Latihan 4

a. Baca ungkapan-ungkapan berikut ini.

What | sort of | hotel | would you like?

| | accomodation |

| kind of |

| | do you want?

Could you tell me what | sort of | hotel | you'd like?

| | accomodation |

| kind of |

| | you want?

Mendengar pertanyaan itu White Smith balik bertanya. Dia ingin tahu tentang jenis akomodasi yang ada (Could you tell me what kind of accomodation is available?) Selain pertanyaan itu, ada beberapa ungkapan lain yang dapat digunakan sebagai penggantinya seperti yang dapat dilihat dalam carita berikut ini.

a. Baca ungkapan-ungkapan berikut ini

What kind of accomodation is | available?

| there

Could you | tell me| what kind of accomodation | is available?

Please |

|

|

|

|

|

|

there is

Latihan 5

Berikut ini adalah penggalan lanjutan percakapan antara Utami dengan White Smith. Peragakanlah penggalan percakapan itu sebanyak paling tidak tiga kali (kalau bisa dengan teman). Setiap kali peragaan, gunakanlah ungkapan yang berlainan seperti yang telah Anda pelajari pada latihan sebelumnya.

Contoh:

Dialog asli:

Utami : What sort of hotel would you like?

White Smith : Could you tell me what kind of accomodation is available?

Dialog dengan ungkapan yang lain:

Utami : Could you tell me what kind of hotel you want?

White Smith : What kind of accomodation is there?

Untuk lebih melatih kelancaran Anda, cobalah untuk melakukan latihan ini sekali lagi tanpa membaca ungkapannya. Anda pasti bisa melakukannya. Untuk menjawab pertanyaan White Smith tentang jenis hotel yang ada di Yogyakarta, Utami berkata "Tentu saja" dan menerangkan bahwa ada bermacam-macam hotel (Of course. There are different kinds of hotel). Perlu diperhatikan

bahwa kata *of course* digunakan untuk menjawab pertanyaan yang dimulai dengan *Could you tell me* yang berarti *Dapatkah Anda memberitahukan saya*. Utami lalu bertanya tentang lokasi hotel yang diinginkan (*Where would you like to be?*), Carta berikut berisi ungkapan tersebut dan beberapa ungkapan yang dapat menggantikannya (C. androd R. Stott, 1988).

- Contoh dialog yang diharapkan:

1. Utami : What kind of accomodation do you want? White Smith : What sort of accomodation is available?
2. Utami : Could you tell me what sort of hotel you'd like? White Smith : Please tell me what kind of accomodation there is.

4.2 General Inquiries About Kinds Of Hotel

Pada materi sebelumnya, telah dipelajari berbagai ungkapan yang dapat digunakan untuk berbicara tentang lokasi hotel. Di sini Anda akan mempelajari berbagai ungkapan yang dapat digunakan tentang jenis hotel. Berikut ini adalah lanjutan penggalan dialog antara Utami (karyawan sebuah biro perjalanan) dan White Smith (seorang wisatawan). Di sini White Smith meminta informasi lebih lanjut tentang keadaan dan jenis masing-masing hotel yang disebut oleh Utami (Visutskie, 1997).



Percakapan 2

White Smith : I'd like to be in the city center.

Utami : Well, the Garuda, the Santika, and the Mutiara are all very central.

White Smith : Which of these is a good place?

Utami : The Garuda is a big luxurious hotel. It's a five-star hotel, so it has

Got everything you need. It also has a large parking area. The Santika is a fourstar hotel. It's not as big as the Garuda, but it is as luxuriuos. It has a nice landscape too.

White Smith : What about the Mutiara?

Utami : It's an old medium-sized hotel but, as far as I know, it's quite comfortable.

Saya yakin Anda tidak mengalami kesulitan untuk memahami percakapan tersebut. Namun demikian, untuk memantapkan pemahaman Anda, cobalah jawab beberapa pertanyaan pada latihan berikut.

Latihan 1

Jawablah beberapa pertanyaan berikut ini.

1. Are the Garuda, the Santika, and the Mutiara hotels of the same kind?
2. Which is the best kind of hotel?
3. Describe the Garuda.
4. What kind of hotel is the Santika? Describe it.
5. What about the Mutiara? Describe it.
6. Sekarang cocokkanlah jawaban Anda dengan jawaban berikut ini.
7. No, they aren't.
8. The Garuda.
9. It's a five-star hotel and has got everything. It has a large parking area. It's big and luxurious.

10. It's a four-star and luxurious hotel. It also has a nice landscape.
11. It's old, medium-sized, and quite comfortable.

Bagaimana? Betul semuanya? Itu berarti Anda memahami percakapan tersebut dengan baik.

Latihan 2

Susun rangkaian kalimat berikut sehingga membentuk sebuah percakapan

antara seorang karyawan sebuah biro perjalanan (Deddy) dan seorang wisatawan (Nicholas).

1. What about the Srikandi?
2. Well, there are the Panorama and the Srikandi 1.20 English for Hotel and Tourism λ
3. The panorama is a big five-star hotel
4. I'd like a hotel in a mountaneous area, far from the city center
5. But it's as comfortable and has got a nicer view over the mountain.
6. It has got everything you need.
7. It's medium-sized hotel.
8. Could you tell me what they are like?
 - Officer: I'd like a hotel in a mountaineous area, far from the city center.
 - Tourist: Well, there are the Panorama and the Srikandi.
 - Officer: Could you tell me what they are like?
 - Tourist: The Panorama is a big five-star hotel. It has got everything you need.
 - Officer: What about the Srikandi?

Tourist: It's a medium-sized hotel. But it's as comfortable and has got a nicer view over the mountain.

Pada sub-unit ini Anda telah mempelajari berbagai ungkapan yang dapat digunakan untuk bertanya jawab tentang macam hotel: apakah hotel berbintang atau bukan, seberapa besar hotelnya, bagaimana fasilitasnya, serta bagaimana tampaknya.

4.3 General Inquiries About Room Tariffs

Setelah membahas dan berlatih tentang lokasi dan jenis hotel, pada sub-unit ini Anda akan belajar bagaimana bertanya jawab tentang tarif kamar hotel melalui telepon. Berikut ini adalah lanjutan pembicaraan antara Utami dan White Smith. Masih ingat bukan? Utami adalah seorang karyawan sebuah biro perjalanan dan White Smith adalah seorang wisatawan (Day, J., & Krzanowski, 2011).



Percakapan 3

White Smith : How much is a single room in the Santika?

Utami : Let me see. Mm, a single room is Rp250.000,- per night.

White Smith : What about in the Garuda?

Utami : In the Garuda a single room costs Rp200.000,- per night.

White Smith : I think I'd like a single room in the Garuda. Could you please make a reservation for me?

Utami : With pleasure.

Latihan 1

Untuk mengecek pemahaman Anda tentang isi percakapan tersebut, cobalah jawab beberapa pertanyaan berikut ini.

Jawablah beberapa pertanyaan berikut ini.

1. What kind of room does Mr. Smith want?
2. How many rooms does he need?
3. What's the tariff of a single room in the Santika?
4. What about in the Garuda?
5. Which hotel does he prefer?

Latihan 2

Berlatihlah dengan seorang teman. Pada latihan ini Anda dapat menjadi wisatawan dan yang lain menjadi wisatawan dan yang lain menjadi karyawan sebuah biro perjalanan atau sebaliknya. Dalam berlatih Anda harus melengkapi tabel dalam kartu Anda dan tidak boleh melihat pasangan Anda. Gunakanlah ungkapan yang bervariasi.

Kartu A

Hotel	Single Room	Double Room
Lestari	Rp100.000,00	Rp125.000,00
Puspa	-	-
Mawar	Rp25.000,00	Rp150.000,00
Melati	-	-

Kartu B

Hotel	Single Room	Double Room
Lestari	-	-
Puspa	Rp150.000,00	Rp175.000,00
Mawar	-	-
Melati	Rp175.000,00	Rp200.000,00

Latihan 3

Lengkapi percakapan berikut ini dengan kata-kata yang sesuai.

1. Tourist : --a—you tell me how -b—a single -c—is?
Officer : The -d—is Rp 150.000,00 per night.
2. Tourist : --a-- is the -b—for a double room?
Officer : It's Rp 200.000,00 --c—night.
3. Tourist : --a—much is a single -b—per -c--?
Officer : --d—cost for -e—single room -f—Rp 125.000,00
4. Tourist : Would you -a—me the -b—for a double -c--?
Officer : It -d—Rp 150.000,00

Sub-unit ini memberi penjelasan dan latihan pengucapan dan penggunaan berbagai ungkapan yang dapat digunakan untuk bertanya jawab tentang tarif kamar hotel, yang berbeda tergantung dari lokasi, jenis hotel, dan jenis kamarnya. Sub-unit ini juga merupakan sub-unit terakhir dari Unit 1 yang berjudul *General Inquiries by Phone*, yang mencakup 3 bahasan, yaitu lokasi hotel, jenis hotel, dan tarif kamar.

Sebelum bepergian sering kali kita ingin segalanya sudah terencana dengan baik termasuk dimana atau di hotel mana harus bermalam. Untuk itu kita sering harus memesan kamar hotel melalui telepon sebelum berangkat ke kota yang dituju. Pada Unit 2 ini Anda akan belajar bagaimana memesan dan menerima pesanan kamar hotel melalui telepon. Anda juga akan belajar mengisi formulir pemesanan kamar.

