

# SPEAKING FOR GENERAL COMMUNICATION



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**PT. GLOBAL EKSEKUTIF TEKNOLOGI**

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**ISBN : 978-623-198-136-3**

**Editor** : apt. Wafi Nisrin Ramadhani, S.Farm  
Salsabila Syafni Aulia, Amd.Kes

**Penyunting** : Salsabila Syafna Aulia, S.Ked

**Desain Sampul dan Tata Letak** : Handri Maika Saputra, S.ST

**Penerbit** : PT. GLOBAL EKSEKUTIF TEKNOLOGI

Anggota IKAPI No. 033/SBA/2022

## **Redaksi :**

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Cetakan pertama, Maret 2023

Hak cipta dilindungi undang-undang

Dilarang memperbanyak karya tulis ini dalam bentuk  
dan dengan cara apapun tanpa izin tertulis dari penerbit.



## **PREFACE**

All praise and gratitude for the presence of Allah Almighty on all occasions. Sholawat along with our greetings and prayers are conveyed to the Prophet Muhammad SAW. Thank God for His Mercy and Gifts the author has completed this Book of Speaking For General Communication.

This book discusses about speaking for general communication, greeting, introducing oneself and others, asking and giving factual information, expressing likes and dislikes, telling good and bad news, stating / enquiring whether one knows or does not know a person, thing, or fact. then, expressing and enquiring for remembering and forgetting, expressing and enquiring ability/inability to do something, expressing and enquiring happiness unhappiness, expressing gratitude, making and accepting apology, dealing with communication problems, how to invite people?, informing directions, and also making an appropriate phone call.

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

Padang, March 2023

Author

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# CHAPTER I

## SPEAKING FOR GENERAL COMMUNICATION

*By Ayu Kristina Sari Batubara*

### 1.1 Introduction

Speaking is essentially a process of being reciprocated, which might take the shape of wishes or reactions from other listeners who want to take action. Interaction between people, resources, and the environment is a reciprocal process. Do you believe that teaching "speaking" is necessary at this point? Humans have been using language to communicate for a very long time. The correct response is, of course. A speaking lesson can be learned during a conversation. Speaking is a skill that is directed and regularly taught and learned. Humans are social organisms, which means that they require interactions and cooperation with other people. The relationship is the relationship between how people communicate in day-to-day life, transmitting the contents of their thoughts and feelings as well as facts, ideas, or opinions with a goal. People will speak at various times. Speaking is the foundation of all human communication.

Every time someone talks, a reflex process will take place that concurrently influences linguistic, neurological, psychological, and somatic aspects. To ensure that the communication or information given is properly understood, each of these aspects must function as effectively as feasible. Therefore, the speaker is the primary component in producing communicative actions when spoken communication occurs. In order to develop effective communication between the speaker and the listener, the message transmitted should be acceptable to the hearer or listeners.

However, at this point, it's still common to come across individuals who express a purpose or message incorrectly. That is, there are still a lot of people who speak incorrectly. Even when people have good intentions, mistakes in speech might cause them to react incorrectly. Or there are others who wish to influence others but find that the knowledge they receive is not accepted due to their prejudices. Despite being excellent in ordinary speech, there are still errors in message delivery. such that occasionally those close to us experience hurt, discouragement, disappointment, and feeling denigrated. Even though we actually mean well. However, because of the wrong pronunciation, this is the beginning of miss communication. It was also supported on Bygate's theory (1997: 14) that in speaking students have limited time to decide what to say, how to say it, then say it, and check again whether the meaning of the utterance was understood or not. This is necessary so that someone's speech sounds natural. However, in reality it is still difficult to realize. If this condition continues, the learning objectives that should be achieved will be very far from reach

Because of this, schools play an important role in providing instruction on how to enhance speaking abilities in general or in everyday conversation. Speaking for General Communication is a learning resource that may be found in the learning process that relates to speaking abilities. One of the learning tools, speaking for General Communication, aims to teach every student how to communicate effectively both orally and in writing by employing sound ideas that adhere to the norms and common phrases in both writing and speaking. In this instance, it is obvious that a teacher can offer opportunities for pupils to maximize their potential in terms of language abilities throughout a lesson. Our linguistic abilities can be improved by a teacher or lecturer. This information will help teachers and students communicate effectively with one another and with their environment.

