

CHAPTER I

INTRODUCTION

1.1 Background of the report

At the point when individuals that came from different background meet, they have to use specific language that is widely used as a *lingua franca*, which is English (Rohmah, 2005). English is not only an international language but also a global language. International language means that the language is used in international communication which involves individuals from more than one country. Japanese and Arabic for instance, these two are international languages that often used in the area that the people of those countries are dominant. Nonetheless, Japanese and Arabic are not used when there are no connections to both countries. On the other hand, English is different because it is also a global language. English is not only used to communicate with English speaking people. It is used by people that the first language is not English. It is not only used when people communicate with English people, but also used when people from various nations meet.

Since everyone cannot be separated from communication, communication plays a very important role in the worldwide environment nowadays (Masithoh, Fauziati, & Supriyadi, 2018). One of the life skills that considered important is being able to communicate effectively because if people could communicate properly it could facilitate the spread of knowledge and establishes relationships between individuals.

Language is an instrument of communication. It provides the means of taking the position in society, communicating, and passing on knowledge, learning about the people and the world around us. Effective communication can be effortlessly accomplished if the first language is used by the speaker and the listener to provide the meaning. However, in the case of international students' communication, if they communicate using a second or foreign language, there will be a problem. Because of their deficiency in grammatical or linguistic skills, the differences between speaker and listener exist.

Rohmah (2005) stated that because non-native speakers of English are much bigger, there will be a possibility that the configuration of the speakers of English in the world will be changed. Beforehand, the speakers of English as a second language appear to take native speakers of English as models. Later on, there will be a tendency that the outer circle will turn into an inner circle because the demands of English become higher, and those in the expanding circle will move to the outer circle. At this point, they will realise that the trends should be changed. Therefore, people in the outer circle have a thought that they do not have to use English the way people in the inner circle use it and they will use English in the way they want it. There are some barriers in communication that often encountered by international students, those are attitude, perception, stereotypes, interpretation, and culture shock.

I conducted my internship in Airlangga Global Engagement for two months. Airlangga Global Engagement is an international office in Universitas Airlangga that connects Universitas Airlangga with other universities from around the world.

Universitas Airlangga is pursuing 500 World Class University ranking. There are many programs at Universitas Airlangga, such as exchange programs, research, etc. The international programs in Universitas Airlangga consist of part-time and full-time programs. The part-time programs are the program that the duration is under three months including Summer Programs and Short Programs, meanwhile, the full-time programs are the programs that the duration is more than three months such as AMERTA, Airlangga Development Scholarship (ADS), and Kemitraan Negara Berkembang (KNB). International students in Universitas Airlangga came from around the world, which also makes them speak different languages. Sometimes because their understanding of English often interfered with their first language, misconception might occur.

In Airlangga Global Engagement, I was assigned under International Services division, under this division, there are some subdivisions such as Immigration Service, Welfare Service, and Official Business Travel permit. I conducted my internship under the welfare service subdivision. This subdivision is responsible in managing welfare service for international students. From collecting the international students' data to register study permits, handling the pick-up service and accommodation, also giving cultural orientation once the international students arrived in Indonesia. I, as an intern staff, had difficulties when communicating with students with a strong accent that has slight differences from standard English. Because I communicate a lot with international students, I found that I need to adjust the way I communicate, use different strategies to communicate with them, and choose which communication strategies

work best to communicate with students from different countries. Because of that, I decided to conduct a study case about ‘Strategies and Expressions Used in Communication with International Students at Airlangga Global Engagement’.

1.2 Statement of the problem

1. What are the strategies used in communication with international students?
2. What are the expressions used in communication with international students?

1.3 Purpose of the Report

1. To identify what are the strategies used in communication with international students.
2. To identify what are the expressions used in communication with international students.

1.4 Significance of the report

1.4.1 For the writer

The benefits of this final report for the writer are to:

1. Improve the writer’s skill utilizing English in intercultural communication
2. Gain more experience before entering the job field
3. Apply the course during his lectures in the university.

1.4.2 For the alma mater

The benefits of this final report for the alma mater are to:

1. Improve the skills of the students
2. Share experiences about internship in Airlangga Global Engagement
3. The writer also hopes that English Diploma can consider AGE as a valuable platform to conduct a partnership.