Berikut ini adalah percakapan telepon antara seorang wisatawan dan seorang karyawan hotel. Wisatawan tersebut bermaksud memesan kamar hotel.

Percakapan 4.

Reception : Good morning, Sartika Hotel. Can I help you?

Caller : I'd like to book a single room for three nights. Reception

: Yes, madam. Could I have your name, please? Caller : Mrs. Andrews.

Reception : When is it for Mrs. Andrews? Caller: From July 10th

Reception : A single room for three nights from July 10th. Is that right?

Caller: Yes, that's right

Reception : Thank you, Mrs. Andrews.

Anda paham percakapan tadi? Cobalah jawab beberapa pertanyaan di bawah ini untuk mengecek pemahaman Anda.

Latihan 1

Jawablah beberapa pertanyaan berikut ini.

1. Who is the caller?
2. What does she want?
3. Who answers the phone?
4. What kind of room does Mrs. Anderws want?
5. How long is she going to stay?
6. When is she going to come to the hotel?

Apabila penelepon hanya mengatakan *I'd like to make a reservation* atau tidak mengatakan informasi penting yang diperlukan maka resepsionis harus menanyakan 'nama', 'untuk kapan', 'untuk berapa lama', 'mulai kapan', dan 'kamar macam apa yang diinginkan'. Untuk memastikan bahwa informasi yang didengar sudah benar, resepsionis mengulang kembali pesanan kamar penelepon dengan mengatakan *A single room for three*

nights from July 10th. Is that right? Pada percakapan pertama dan *A double room for two nights from October 20th* pada percakapan kedua (Dudley-Evan, T., & St. John, 2008). Ada berbagai macam ungkapan yang dapat digunakan untuk itu. Perhatikanlah carta berikut ini.

Latihan 2

Menanyakan nama

Could | I | have | your name?

May | | know |

Could | you | tell me | your name?

Would |

What's your name?

Your name, please?

What name's is it, please?

Menanyakan untuk kapan

When is it for? When for?

When would you like to make the reservation for?

Menanyakan untuk berapa lama

How long is it for?

For | how long? |

| how many nights? |

| | is it?

Menanyakan jenis kamar yang diinginkan

Would you like | a single room or a double room?

| a single room?

| a double room?

What kind of room would you like?

What kind of room would you like, a single room or a double room?

Menyakinkan kebenaran informasi

A single room | for three nights | from July 10th

A double room | for two nights | from October 20th

Kumpulan Kosakata Tentang Hotel (*Hotel*) dalam Bahasa Inggris

1. Activities : Aktivitas
2. Adjoining room : Kamar yang berdampingan
3. Amenities : Fasilitas
4. Ancient : Kuno
5. Architecture : Arsitektur
6. Arrive : Tiba
7. Art gallery : Galeri seni
8. Attraction : Daya tarik
9. Baggage : Koper
10. Bearing : Posisi
11. Beautiful : Cantik
12. Bed and breakfast : Penginapan dan sarapan
13. Breathtaking : Mengambil nafas
14. Business district : Daerah bisnis
15. Castle : Benteng
16. Close : Tutup
17. Continue on : Melanjutkan
18. Conveniences : Kenyamanan
19. Custom : Kebiasaan
20. Customary : Tradisi
21. Dangerous : Berbahaya
22. Depart : Berangkat
23. Devastating : Merusak
24. Elegant : Anggun
25. En route : Dalam perjalanan
26. Enjoy : Menikmati
27. Enormous : Sangat besar
28. Entertainment district: Daerah hiburan
29. Exception : Pengecualian
30. Exciting : Senang

31. Exhibition	: Pameran
32. Expect	: Mengharapkan
33. Extensive	: Luas
34. Fascinating	: Menarik
35. Grocery store/supermarket:	Toko grosir
36. Haunted	: Berhantu
37. Heritage	: Warisan
38. Highlight	: Puncak
39. International	: Internasional
40. Legend	: Legenda
41. Lobby	: Lobi
42. Local	: Lokal
43. Location	: Lokasi
44. Lovely	: Menyenangkan
45. Magnificent	: Hebat
46. Map	: Peta
47. Market	: Pasar
48. Monument	: Monumen
49. Museum	: Museum
50. Necessities	: Kebutuhan
51. Original state	: Daerah asal
52. Permit	: Mengijinkan
53. Photograph	: Fotografi
54. Popular	: Terkenal
55. Postcard	: Kartu pos
56. Prevalent	: Umum
57. Proceed	: Meneruskan
58. Questions or concerns:	Pertanyaan
59. Recommend	: Menyarankan
60. Reconstructed	: Dibangun ulang
61. Refer	: Mengacu
62. Relax	: Santai
63. Request	: Permintaan

64. Restaurant area : Daerah tempat makan
65. Restored : Dipulihkan
66. Ritual : Upacara
67. Safe : Aman
68. Scenery : Pemandangan
69. Scenic : Indah
70. Settlers : Pemukim
71. Shopping district : Daerah belanja
72. A la carte : Penyajian makanan dengan memesan makanan.
73. Agent rate : Harga rata-rata kamar hotel untuk para agen perjalanan.
74. Bar atau lounge : Tempat bersantai seperti restoran yang biasanya dilengkapi dengan fasilitas hiburan.
75. Bell boy : Petugas hotel untuk membantu dan melayani tamu yang datang.
76. Bill : Jumlah biaya atau tagihan.
77. Blocking room : Kamar yang diblok.
78. Booking atau reserve: Memesan kamar.
79. Breakfast : Sarapan atau makan pagi.
80. Buffet : Penyajian makanan dalam bentuk prasmanan.
81. Check in : Konfirmasi kedatangan tamu hotel dan pemberian akses masuk ke kamar.
82. Check out time : Batas waktu check out.
83. Check out : Masa tenggat tamu untuk menginap di hotel, dimana tamu harus mengembalikan kunci kamar dan membayar tagihan kamar.
84. Cocktail : Minuman yang mengandung alkohol.
85. Compensation : Pelayanan tambahan dari pihak hotel untuk tamu yang datang sebagai bentuk permintaan maaf atas kesalahan.

86. Concierge : Bagian pelayanan tamu hotel, biasanya hotel mewah.
87. Contract Rate : Harga khusus kamar hotel untuk agen travel berdasarkan terms and condition yang telah disepakati oleh kedua pihak.
88. Deluxe room : Kamar dengan fasilitas standar.
89. Double bed : Kamar yang berisi 1 kasur besar berukuran king-sized bed.
90. Fully booked : Seluruh kamar di hotel telah habis dipesan.
91. Late check out : Kompensasi berupa kelonggaran waktu yang diberikan pengelola hotel ketika check out melebihi atau melewati batas waktu.
92. Lobby : Ruang utama hotel.
93. Minibar : Fasilitas hotel yang ada di dalam kamar yang disewa berupa kulkas kecil dengan isi lengkap di dalamnya.
94. Mocktail : Minuman seperti cocktail tanpa alkohol.
95. Pick up service : Layanan penjemputan dan pengantaran.
96. Pool side : Kamar yang dekat fasilitas kolam renang.
97. Room rate atau rate : Harga kamar yang ditetapkan kepada tamu.
98. Single bed : Kamar hotel yang berisi 2 kasur ukuran kecil disebut juga twin sharing.
99. Suite room : Tipe kamar terbaik dengan harga termahal.
100. Superior room : Tipe kamar terbaik kedua di bawah Suite room.

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CHAPTER 5

ENGLISH FOR PUBLIC SPEAKING

By Revida Engelbertha S.

5.1 Public Speaking

5.1.1 Definition of Public Speaking

Public speaking is the act of delivering a speech or presentation to a live audience. It is a form of communication that allows individuals to convey their thoughts, ideas, and messages to a large group of people. Public speaking can take many forms, including lectures, talks, debates, seminars, conferences, and speeches. It is a skill that can be learned and developed through practice and experience.

Public speaking is an essential skill in many areas of life, including business, politics, education, and entertainment. It is a powerful tool for influencing, inspiring, educating, and motivating people. Public speaking can be used to convey information, persuade people to take action or entertain an audience. It is an effective way to share knowledge, ideas, and experiences with others (Wrench, Goding, Johnson, & Attias, 2011).

Public speaking can also help individuals to overcome their fears and improve their self-confidence. Many people find public speaking to be a daunting task, but with practice and preparation, it can become a rewarding and enjoyable experience. It requires individuals to step out of their comfort zone, face their fears, and develop the necessary skills to deliver a successful speech (Lucas, 2019).

According to Peterson (2015), there are several key elements to successful public speaking. The first is preparation. It is important to prepare well in advance for any public speaking

engagement. This includes researching the topic, organizing the content, and practicing the delivery. Preparation helps to ensure that the speaker is knowledgeable and confident about the topic and that the audience will be engaged and interested in the presentation.

Another important element of public speaking is delivery. The way a speech is delivered can greatly impact its effectiveness. This includes the tone of voice, pace, body language, and eye contact. Effective delivery can help to engage the audience, convey emotions, and emphasize key points.

One of the most important aspects of public speaking is connecting with the audience. A speaker must understand their audience and tailor their message to their needs and interests. This includes using language that is clear and understandable, as well as using examples and anecdotes that resonate with the audience (Wrench, Goding, Johnson, & Attias, 2011).

Public speaking can also be enhanced by the use of visual aids. This includes slides, videos, and other multimedia elements that can help to reinforce key points and keep the audience engaged. Visual aids can also help to break up the presentation and provide a change of pace for the audience.

There are several benefits to public speaking. For individuals, it can help to build self-confidence, improve communication skills, and develop leadership abilities. For businesses and organizations, it can be an effective way to promote products and services, build brand awareness, and engage with customers and stakeholders. Public speaking can also be used to educate the public on important issues and promote social change (Carnegie, 2006).

Public speaking is an important form of communication that allows individuals to share their thoughts, ideas, and messages with a live audience. It is a skill that can be learned and developed through practice and experience. Successful public speaking

requires preparation, effective delivery, connecting with the audience, and the use of visual aids. Public speaking can have many benefits, including building self-confidence, improving communication skills, and promoting social change.

5.1.2 The function of Public Speaking

Public speaking serves several important functions in various contexts, including educational, political, social, and professional. According to Lucas (2019) the following are some of the key functions of public speaking:

1. Informative function

Public speaking is often used to convey information to an audience. Speakers may provide information about a particular topic, share their experiences, or teach a new skill. In educational settings, public speaking is often used to facilitate learning by delivering lectures or presentations to students.

2. Persuasive function

Public speaking can be used to persuade or influence an audience. Speakers may aim to change the opinions or behaviors of the audience by presenting compelling arguments or evidence. Political speeches, advertising, and marketing presentations often have a persuasive function.

3. Entertaining function

Public speaking can also be used to entertain an audience. This includes comedy shows, motivational speeches, and storytelling events. The primary purpose of such speeches is to engage the audience and provide them with an enjoyable experience.

4. Social function

Public speaking can serve as a means of social interaction and community building. It can bring people together for a shared experience and create a sense of belonging. For

example, public speaking events such as poetry slams or open mic nights provide a platform for individuals to share their creative expressions with others.

5. Educational function

Public speaking is often used in educational settings to facilitate learning. Teachers may use public speaking to deliver lectures, present research findings, or engage students in discussions. Public speaking can also be used to share knowledge and ideas in conferences, seminars, and workshops.

6. Promotional function

Public speaking can be used to promote products, services, or ideas. This includes marketing and advertising presentations, sales pitches, and political campaigns. Speakers may use persuasive language and visual aids to convince the audience to take a specific action or support a particular cause.

7. Inspirational function

Public speaking can inspire and motivate people to take action or pursue their goals. Motivational speakers often use personal stories and examples to inspire and encourage individuals to overcome challenges and achieve success.

8. Leadership function

Public speaking is an important skill for leaders in various settings, including politics, business, and education. Leaders must be able to communicate their vision, values, and goals effectively to their followers. Public speaking can help leaders to inspire and motivate their followers, as well as build trust and credibility.

Public speaking serves several important functions in various contexts. It can inform, persuade, entertain, educate, promote, inspire, and lead. Public speaking is a valuable skill

that can be used to share knowledge, ideas, and messages with others. Effective public speaking requires preparation, effective delivery, connection with the audience, and the use of visual aids. It can help individuals to build self-confidence, improve communication skills, and promote social change.

5.1.3 Why Public Speaking is Important?

Public speaking is the art of communicating effectively with an audience. It is an essential skill that is required in a wide range of settings, from professional to personal contexts. Public speaking is the key to effectively communicating a message and convincing people to take action. According to Wrench, Goding, Johnson, & Attias (2011), the following are some of the key reasons why public speaking is important:

1. **Career Advancement**

Public speaking is an essential skill that is highly valued in the workplace. Being an effective public speaker can help you advance your career by demonstrating your leadership skills, ability to communicate effectively, and influence people.

2. **Personal Development**

Public speaking is an excellent way to improve your personal development. It can help you overcome fears and build confidence, improve your communication skills, and develop a stronger sense of self-awareness.

3. **Networking**

Public speaking provides a valuable opportunity to connect with other professionals and build your network. By speaking at conferences, events, and other public forums, you can meet new people, make valuable connections, and build your reputation.

4. Influence

Public speaking is a powerful tool for influencing others. A well-delivered speech can inspire, motivate, and convince people to take action. This is especially important in the fields of politics, education, and business, where the ability to influence people is critical.

5. Personal Branding

Public speaking is an effective way to build your personal brand. By delivering high-quality speeches and presentations, you can establish yourself as an expert in your field, increase your visibility, and enhance your reputation.

6. Self-Expression

Public speaking provides an outlet for self-expression. By sharing your ideas, opinions, and experiences with others, you can express yourself in a meaningful way and connect with others who share your interests and passions.

7. Public Engagement

Public speaking is an essential part of public engagement. It allows you to communicate with the public, share important information, and engage in meaningful dialogue with people from diverse backgrounds.

8. Leadership

Public speaking is an essential skill for effective leadership. Leaders must be able to communicate effectively with their team, inspire others, and present a clear vision for the future.

9. Advocacy

Public speaking is a critical tool for advocacy. Advocates must be able to articulate their message clearly and persuasively to bring about change.

10. Education

Public speaking is an essential part of education. Teachers, professors, and trainers must be able to communicate effectively with their students to ensure that they understand the material and can apply it effectively.

Public speaking is an essential skill that is required in a wide range of settings, from professional to personal contexts. It is important for career advancement, personal development, networking, influence, personal branding, self-expression, public engagement, leadership, advocacy, and education. By developing your public speaking skills, you can become a more effective communicator, build your network, advance your career, and make a meaningful impact in the world.

5.1.4 The benefit of Public Speaking

Public speaking is a powerful tool that offers numerous benefits to individuals who develop this skill. Whether you're a student, a business professional, an activist, or a politician, being an effective public speaker can help you in many ways. According to Zarefsky (2010), the following are some of the key benefits of public speaking:

1. Improved Communication Skills

Public speaking is an excellent way to improve communication skills. By speaking in public, individuals can learn to articulate their ideas more clearly, effectively convey their message, and respond to questions and feedback.

2. Increased Confidence

Public speaking can also help boost confidence levels. Through practice and exposure, individuals can overcome their fears of public speaking and gain a sense of self-assurance in their ability to communicate with others.

3. Career Advancement

Public speaking is a critical skill that can help individuals advance in their careers. By developing their communication and presentation skills, individuals can become more effective leaders, better salespeople, and more influential communicators in the workplace.

4. Enhanced Networking

Public speaking is an excellent way to build a professional network. By speaking at events and conferences, individuals can connect with others in their industry, gain exposure to new ideas, and build relationships with potential clients or employers.

5. Increased Influence

Public speaking is a powerful tool for influencing others. By delivering a compelling speech, individuals can persuade others to take action, change their perspective, or consider a new idea.

6. Personal Branding

Public speaking can help individuals establish themselves as experts in their field. By delivering high-quality speeches and presentations, individuals can build their reputation and increase their visibility within their industry.

7. Self-Expression

Public speaking can also provide an outlet for self-expression. By sharing their ideas and experiences with others, individuals can express themselves in a meaningful way and connect with others who share similar interests.

8. Improved Leadership Skills

Public speaking is a critical skill for effective leadership. Leaders must be able to communicate effectively with their team, inspire others, and present a clear vision for the future. By developing their public speaking skills,

individuals can become better leaders in their organizations.

9. Enhanced Critical Thinking

Public speaking can also help individuals develop critical thinking skills. By preparing a speech or presentation, individuals must carefully consider their message, identify their key points, and support their arguments with evidence.

10. Improved Emotional Intelligence

Public speaking can help individuals develop emotional intelligence by allowing them to connect with their audience on a deeper level. By understanding their audience's needs, interests, and emotions, individuals can deliver a more effective and impactful speech.

11. Personal Development

Public speaking is an excellent way to improve your personal development. It can help you overcome fears and build confidence, improve your communication skills, and develop a stronger sense of self-awareness.

12. Public Engagement

Public speaking is an essential part of public engagement. It allows you to communicate with the public, share important information, and engage in meaningful dialogue with people from diverse backgrounds.

13. Advocacy

Public speaking is a critical tool for advocacy. Advocates must be able to articulate their message clearly and persuasively to bring about change.

14. Education

Public speaking is an essential part of education. Teachers, professors, and trainers must be able to communicate effectively with their students to ensure that they understand the material and can apply it effectively.

15. Creativity

Public speaking can help you tap into your creativity. By presenting your ideas in new and innovative ways, you can inspire others and create a lasting impact.

Public speaking is a valuable skill that can benefit individuals in a wide range of personal and professional contexts. It can improve communication skills, boost confidence, advance careers, enhance networking, increase influence, establish personal branding, provide an outlet for self-expression, develop leadership skills, enhance critical thinking, and improve emotional intelligence. By developing their public speaking skills, individuals can become more effective communicators, build their professional networks, and make a meaningful impact in their personal and professional lives.

5.1.5 Five Factors of Public Speaking

Public speaking can be a challenging task for many individuals, but there are certain factors that can contribute to the success of a speech or presentation. According to Duarte (2008), the following are five important factors that can influence the effectiveness of public speaking:

1. Preparation

Preparation is a critical factor in public speaking. A well-prepared speaker will have a clear understanding of their topic, their audience, and the purpose of their speech. They will also have a well-structured speech that is supported by evidence, examples, and anecdotes. Preparation involves researching, outlining, and practicing the speech before delivering it to the audience.

2. Delivery

The delivery of a speech is another essential factor in public speaking. Delivery involves the tone of voice, body

language, and pacing of the speech. A speaker who delivers a speech in a monotone voice, with no facial expression, and little movement will not engage the audience. A speaker who uses a dynamic tone, appropriate gestures, and pace the speech will keep the audience interested and engaged.