1.4.3 For the company/institution

The benefits of this final report for the company/institution are to:

1. Evaluate the serving system
2. Improve human resource
3. Encourage more English Diploma students to conduct their internship at Airlangga Global Engagement.

1.4.4 For other interns

The benefits of this final report for the other interns are to:

1. Help them to make a final report
2. Obtains knowledge about communication skill in hospitality
3. Giving insights for other interns who want to conduct an internship at Airlangga Global Engagement.

1.5 Review of Related Literature

1.5.1 Strategies used in communication

The choice of communication strategies used by the students is affected by the students' proficiency (Masithoh, Fauziati, & Supriyadi, 2018). That is why international office staff need to use communication strategies because cultural value differences can also hinder communication, understanding, and learning. Intercultural communication strategies can also be used across cultures to fulfill the intent of the communication (Hooi & Yong, 2018).

According to Hooi & Yong (2018), there are several strategies that can be used to communicate with international students.

a. Showing friendly behavior

As an intercultural communication strategy, the frontline administrative workers display friendly behavior. It means showing kind will and interest. The administrative staff greet the international students politely, smile, joke with international students, or apologize if they are unable to support the students. They demonstrate friendliness by respectfully welcoming the foreign students to make them feel comfortable and to build a friendship before a formal communication occurs.

b. Exercising patience

Another intercultural communication strategy used by the administrative staff was patience exercise. It means patience, and even- perseverance. This strategy involves

giving information, repeating information, and speaking slowly and clearly through multiple channels.

c. Frequently checking for understanding

In addition, the frontline administrative staff also interacts occasionally with the international students to find out if they understood the information given. The administrative staff can ask the students whether they understand their issues and concerns, provide guidance, explain, or pass on the more difficult cases to more experienced colleagues to solve the problem.

d. Dealing with language difficulties

The administrative staff uses many approaches to overcome the language barriers of the international students. For example, they would ask the friends of foreign students to translate English into their mother tongue or refer it to their seniors. Even when the students were unable to grasp the details they needed to communicate; substitutes would be used to accomplish the function of the communication.

1.5.2 Expressions used in communication

Grussendorf (2007) stated there are several expressions that can be used as an introduction during the presentation. The first one is the expressions to welcome the audience. Before starting the presentation, the presenter will greet the international student first. The expressions that can be used are:

1. Good morning/afternoon, ladies and gentlemen.
2. Hello/Hi, everyone.

3. First of all, let me thank you all for coming here today.
4. I am happy/delighted that so many of you could make it today.

The second one is the expressions to introduce yourself. The staff need to introduce their name and the position in the office to the international students. The expressions that can be used are:

1. Let me introduce myself. I am Dave Elwood from ...
2. For those of you who do not know me, my name is ...
3. As you probably know, I am the new HR manager.
4. I am head of logistics here at Air Spares.
5. I am here in my function as the Head of Controlling.

The third one is the expressions to say what your topic is. The staff need to explain the summary of the presentation to the international students. The expressions that can be used are:

1. As you can see on the screen, our topic today is ...
2. Today's topic is ...
3. What I would like to present to you today is ...
4. The subject of my presentation is ...

The last is the expressions to explain why your topic is relevant for your audience. The staff needs to explain why the topic is important for international students so they will pay attention to the presentation. The expressions that can be used are:

1. My talk is particularly relevant to those of you/us who...

2. Today's topic is of particular interest to those of you/us who...
3. My/The topic is very important for you because ...
4. By the end of this talk, you will be familiar with ...

Furthermore, *Learn Useful Expressions in English* (n.d.) listed some expressions that can be used to communicate with people depends on the context. The first one is the expressions to tell people about my job. There are several ways to explain your job during the introduction to the international students. The expressions that can be used are:

1. Expression that is simply giving the job as a fact.

The example of this expression is "I am a hairdresser".

2. Expression that can be used to describes the job as an area with a variety of possible jobs, in this case; hair-cutter, stylist, colourist, etc.

The example of this expression is "I am in hairdressing".

3. Expression which says that the speaker's job is now hairdressing but there is a possibility that she can do other things as well.

The example of this expression is "I work as a hairdresser".