3. Audience Engagement

The third factor in public speaking is audience engagement. The speaker must connect with the audience and keep them interested in the speech. This can be achieved through the use of stories, humor, and interactive elements that encourage audience participation. A speaker who engages the audience will create a memorable experience for them and leave a lasting impression.

4. Visual Aids

Visual aids are an essential component of public speaking. They can help clarify complex ideas, illustrate examples, and reinforce key points. Visual aids can include slides, charts, graphs, videos, and props. However, visual aids should not overshadow the speaker but rather support and enhance their message.

5. Feedback

Feedback is the final factor in public speaking. It involves receiving feedback from the audience, peers, or mentors, and using it to improve future speeches. Feedback can help identify areas for improvement, highlight strengths, and provide constructive criticism. Feedback should be sought from a variety of sources to gain a well-rounded perspective on the speech.

In summary, these five factors are essential for delivering an effective speech. Content is the foundation of the speech, and it should be well-structured and relevant to the audience. Delivery

involves using appropriate tone, pace, and body language to convey the message effectively. Understanding the audience's needs and interests is crucial for engaging them and creating a sense of interaction. Preparation ensures the speaker is well-informed and comfortable with the content, and confidence is vital for delivering the speech with poise and conviction.

By focusing on these factors, a speaker can improve their public speaking skills and deliver a more effective and engaging speech. It is also essential to remember that public speaking is a skill that can be developed with practice and feedback. By seeking out opportunities to speak in public and receiving constructive feedback, a speaker can continue to improve their skills and become more confident and effective over time.

5.2 English for Public Speaking

English is widely recognized as a universal language and is the preferred language for international communication. As such, it is essential to have a strong grasp of the English language, particularly when it comes to public speaking. Public speaking in English requires a certain level of proficiency, including good pronunciation, grammar, and vocabulary. According to Beebe and Beebe (2018), there are several points that can be used to improve our public speaking skills in English.

Firstly, it is essential to develop good pronunciation skills. Poor pronunciation can make it difficult for your audience to understand you, which can hinder effective communication. To improve your pronunciation, you can practice speaking in front of a mirror and record yourself to listen to your own voice. You can also enroll in a pronunciation course, which can help you identify and correct any errors in your pronunciation. Listening to English speakers, such as watching videos or podcasts, can also help develop your pronunciation skills (Beebe and Beebe, 2018).

Secondly, having good grammar skills is crucial when speaking in public. Grammar is the foundation of any language, and it plays a vital role in conveying your ideas effectively. Some common grammar mistakes include subject-verb agreement, using the wrong tense, and incorrect word order. To improve your grammar, you can start by reviewing grammar rules and practicing them in your writing and speaking. You can also consider enrolling in a grammar course or hiring a tutor to help you identify and correct any grammar mistakes (Beebe and Beebe, 2018).

Thirdly, expanding your vocabulary is essential for effective communication in public speaking. A strong vocabulary enables you to express your ideas and opinions with clarity and precision. To improve your vocabulary, you can start by reading books, newspapers, and magazines in English. You can also use vocabulary-building apps or websites, which provide a list of new words and their definitions. Additionally, you can learn new words by listening to English speakers and by practicing speaking and writing in English (Beebe and Beebe, 2018).

Fourthly, it is crucial to use appropriate language in public speaking. Different situations call for different types of language, and it is essential to understand what is appropriate for the occasion. For example, when giving a formal speech, it is important to use formal language and avoid using slang or informal expressions. On the other hand, when giving a presentation to a group of colleagues, it may be appropriate to use more informal language. Therefore, it is essential to consider the audience and the context of your speech when choosing the appropriate language to use (Beebe and Beebe, 2018).

Fifthly, it is essential to practice your public speaking skills in English. Practice makes perfect, and the more you practice, the more comfortable you will become with speaking in public in English. You can start by practicing in front of a mirror, recording yourself, or speaking with a friend or family member. You can also

consider joining a public speaking club, which can provide you with a supportive environment to practice and improve your skills (Beebe and Beebe, 2018).

Speaking in public in English requires a certain level of proficiency, including good pronunciation, grammar, vocabulary, appropriate language, and practice. Developing these skills takes time and effort, but it is essential for effective communication in public speaking. By following the tips and strategies outlined in this article, you can improve your English skills and become a confident and effective public speaker of English.

5.2.1 The Function of English for Public Speaking

English is a global language that plays a critical role in public speaking. It is the language of diplomacy, international business, and academia. As a result, it is essential for individuals to understand the function of English in public speaking to communicate effectively and efficiently.

In public speaking, the primary function of English is to convey a message to the audience. The message may be informational, persuasive, or entertaining. The speaker's job is to convey this message effectively and efficiently to the audience. The use of English in public speaking is crucial because it allows the speaker to communicate with a diverse audience (Carnegie, 2006).

According to Carnegie (2006) the use of English in public speaking is not limited to conveying a message. It also serves to establish the speaker's credibility. The speaker's choice of words, tone, and delivery can impact how the audience perceives the speaker. Therefore, it is important for the speaker to use English in a way that is appropriate for the audience and the occasion.

Another function of English in public speaking is to engage the audience. The speaker must use English in a way that captivates the audience's attention and keeps them interested in the message. The use of humor, anecdotes, and personal stories can help to

create a connection with the audience and make the message more memorable.

English in public speaking also serves to create a sense of authority and expertise. The speaker's command of English can help to establish them as an expert on the topic they are discussing. The speaker's use of specialized vocabulary and terminology can demonstrate their knowledge and understanding of the subject matter (Powell, 2016).

The use of English in public speaking can also serve to persuade the audience. The speaker can use English to appeal to the audience's emotions and values, making the message more convincing. The speaker can also use English to address any objections the audience may have and to provide evidence to support their argument.

English in public speaking can also serve to inspire and motivate the audience. The speaker can use English to paint a vivid picture of a better future or to evoke a sense of pride or patriotism. The speaker can also use English to encourage the audience to take action and make a positive change in their lives or communities.

Finally, the use of English in public speaking can serve to entertain the audience. The speaker can use English to tell jokes, share amusing anecdotes, or perform a dramatic reading. The use of English to entertain the audience can help to create a relaxed and enjoyable atmosphere and make the message more memorable (Hamilton, 2015).

According to Langan (2017) other functions of English public speaking can be broken down into four key areas: clarity, coherence, persuasion, and engagement.

1. Clarity:

Clarity is the ability to communicate your ideas in a clear and concise manner. The use of proper grammar, syntax, and vocabulary is crucial in ensuring that your message is easily understood by your audience. It is important to

avoid using jargon or technical language that your audience may not understand.

In addition, you should also be mindful of your pronunciation and enunciation. Speaking clearly and articulately can help to ensure that your message is received and understood by your audience.

2. Coherence:

Coherence refers to the logical flow and organization of your ideas. It is important to structure your speech in a way that is easy to follow and understand. This can be achieved by using transitions, signposting, and other techniques to guide your audience through your speech.

You should also be mindful of your use of pronouns, antecedents, and other grammatical structures to ensure that your message is coherent and easy to follow.

3. Persuasion:

Persuasion is the art of convincing your audience to accept your message and take action. To be persuasive, it is important to use language that is compelling, emotionally resonant, and relevant to your audience.

This can be achieved by using vivid imagery, metaphors, and other rhetorical devices to capture your audience's attention and engage their emotions. You should also be mindful of your tone and delivery, using appropriate inflection and pacing to convey your message with conviction and authority.

4. Engagement:

Engagement refers to the ability to connect with your audience and capture their attention. To engage your audience, it is important to use language that is relatable, interesting, and relevant to their interests and experiences.

You can achieve this by using anecdotes, personal stories, and examples to illustrate your points and connect with

your audience on a human level. You should also be mindful of your nonverbal communication, using appropriate gestures, facial expressions, and body language to convey your message and connect with your audience.

Mastering the function of English in public speaking is crucial to becoming an effective and successful public speaker. By focusing on clarity, coherence, persuasion, and engagement, you can communicate your ideas with confidence and conviction, and inspire your audience to take action. Whether you are giving a speech to a large audience or simply having a conversation with a colleague or friend, the principles of effective public speaking can help you to communicate more effectively and achieve your goals (Langan, 2017).

5.2.2 Importance of English for Public Speaking

The English language is one of the important factors in public speaking. According to Humes (2009) there are several reasons why English is important for public speaking:

1. English is a universal language

English is the most widely spoken language in the world, and it has become an essential language for communication in business, education, politics, and international relations. Therefore, proficiency in English is a must-have skill for anyone who wants to be successful in their career. When it comes to public speaking, English is the language of choice for many international conferences, seminars, and symposiums. Therefore, if you want to deliver a speech or a presentation on an international platform, you need to be proficient in English.

2. English is the language of the internet and social media
With the advent of social media platforms like Facebook, Twitter, and Instagram, people from different parts of the world communicate with each other in English. Therefore, if you want to connect with a global audience through social media, you need to have good English communication skills.
Moreover, English is also the language of the internet, and most of the information on the internet is available in English. Therefore, if you want to conduct research or gather information for your speech or presentation, you need to be proficient in English.
3. English is the language of the entertainment industry
English is the language of the entertainment industry, and many movies, songs, and TV shows are produced in English. Therefore, if you want to communicate your ideas to a large audience through the entertainment industry, you need to be proficient in English.
4. English is the language of science and technology
English is the language of science and technology, and most of the scientific research is conducted in English. Therefore, if you want to deliver a speech or a presentation on a scientific topic, you need to be proficient in English.
5. English is the language of diplomacy
English is the language of diplomacy, and it is used in international relations and politics. Therefore, if you want to deliver a speech or a presentation on a diplomatic topic, you need to be proficient in English.
6. English is the language of education
English is the language of education, and most of the academic research and literature is available in English. Therefore, if you want to pursue higher education or

deliver a speech or a presentation on an academic topic, you need to be proficient in English.

5.2.3 Tips to Improve English for Public Speaking

It is important for people to improve their English, especially in public speaking. According to Anderson (2016) these are some tips and techniques that can help you enhance your English communication skills for public speaking:

1. **Read English books and articles:** Reading English books and articles can help you improve your vocabulary and grammar. It can also help you understand the nuances of the language and its usage in different contexts.
2. **Listen to English podcasts and speeches:** Listening to English podcasts and speeches can help you improve your pronunciation, intonation, and accent. It can also help you understand how native speakers use the language in public speaking.
3. **Practice speaking in English:** The best way to improve your English communication skills is to practice speaking in English. You can practice speaking with your friends, family, or colleagues, or you can join a public speaking club or an English-speaking club.
4. **Learn new words and phrases:** Learning new words and phrases can help you improve your vocabulary and express your ideas and thoughts effectively. You can learn new words and phrases by reading English books and articles or by using English language apps.
5. **Watch English movies and TV shows:** Watching English movies and TV shows can help you improve your listening skills and understand the nuances of the language. It can also help you learn how to use body language and gestures in public speaking.

6. Take an English language course: If you want to improve your English communication skills quickly, you can take an English language course. You can enroll in an online course or attend a language school in your area.
7. Use English language apps: There are many English language apps available that can help you improve your English communication skills. These apps offer different features such as vocabulary building, grammar exercises, pronunciation practice, and conversation practice.

5.2.4 Techniques for Public Speaking in English:

Public speaking in English can be a daunting task for many people, but with the right techniques and preparation, it can become an enjoyable and effective means of communication. According to Lee (2018) these are some techniques that can help you improve your public speaking skills in English:

1. Preparation
The key to successful public speaking is preparation. Before you begin your speech, make sure you have a clear understanding of your topic and your audience. Research your topic thoroughly and create an outline of your speech. Practice your speech several times, either in front of a mirror or with a friend. This will help you feel more confident and comfortable when you finally step up to the podium.
2. Use simple language
When speaking in front of an audience, it's important to use language that everyone can understand. Avoid using jargon or technical terms unless you're speaking to an audience that is familiar with the subject matter. Use simple, clear language that is easy to follow.

3. Engage the audience

Engaging the audience is an important part of public speaking. Start with a strong opening that grabs their attention and sets the tone for your speech. Use anecdotes, humor, or personal stories to help connect with your audience. Ask questions and encourage participation to keep your audience engaged.

4. Use visual aids

Visual aids, such as PowerPoint presentations or diagrams, can help clarify complex topics and make your speech more interesting. Use visuals sparingly and make sure they support your message rather than distract from it.

5. Practice good posture and body language

Good posture and body language can help you convey confidence and authority when speaking in public. Stand up straight, make eye contact with your audience, and use hand gestures to emphasize key points.

6. Speak slowly and clearly

Speaking too quickly can make it difficult for your audience to follow along. Speak at a moderate pace, and make sure you enunciate your words clearly. Take pauses between sentences to allow your audience to absorb what you're saying.

7. Use transitions

Transitions help your audience follow your speech and understand how each point relates to the next. Use transition phrases like "now, let's move on to..." or "in conclusion..." to help guide your audience.

8. Practice active listening

Active listening means paying attention to your audience and responding to their reactions. If you notice that your audience is becoming restless or bored, adjust your pace or change your tone to re-engage them.

9. Use humor appropriately

Humor can be a powerful tool for connecting with your audience and making your speech more memorable. However, it's important to use humor appropriately and avoid offensive or inappropriate jokes.

10. End on a strong note

The ending of your speech is just as important as the beginning. Summarize your main points and leave your audience with a clear message or call to action. End with a memorable quote or anecdote that ties everything together.

In conclusion, public speaking in English can be challenging, but by following these techniques and practicing regularly, you can improve your skills and become a confident and effective speaker. Remember to prepare thoroughly, engage your audience, use simple language, and practice good posture and body language. With time and practice, you can become a skilled public speaker of English.

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CHAPTER 6

ENGLISH FOR ACADEMIC WRITING

By Misdi

6.1 Introduction

English for academic writing has been in demand since the last 40 years (Hyland & Jiang, 2021). Research shows Asian country authors still struggled to cope with the issues of academic writing performances comparing to the native, e.g. American and European authors. Despite the students have insufficient English writing accuracy, other aspects, e.g. attitude, motivation, and writing exposure during the schooling age. (Coleman & Tuck, 2020)

6.2 Previous studies

Issues of English as academic writing have become increasingly demanded during last four decades (Hyland & Jiang, 2021). In their investigation, Hyland and Jiang (2021) found out that academic writing is still the most top list issue of research. They further elaborate English is in a need to overcome the skills of academic writing. In relating to this, a number of studies support Hyland & Jiang's (2021) findings, e.g. students' attitudes and poor writing performance (Misdi, Hartini, Kusriandi, & Tambunan, 2020), and student-supervisor personal engagement (Misdi, Hartini, & Tambunan, 2021).

6.3 What is an academic writing?

In a simple definition, academic writing is a writing in the contexts of academic—that is writing to be accessed and assessed by scholars, e.g. students, lecturers, professors, researchers, and alike. The students often write academically to fulfil course

requirement. They often complete the writing tasks in forms of essay, thesis, or dissertation. Lecturers, professors, and researchers regularly complete their academic writing genres such as articles, and books.

Academic writing vs. non-academic writing

In an ease way, comparing academic writing against non-academic writing can be shown in the following table 6.1.

Table 6.1. academic vs. non-academic writing

Features	Academic writing	Non-academic writing/ popular
The audience	Professor, academicians	Public
Contexts	College, universities, scholarly community	Public
Messages	Refers to disciplines or subject matters	Special needs
Purpose	Grading, academic reputation, assignments	Non-grading

Source: Misdi (2021)

In writing an argument for instance, pronoun of “I” is generally avoided and replace with nominalization such as “it” to point of author’ views. Points of views in academic writing vs. non-academic writing. In short, the following table 6.2 shows the differences.

Table 6.2. The different features of academic vs. non-academic

Academic	Non-academic
Objective and impersonal e.g. This essay attempts to present...	Subjective and personal e.g. In my essay, I will attempt to discuss..
Using qualifying language e.g. One possible reason is...	Asking rhetorical questions e.g. How can this be so?

Source: Misdi (2021)

Therefore, it is important to justify the readers who mainly access the products of the writing. This can be done by using the following assessing questions.

1. Who is going to read this content?
2. What do they need to know?
3. What are they trying to accomplish?
4. How might they be feeling? (Inez, 2022).

Common genre of academic writing

Each writing genre in academic settings can be learned from the following table 6.3.

Table 6.3. Genres Across Academic Writing

Genre	Features	Objective
Essay	Student	Scores – unpublished
Thesis/ dissertation	Students – supervisor	Graduation – unpublished
Scholarly article	Scholarly author – reviewer- editor	Recognition – published
(research) Books	Scholarly author – reviewer/proofreader	Recognition - published

6.4 Skills required in academic writing

Navigation

The first and the most important skill in the English writing for academic purposes is navigating to reputable sources or references. Most authors are challenged to this skill as they are not well exposure to this writing activity. One of the basic skills in doing navigation is accessing reputable database for the references. The followings are the sources of reputable database.

<https://garuda.kemdikbud.go.id>



<https://www.tandfonline.com>



<https://onlinelibrary.wiley.com>



<https://journals.sagepub.com>



<https://www.emerald.com/insight/>



Topic and title writing

The second skill in academic writing is topic selection and title writing. Constructing a good title for essay or thesis needs to pay some “technique or strategy”. This important to provide clarity and avoid logical fallacy. Title writing has to characteristics such as

- (1) Represents the **contents**
- (2) **Attractive**
- (3) Short (not more than 14 words)
- (4) No “abbreviation”
- (5) Avoid “A study of.. An analysis of..”

6.5 Author voice

Author voices sounds differently to readers. Generally, author voice can be assessed and identified in several characters, e.g. general knowledge, author, factual/empirical, and experts. The last voice shares high characters in writing in sending strong ideas to the readers. Experts’ voice mostly represents an authoritative writing.

The importance of being authoritative writing

In writing, it is important to show the voice of the author. This is often called authoritative voice. In the contexts of writing, the author has to be confident what is written is what is meant. To do this, it is unnecessary the author has authority in the sense of power, rather, the voice of the writing is actual representing the intention of the author (Inez, 2022).

It is suggested to convey the targeted readers about the ideas and arguments. To do this, an author has to write authoritatively. This is important to send readers the author is confident and knowledgeable on the topic or material expressed in the texts. The problem is how to address this principle? In writing, following Inez’ (2018) points of view, author writing at least will characterized in three characters, i.e. appealing,

authoritative, and robust. Understanding with these three characters is vital in ensuring the readers of the writing objectives. To some extent, appealing share more a desire to help or receive helps. Authoritative mostly dealing with power and control assertion. Robust in this case is a deep, loud, strong and varied.