4. This expression is used when we want to make our job sound more important or difficult.

The example of this expression is "I am a professional hairdresser".

5. This expression is used when we want to make the job sound less important or difficult. Also, maybe it is only part-time work.

The example of this expression is "I do a bit of hairdressing".

6. Expressions that simply describe the action of the job. It makes the job sound less glamorous or difficult.

The examples of these expressions are “I am in the hairdressing business” and “I cut hair (for a living)”.

7. Expression that can be used to say who the employer is. Maybe the speaker does not actually cut hair. Maybe he/she sweeps the floor.

The example of this expression is “I work for a hairdresser”.

8. Expressions that can be used to say that the speaker makes money by cutting hair but has another profession that he/she wants to follow in the future.

The examples of these expressions are “My day job is hairdressing” and “I earn my living as a hairdresser”.

The second one is the expressions to remind people to do things. Sometimes the staff needs to remind the students to do or not to do something. There are several expressions that can be used:

1. In the first expression, the stress is on the word 'Don't' and in the second expression, the stress is on 'mem' in the word 'remember'.

The examples of these expressions are “Do not forget to do it” and “Remember to do it”.

2. To use this expression, you need to put stress on the word 'will'.

The example of this expression is “You will remember to do it”.

3. In this expression, you need to put stress on the word 'won't'.

The example of this expression is “You will not forget to do it, will you?”

4. Expressions that are a little more polite and could be used with somebody who you do not know very well.

The example of these expressions is “Can / Could I remind you to...?” and “I would like to remind you about...”.

5. Expressions that can be used when thinking that the other person has forgotten, and it is almost too late. If they have not forgotten, they may get angry, so be careful.

The examples of these expressions “You have not forgotten about , have you?” and “I hope you have not forgotten to...”.

6. Expression that has an apology at the beginning which makes it slightly more polite.

The example of this expression is “Sorry to be a bore but do remember to...”

7. Expression that is formal and is safe to use with strangers, with groups of people and in customer service situations. Use a clause. For example: May I remind all passengers that smoking is not allowed.

The example of this expression is “May I remind you / all passengers that...”

The last one is the expressions to give advice and suggestions. Sometimes, the staff also needs to give the international students some advice and suggestions. There are several expressions that can be used:

1. Expressions 1, 2, 3, and 4 are quite informal. Expressions 2 and 3 are more tentative.

The examples of these expressions are:

“I reckon you should stop now”

“Why do not you stop now?”

“How about stopping now?”

“If I were you, I would stop now. (this expression is more forceful than the first three suggestion phrases.)”

2. Phrase that is neutral and can be used formally and informally. Using more stress on 'gest' of 'suggest' makes it more tentative and more stress on the main verb makes it more forceful.

The example of this expression is “I suggest you stop now”.

3. Phrase that is quite forceful and gives the idea that not following the advice will have a negative result.

The example of this expression is “You would (really) better stop right now”.

4. These phrases are quite formal in tone. The first phrase is quite forceful and the second phrase is less forceful.

The examples of these expressions are “I would strongly advise you to stop” and “My advice would be to stop now”.

5. Phrases that are the most tentative (least forceful). The second phrase sounds more informal than the first phrase.

The examples of these expressions are “It might be a good idea to stop” and “You might try stopping”.

1.6 Methods of the Report

1.6.1 Location and Participant

I conducted my internship in International Services Division at Airlangga Global Engagement for 8 weeks. I conducted my internship on the 2nd of January 2020 to 29th February 2020. I collected the data from the observation that I did in the immigration and welfare service for international students.

1.6.2 Data collection

To collect the data, I used some techniques. First, I did some observations during the communication with international students. Second, I took some notes about the chronology of events as well as the conversations that will be explained in Chapter III. And last, I had to record the conversation if it is possible.

1.6.3 Data analysis

In terms of analyzing the data, I used the triangulation of data collection techniques to answer the statement of the problem. Let's take a look at the following table.

Unit of analysis	Data collection techniques
Strategies used in communication with international students.	1. Observation
Expressions used in communication with international students.	1. Observation 2. Voice recorder

Following up on the table above, I analyzed the data collected from the unit of analysis. After I found the data, I used the findings from the data to answer the statement of the problem.

1.7 Framework of the Report