Authoritative voice is justified from the words used in the writing. Regard to the systemic functional grammar, the intention is simply judged from the use of modality of the clause. The modality sends to reader the degree of the intention. The word choices such as may, has, can, may, will represent different degree of the author intent.

6.6 Building strong arguments: Claim-Reason-Evidence-Warrant (CREW)

More on writing: tools, review, and proofread

Writing tools including soft-wares and application will help you in improving your English writing. The following are several popular writing tools among English writers.

1. Microsoft Word

Microsoft word has several functions effective assisting to write concisely. It helps improving writing through out its features such synonym, antonym, thesaurus, grammar and clause suggestion, etc.

2. Grammarly

Grammarly can be subscribed from <https://www.grammarly.com>. This utilizes checking for grammar writing, clauses, and language accuracy.

3. Google doc.

Google Doc is an interesting tool for collaborative writing. Peer review is also possible to use this tool. In some cases, google doc is also beneficial for providing writing feedback online.

4. Plagiarism checker

There are several softwares of plagiarism checkers (Plagiarisma, Turnitin, Plagiarism Checker, etc.). All are accessible online.

Developing strong argument in paragraph writing

Normally, a paragraph consists of a thesis statement (topic sentence). This will be justified and elaborated with 2-3 supporting ideas. It is important the topic (thesis) sentence has strong argument. This means that supporting details must show strong evidence. This can be done by citing credible and valid data. The cited argument and ideas are taken from reputable sources, e.g. reputable journal articles. A reputable article is published in reputable journals. This can be done by accessing the reputable database such as Taylor and Francis, Sage, etc. (read the rest of the chapter).

Some techniques can be done in order to improve the quality of the paragraphs. An effective paragraph has only one topic—one central idea. Topic and supporting sentences have to be well-linked, e.g. coherent and cohesive. Coherent can be detected by the use of correct clause-to-clause linkage, e.g. correct conjunction, discourse marker, transitional markers. Employing a varieties of verb choices indicate cohesiveness. It is, of course, using correct grammar is the only way to ensure the quality of the writing.

6.7 Intext citation and references

The author capability in writing in text citation represents writing expertise. The use of intext citation is an indicator of a strong argument. It is essential to make sure all intext citation sources are well written in the references part of the end of the writing. To do this, a different reference writing style should be

selected according to author and specific instruction of the writing, if any.

For social science, American Psychological Association (APA) writing style is generally employed. For non-social science, it varies depending on the writing instruction. Of dozens of reference and writing styles, three are popular among the students. These are APA style, Chicago style, and Harvard style. The three writing styles can be accessed from its official websites.

https://www.oxford.co.za/download_files/higher-education/Harvard_Reference_Guide.pdf

<https://apastyle.apa.org/products/publication-manual-7th-edition>

<https://www.chicagomanualofstyle.org/book/ed17/part3/ch15/toc.html>

Paraphrasing and synthesizing

The last and the most difficult writing skill is paraphrasing. This skill has significant role in academic writing practices as it can reduce author's commitment for doing plagiarism.

Why proofreading is in a need?

Writing individually is sometimes lack of accuracy. Typos, grammar mistakes, redundancies, inappropriate dictions and voices mostly occur and detected in proofreading. Therefore, it is suggested writing draft needs someone with better writing skill to proofread author's writing draft. In many cases, rarely research articles skip expert proofreading.

6.8 Collaborative writing: Another strategy to enhance writing skills

A potential strategy to facilitate students' academic writing is implementing 'collaborative writing'. This concept is suitable either for promoting learning by doing or student's centeredness in the writing exposure. Facilitating a writing peer review is another

interesting technique of learning. The students are not only enhancing their writing skills but also pursue a negotiation practices. They are involved in questioning, commenting, or even editing peer's voices (Misdi, Aisyah, Hartini, & Destiana, 2023). In addition, collaborative writing engages students for voice-exchange, word choices, and dictions—a re-meaning making practice.

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CHAPTER 7

ENGLISH FOR ACADEMIC READING

Oleh Fuad Hasyim

7.1 Pendahuluan

The activity of academic reading entails distinct characteristics compared to reading texts in general, such as newspapers, short stories, or brochures. Apart from variations in the nature of the reading material, differences also arise in the sequence of activities that must be performed, as well as the ultimate outcome or objective following the reading process.

During the course of reading an academic text, mere perusal and highlighting of significant elements is insufficient. Instead, active and engaged interaction with the text is paramount, which necessitates the reader to make note of crucial concepts, establish connections between the text and their own knowledge and experience, and raise critical inquiries regarding the content.

Thereby, reading academic texts emphasizes the importance of critical thinking and analysis, rather than simply passively consuming the information presented in the reading text. Additionally, reading academic texts is an active and iterative process that involves rereading, reflecting, and revising one's understanding of a text. This way, readers can understand and absorb information more optimally.

The purpose of reading academic texts, such as scientific journals, textbooks, and reviews certainly varies. (Wallace, 2004) These objectives include:

1. Getting specific information

Students from any department usually receive a similar task, which is to write papers on certain topics. Therefore,

they typically write articles with references from expert research in the form of journals and books. Students read these two sources to find specific information they need according to the topic of the paper they are compiling.

2. Understanding theories and ideas

The process of crafting an academic article always necessitates the application of theory, whereby writers employ the principal theory to grasp and resolve a problem expounded in the piece. To this end, authors resort to pertinent literature to identify the most suitable theory. In this vein, the proficiency to read a quality text significantly facilitates a writer's formulation of a theory or writing concept.

3. Understanding author viewpoints

In certain sections of a written work, an author may engage in a comparative analysis of the viewpoints of different sources from various perspectives. The purpose of this undertaking is to locate a common ground among the disparate opinions. To accomplish this task, an author must peruse a wide range of academic literature.

4. Supporting reader own views

When a writer communicates ideas through a written work, they are expected to present arguments supported by data or expert opinions from various perspectives. This can only be achieved through a thorough examination of various sources by reading academic texts.

Given the necessity for information from various academic sources, a writer must possess optimal English language proficiency. This is due to the fact that English is the most widely used language in academic literature. According to Martirosyan, Hwang, and Wanjohi (2015), a higher level of English proficiency corresponds to higher academic performance. Therefore,

improving English language proficiency is imperative for anyone seeking to enhance their ability to read academic texts.

This article will discuss strategies for learning English for the purpose of reading academic texts. The discussion will cover the challenges faced by readers of academic texts, strategies for improving English language skills for academic reading, and sources of media for enhancing English language proficiency.

7.2 Challenges of Academic Reading in English

Reading academic texts requires a certain level of skills in order to obtain the necessary information effectively and efficiently, as academic texts are complex and challenging. Therefore, reading academic texts presents a challenge for academics to comprehend, analyze, and express information obtained from the text. There are four challenges that a reader may face when dealing with the academic texts being read.

1. Vocabulary

Numerous reading researchers have demonstrated a robust correlation between vocabulary proficiency and reading comprehension evaluations. (Braze et al., 2016; Lawrence et al., 2022) As such, it is evident that attaining a strong command of vocabulary is a fundamental factor in cultivating one's aptitude for academic reading.

Several studies have identified vocabulary acquisition as a challenge for students when reading literary texts. An investigation by Anwar and Sailuddin (2022) found that vocabulary was a significant factor contributing to students' reading comprehension. Similarly, research conducted by Adilla and Muljanto (2020) over five semesters revealed that English language students encountered four main difficulties in comprehending texts, namely vocabulary, working memory, lack of extensive reading, and text complexity. It

means, the lack of vocabulary proficiency is a key obstacle to successful reading comprehension, and that students may need to engage in extensive reading and other activities to improve their vocabulary and reading skills.

Academic texts possess a distinctive set of conventions that are marked by formality, objectivity, factuality, and analytical approaches. As a result, students frequently encounter challenges in understanding academic texts due to their complexity. Thus, acquiring proficiency in formal language is crucial for effectively comprehending academic reading texts.

2. Syntax and grammar

Syntax is a part of grammar that focuses specifically on the order of words in a sentence. While the rules of grammar include the meaning of words, the internal structure of words, and the arrangement of words, syntax rules are only concerned with the order of words. Grammar is both prescriptive and descriptive, meaning that it tells how to formally use a language as well as how its natural speakers and writers use it informally. By contrast, syntax is solely involved with descriptive grammar. (MasterClass, 2021) It means that syntax is solely a component of descriptive grammar, which aims to describe language use rather than prescribe it.

The study conducted by Mokhtari and Thompson (2006) revealed a significant relationship between students' levels of syntactic awareness and their reading fluency and comprehension performance. Specifically, lower levels of syntactic awareness were found to correspond to poor fluency and comprehension among fifth-grade readers. Similarly, Akbari's (2014) research demonstrated that the ability to manipulate syntactic structure while reading greatly enhances learners'

comprehension. This skill enables them to achieve more detailed comprehension, deepen their understanding, and increase their reading speed. Consequently, it is crucial for university students to enhance their awareness of syntax and grammar to surmount the obstacle during academic reading in the English language.

3. Cultural references

Cultural references can be characterized as elements of reality and culture that mirror an individual's personality and serve an expressive function within a text. Typically employed in works of fiction, these references enable the intended audience to associate each character with a rich socio-cultural environment and distinct personality traits. (Santamaria, 2010) In the academic reading context, the reader's comprehension can be enhanced by gaining insight into the author's perspective, including their ideology, societal position, political leanings, and religious beliefs.

Readers may find it difficult to understand cultural references in a text, especially if they are not familiar with the cultural context being referenced. Language barriers and differences in cultural background can create difficulties in comprehending cultural references. Additionally, some cultural references may be obscure or outdated, making them difficult to interpret. Furthermore, the reader's own biases and perspectives may also influence their understanding of cultural references in a text.

4. Disciplinary-specific terminology

In every discipline, there are many unique terms that has specific definition. Sometime, the same term in particular discipline could be defined in different meaning in other discipline. These discipline-specific words in a text

are characterized by typical of a discipline, typical of a topic, as shown in the example below:

The term of “Wall” is usually defined by “a long, solid structure that rises straight up from the ground, made of stone, brick or concrete, divide or protects an area of land. Meanwhile in medical terminology “wall” is defined by “the outer layer of something hollow such as an organ of the body or cell of an animal or plant e.g., the wall of artery, and the abdominal wall, etc.

In every academic discipline, it is common for a term to hold different meanings in different disciplines, making discipline-specific words a characteristic feature of a particular field or topic.

For example, the term "wall" typically refers to "a long, solid structure that rises straight up from the ground, made of stone, brick or concrete, divide or protects an area of land" in common language, but in biological terminology, "wall" is defined as "the outer layer of something hollow such as an organ of the body or cell of an animal or plant, e.g., the wall of an artery, and the abdominal wall." (Oxford Advanced Learner's Dictionary, 2023) Hence, challenges associated with comprehending discipline-specific terminology may encompass inadequate familiarity, ambiguity, jargon, interdisciplinary disparities, and overgeneralization.

7.3 Strategies for improving English proficiency for academic reading.

Improving English proficiency, which encompasses vocabulary, communication skills, and practice, is crucial for students to excel in their studies, particularly in comprehending academic texts. However, some individuals may struggle with devising effective strategies to enhance their English skills. The

subsequent recommendations outline specific strategies to improve, particularly in the context of academic reading.

1. Reading extensively

Cultivating a strong reading habit is a crucial step towards engaging with academic reading materials. To achieve this, readers should start by extensively reading popular materials such as magazines, newspapers, and novels. Through extensive reading, readers can access easy, enjoyable books that can help build reading habits, increase speed, and enhance fluency. This, in turn, enables students to read longer texts that they can choose at their own pace and level of ability. Over time, this practice improves students' ability to comprehend language more quickly and effectively.

Donaghy (2016) presented a compelling argument for the seven benefits of extensive reading, which includes enhancing learners' reading skills, expanding their vocabulary, improving writing abilities, strengthening overall language competence, increasing motivation to read, promoting learner autonomy, and fostering empathy. Although this statement offers a useful overview of the importance of extensive reading, it is a generalization that overlooks any potential limitations in specific conditions or contexts. Therefore, further research is necessary to investigate the benefits of extensive reading in various academic disciplines and cultural contexts.

According to research conducted at China University by Fanshao Meng (2009), extensive reading is an effective and enjoyable method for undergraduate students to learn to read English as a foreign language and serves as a viable alternative to intensive reading courses. By combining sustained silent reading with out-of-class pleasure reading, students can gradually shift from a learning-to-read orientation to a reading-to-learn framework. Similarly, Namhee Suk (2017) found that extensive reading significantly improves reading

comprehension, reading rate, and vocabulary acquisition. These reports demonstrate that extensive reading can serve as an initial step towards optimizing students' ability to read academic texts.

2. Developing Vocabulary

Vocabulary is crucial in students' ability to comprehend academic texts and achieve academic success. Insufficient vocabulary repository can limit students' performance in various subjects. (Rohmatillah, 2014) Nonetheless, learning vocabulary remains a challenging task, especially for students who do not have positive experiences with vocabulary-building activities. This challenge is more common among students in non-English speaking and developing countries.

A study conducted by Afzal (2019) revealed that university students face various difficulties in learning vocabulary, such as pronouncing new words, spelling them correctly, using them appropriately in sentences, identifying their grammatical structures, and inferring their meanings from the context. Therefore, this finding underscores the need for both students and teachers to recognize the significance of vocabulary learning and to identify effective methods and resources for building vocabulary.

Various researchers have proposed strategies to develop students' vocabulary. For instance, Al-Dersi (2013) introduced the use of short stories for developing the vocabulary of EFL learners, demonstrating that it is a naturalistic, enjoyable, low-cost, and highly effective method. Meanwhile, Wasik and Iannone-Campbell (2012) have suggested purposeful, strategic conversations as a way to improve vocabulary. This strategy involves incorporating vocabulary from read-alouds throughout daily activities. This article aims to suggest that through purposeful, strategic conversations that incorporate word-learning strategies,

students have greater opportunities to develop their vocabulary and language skills. Other researchers have also explored the effectiveness of different media in developing students' vocabularies in various contexts.

3. Practicing grammar and syntax

The English language comprises several components, including grammar and vocabulary, and also subfields such as phonology, morphology, syntax, semantics, and pragmatics. Grammar is used to create words and give them meaning within a sentence, while syntax is a linguistic discipline that examines how words are arranged to create phrases, clauses, and sentences. (Yulianto, 2014) Although many find these features of the language difficult to understand and complex, comprehending and mastering the rules of both are crucial for interpreting complex sentences in academic texts.

Thus, it is crucial for students to understand how to enhance their skills in both grammar and syntax. While some may intuitively grasp both areas, others may struggle to comprehend the basic rules of sentence structure and verb tenses. Suri Do (2017) proposed twelve effective ways to improve English grammar, including making a commitment to regular practice, keeping a grammar book readily available, utilizing grammar apps, practicing every day, learning new words, reading extensively in English, listening to English, communicating in English, watching English movies, writing more in English, comprehending the logic behind a grammar rule, and seeking help from mentors.

4. Using context clues and dictionaries

To enhance one's reading skills, it is crucial to strike a balance between using a dictionary and relying on contextual clues. Although consulting a dictionary while encountering unfamiliar words during a reading activity can be useful, it can also be time-consuming. Therefore, it is recommended to use a

dictionary judiciously. Over-reliance on a dictionary could potentially hinder the reader's ability to predict the meaning of the text and comprehend it without interruption.

What should you do if you aren't really sure of the meaning? What about if you guess the wrong meaning?

One effective method is to practice using context clues in conjunction with dictionary usage to confirm accuracy. *To begin*, select a suitable text to work with. *Next*, read through it as quickly as possible to get an overall understanding. *Then*, go back and read it more slowly, paying close attention to the potentially difficult or ambiguous words. *Once these have been identified*, consult a dictionary to verify their meanings. *Finally*, read through the text once more, this time with a clearer understanding of the words in question. (Wil, 2018)

Using context clues and dictionary in reading academic text is useful strategy to improve comprehension and vocabulary. Reading academic text requires the reader to use both tools to understand the content and learn new words so the reader can enhance their reading skills and expand their vocabularies.

5. Seeking feedback from instructor and peers

Having a partner during reading activities can be a valuable advantage for individuals seeking to improve their reading skills, particularly if their partner possesses a high level of English proficiency, such as a tutor, teacher, or instructor. Partnering with someone who has a greater level of expertise in English allows students to receive feedback, evaluate their comprehension of academic texts, and develop their skills further.

Notably, instructors or peers can play a crucial role in advancing learners' English proficiency in academic reading contexts. They can provide crucial guidance, feedback, and support, helping learners enhance their reading skills and

strategies. Instructors or peers can expose learners to a diverse range of texts and genres, allowing them to understand the purpose, audience, and structure of academic texts. Facilitating discussion and interaction amongst learners, instructors or peers can encourage students to reflect on their reading process and outcomes, further improving their abilities.

6. Joining a reading community or study club

The primary aim of a community or club is to foster a culture of collaborative learning and provide an impetus for academic growth. By providing a platform for engagement, such clubs can offer critical support in the form of activities, training, and mentorship to facilitate the achievement of academic goals. Members of such communities often demonstrate a wide range of motivations that propel them towards academic success, such as an innate curiosity to learn, a deep-seated aesthetic involvement, the desire to overcome challenges, the aspiration for recognition, or the pursuit of academic excellence reflected in grades.

The efficacy of language development through participation in English clubs is an indisputable approach that sustains members' motivation over a prolonged period. Findings from research conducted by Mattarima, Afifi, and Qamaria (2022) demonstrate the significant role of English clubs in enhancing students' mental attributes and reinforcing their proficiency in the language. Similarly, Hijrah and Umar's study (2021) reported that students firmly believed that English clubs effectively supported them in attaining fluency in spoken English. Therefore, joining an English club provides an opportunity to cultivate the language skills, not only by participating in various activities and training but also by immersing oneself in a community of motivated learners with diverse motivations, including curiosity, aesthetic involvement, challenge, recognition, and grade.

7.4 Resources for improving English proficiency for academic reading.

The rapid expansion of the internet has brought forth a wealth of learning materials, offering limitless opportunities to improve one's English language skills. The advent of virtual technology has made it possible for learners to independently cultivate their desired English language proficiency. The following are some of the myriad media resources available to improve academic reading proficiency in English. These resources include e-books, online articles, audio and video materials, language learning apps, and web-based courses. By utilizing these resources, learners can enhance their comprehension, vocabulary, and critical thinking skills, thus enabling them to read and comprehend academic materials with ease.

1. Online courses and tutorials

The outbreak of Covid-19 has brought about a remarkable surge in the popularity of Long-Distance Learning (LDL). This learning model presents a highly flexible and boundaryless approach to education, making it an ideal solution to address mobility issues. With the aid of advanced technologies, LDL has transcended beyond the limitations of traditional offline learning, rendering physical classrooms and in-person interactions unnecessary. As such, this virtual learning format has become a highly accessible and convenient platform for learners to pursue their academic goals, regardless of time and space constraints.

The advent of Long-Distance Learning (LDL) has become a prevalent trend, especially since the outbreak of Covid-19. This innovative learning model has revolutionized the traditional method of learning, offering alternative and borderless learning opportunities to overcome the constraints of mobility. With the aid of

advanced technology, LDL has completely replaced the need for physical classrooms, making education accessible to anyone, anywhere. As a result, current English learners can enhance their English proficiency by simply sitting in their bedrooms and taking online courses or hiring English tutors. Extensive research has demonstrated that these online learning resources are of comparable quality to in-person interaction courses, and students can access English courses hosted by renowned institutions from various countries, such as Coursera, Mooc Edu, and Udemy. Therefore, online courses and tutorials have emerged as a primary resource for enhancing English proficiency, particularly in academic reading.

2. Language exchange programs

Academic reading poses a challenge for readers in comprehending cultural references made by the author. Although such references can enhance the reader's understanding and provide valuable insight into the subject matter, they can be difficult to interpret. As a result, readers must develop effective strategies to navigate these cultural nuances, such as researching the author's background, engaging in cross-cultural exchange programs, or seeking out guidance from experts in the field. By doing so, readers can deepen their understanding of the cultural context of the reading material and gain a richer perspective on the subject matter.

Participating in exchange programs can be a fruitful way for English learners to gain a deeper understanding of different cultures and enhance their language proficiency. These programs are typically offered by both private and state institutions, and they focus on cross-cultural themes that attract participants from various countries and linguistic

backgrounds. By engaging in intensive interactions with a diverse group of individuals, English learners can boost their confidence, expand their vocabulary, and improve their listening and speaking fluency. Moreover, they can gain valuable insights into the customs, traditions, and social norms of foreign countries, which can broaden their worldview and deepen their appreciation for cultural diversity.

3. Self-study materials such as books and website

English learners sometimes don't find any courses which they're interested in through their school programs. Thereby, it is important for well-motivated students to create their own activity through independent study.

For some English learners, the courses offered in their school programs may not align with their interests or needs. (Upson, 2023) This is where independent study becomes a valuable option. Independent study allows well-motivated students to create their own learning experience by selecting materials, setting goals, and managing their own progress. It also allows learners to focus on their specific needs, whether it's improving a particular skill or preparing for a specific exam. Independent study can take many forms, including reading books and articles, watching videos, listening to podcasts, and practicing language exercises. It requires discipline and self-motivation but can be a rewarding and effective way to improve English proficiency.

Independent study is a self-directed learning method that allows learners to take control of their education without much guidance from a supervisor. This approach gives students the autonomy to select their learning resources, design their study schedule, and determine their goals. With this flexibility, learners can explore their interests and passions more in-depth, which can help them identify and focus on specific areas of study. Additionally, independent study allows

individuals to develop skills in self-motivation, self-discipline, and time management, which are essential for success in any academic or professional pursuit.

7.5 Conclusion

Improving English proficiency for academic reading can be challenging but rewarding. Academic reading requires a high level of vocabulary, grammar, and comprehension skills. Thereby, the English learners needs strategies to improve English proficiency for academic reading. By employing those strategies, you can improve your English proficiency for academic reading and enjoy the benefits of learning new knowledge and skills.

English proficiency is the ability to use the English language effectively in various contexts, such as speaking, listening, reading, and writing. It is essential for academic success because it enables students to communicate their ideas clearly, understand complex texts and concepts, and access a wide range of information sources. Without English proficiency, students may face difficulties in completing assignments, participating in class discussions, and expressing their opinions. Therefore, developing English proficiency is a key goal for students who want to achieve academic excellence.

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CHAPTER 8

ENGLISH FOR AGRICULTURE

By Fitri Wulandari



8.1 Agriculture

Agriculture is the process of cultivating soil, growing crops, and rearing livestock. It entails preparing plant and animal items for human consumption and distributing them to marketplaces. Agriculture produces the majority of the world's food and textiles. Agriculture produces cotton, wool, and leather. Agriculture also produces construction timber and paper products.

Agriculture is an important sector of the economy. The country's economic growth is dependent on the development of agriculture, which provides people with food and clothing and industry with raw materials.

The term "agree" comes from Latin. It refers to the preparation of fields for crop cultivation. Agriculture now involves the use of land for the breeding of farm animals.

Without plants, life is impossible. They play a vital role in people's daily lives. Farm crops are plants farmed by farmers. They provide a variety of functions. The majority of them are consumed directly by humans as food, while others are consumed by farm animals and used in industry and medicine.

Crop production is the cultivation and harvesting of crops. Grain crops, vegetables, and grasslands are the most important crops grown by humans. Crops are produced under suitable soil and climatic conditions to achieve high yields.

Animal husbandry is a part of agriculture that includes the breeding and consumption of farm animals. Worldwide, dairy and beef cattle, hogs, sheep, and poultry are commonly bred. Farm animals are vital sources of food for humans.

They are kept to provide nutritious items such as meat, milk, and eggs. Milk is frequently referred to as "nature's most important food." Farm animal meats are extremely significant as human sustenance. Beef cattle, hogs, sheep, and poultry are the most commonly employed animals for this purpose. Mutton is the meat of mature sheep. Pig meat is referred to as pork. Beef is meat from mature beef cattle. Veal is meat from young beef cattle.

Many of the crops grown by humans are used to feed livestock. At the same time, farm animal waste is a vital source for maintaining soil fertility. The majority of the nutrients taken up by plants from the soil are thus returned to the soil. Farmers improve the physical condition of the soil by adding fertiliser.

Thus, crop production and animal husbandry are closely connected with each other. The science and art of forestry include producing, managing, using, conserving, and repairing

forests and related resources to achieve specific objectives, requirements, and values for the benefit of people and the environment. The biological, physical, social, political, and management disciplines are all represented in the science of forestry. Trees and forests are very important because trees absorb carbon dioxide and turn it into the wood, where the carbon stays bound up for hundreds or even thousands of years. Growing trees soak up CO₂ from the atmosphere and store it in their trunks, roots, leaves, and forest soils.

The biosphere's most significant component is now thought to be the forest ecosystems, and forestry has become an important applied science, craft, and technology.

8.2 Vocabulary list in context

1. **Agriculture**
agriculture is a science or a practice that involves cultivating the earth to grow crops and raising animals to produce food, wool, and other goods.
2. **Cultivating**
prepare and use (land) for crops or gardening.
3. **Plants**
place (a seed, bulb, or plant) in the ground so that it can grow.
4. **Soil**
the upper layer of the ground where plants can grow; often black or dark brown in colour, it is made up of a combination of rock, clay, and organic remnants.
5. **Growing**
(of a living thing) the process of naturally developing and evolving in appearance..
6. **Distribution**
The action or process of supplying goods to stores and other businesses that sell to consumers.

7. **Fabrics**
Cloth or other material is produced by weaving or knitting fibers.
8. **Land**
The part of the earth's surface that is not covered by water, as opposed to the sea or the air.
9. **Breed**
A stock of animals or plants within a species having a distinctive appearance and typically having been developed by deliberate selection.
10. **Animal Husbandry**
The science of breeding and caring for farm animals.
11. **Harvesting**
Remove (cells, tissue, or an organ) from a person or animal for transplantation or experimental purposes.
12. **Forestry**
The science or practice of planting, managing, and caring for forests.
13. **Ecosystems**
A biological community of interacting organisms and their physical environment.

Exercise :

1. Why is the agricultural sector important?
2. In what sector is agriculture beneficial for our country?
3. Explain some sector problems of the agriculture?

8.3 Vocabulary Related to Agriculture

The following is a list of vocabulary related to agriculture, namely:

No	Vocabulary List	Meaning
1	Agribusines	Agribisnis atau usaha yang berhubungan dengan pertanian
2	Agriculture	Pertanian
3	Agronomy	Ilmu Pertanian
4	Barn	Lumbung
5	Compost	Pupuk kompos
6	Cultivate	Menggarap
7	Drainage	Drainase atau tempat pengaliran air
8	Farm	Bertani (Farming)
9	Farmer	Petani
10	Fertilizer	Pupuk
11	Field	Ladang
12	Grain	Biji-bijian
13	Grow	Tumbuh
15	Harvest	Panen

No	Vocabulary List	Meaning
16	Haystack	Tumpukan jerami
17	Hectare	Hektar
18	Hoe	Cangkul
19	Insecticide	Insektisida
20	Irrigation	Irigasi
21	Land	Tanah
22	Mango tree	Pohon Mangga
23	Pest	Hama
24	Pesticide	Pestisida
25	Palm oil trees	Pohon Kelapa sawit
26	Plant	Tanaman
27	Plantation	Tanaman perkebunan
28	Plow	Bajak
29	Scarecrow	Orang-orangan sawah
30	Seed	Bibit
31	Spade	Sekop

No	Vocabulary List	Meaning
32	Stones	Batu
33	Tractor	Traktor
34	Water	Air

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