According to Saddhono (2014: 5) a speech act is a sound uttered by a speaker and listener while communicating. A speech act is an utterance of a sentence to declare that the intention of the speaker is known to the listener. Thus, According to Yuri Sri

Hartanti (2018: 296) "Communication is an important thing in life. Communication can run smoothly using a language. If both parties are aware of the norms governing the conversation's context, there will be easy communication between the speaker and the listener (rule context). Take action. speech is not only used in communication between communities, but also in the learning process. Even in this era of globalization we know that technology allows people to communicate with each other at any time. As explained by Jacqueline Nastri, et al (2006: 1025) that "the role of communication technology is to make it easier for people to maintain relationships from physically distant relationships. Thus, Sri Meiweni Basra and Luthfiyatun Thoyyibah (2017: 74) state that culture and context play a role in communication. With the advancement of globalization, it is possible for everyone to communicate easily.

Yulia Sri Hartanti (2018) argues in her theory which discusses that speech acts were first introduced by Austin in his book entitled "How to Do Things with Words". It is explained that uttering a certain sentence is called an action term. Therefore, in the rules of speech acts, one must learn about language, meaning, and communication. By knowing the rules that exist in speech acts, we can know the intent or purpose of the conversation with the listener. Frequently used words can be used to express ideas as well as to carry out actions. There are five different categories of speech acts, according to Searle (in Yulia Sri Hartanti, 2018), including assertive, directive, commissive, expressive, and declarative. Today, the ability to speak plays an important role in society, especially in the world of education.

Based on the research by Heron et al (in Messi Febrianti's thesis, 2020) states that the hallmark of having mastered a good language skill is the ability of students to use classroom learning to practice speaking skills in everyday life. With the development of the times due to the relatively advanced influence of globalization, now we can learn speaking skills through various media, through namely videos in video applications, namely Youtube, students can

practice their speaking skills using the YouTube application. Such as creating content, as influencers, podcasts and others.

There are several structures that can be considered in speaking, starting from "language skills include: listening skills, speaking skills, writing skills, and reading skills". These four concepts are interrelated and create social interactions in both self-development and knowledge-enhancement. Learning communication science is important because it can improve the way you communicate in your daily life. Therefore, speaking ability is a basic skill that must be mastered by students besides listening, reading, writing, checking, and presenting skills.

## 1.2 What Speaking is?



Speaking is one of four types of skills or abilities that everyone should have. The human being is made up of several organs in the body. One of them is the mouth. Through the mouth we can speak, speaking is a way of continuing human life. For people to communicate with each other, express opinions, provide information, express feelings and more.

If we observe it in everyday life, we see a lot of people talking about anything and we can also see that each individual is different in

conveying the language patterns used to communicate in speaking. But we must know that by interacting, humans communicated or talked. In daily life, words play an important role in survival, imagine if people live without speaking? What's on your mind right now? Of course, without saying, this person with another person will never have a connection and harmony. How is it possible to live without talking? It is impossible to speak without language and by speaking any message, simple or complex, can always be conveyed. Chatting can be anything from shouting to calling others or formal forms like one-way interactions.

There are many definitions of speaking according to some experts.

1. Speaking as an increase in the relationship between speaker and listener (Wilson 1983:5).
2. Darmadi (2015) emphasizes speaking as a productive ability that can be observed directly.
3. (Eliyasun, Rosnija, and Salam, 2018: 1) says speaking is a process of conveying or giving ideas orally. Therefore, if students do not learn to speak and practice less in class or elsewhere, they will soon lose interest in learning and will lack of motivation to improve or practice speaking. Learners who do not seek to develop strong skills during this time will find it difficult to keep up with their peers in the future.
4. In addition, speaking is a way for humans to show something and acts as a way for humans to interact orally with other people. Zuhriyah (2017: 122). Therefore, speaking is a bridge to build interaction with other people in the social community because in daily activities humans cannot live without other humans apart from interaction and communication.
5. Meanwhile Leong and Ahmadi (2017:34) state that speaking is not just saying words through the mouth (speech) but must convey messages with words. Through speaking people can share some information and ideas, share opinions and feelings, express experiences, and mention social relations by communicating with others.

6. Ur (2009: 120) states that speaking is the most important of the four language skills because individuals who learn a language are called speakers of that language.

In the opinion of experts, we know that speaking is the second of the four language skills, namely: Listening, speaking, reading and writing skills. Thus, speaking is a mode of speech act that produces sounds through the vocal apparatus or mouth, accompanied by gestures and facial expressions. Furthermore, speaking is a basic ability or skill given to people by God from birth. To speak, we make sounds using many parts of our body, including our lungs, larynx, vocal cords, tongue, teeth, and lips. Speaking is not only required to be able to produce certain language items such as grammar, pronunciation, or vocabulary or another name is linguistic competence, of course the speaker must understand where, when, why and how to realize language or also called sociolinguistics.

In addition, according to Tarigan (1990, 162-166), teaching speaking is often associated with four basic concepts of speech as a means of communication and some other concepts. The following is an explanation of the four basic concepts of speech, namely the first concept of speaking and listening. Where these concepts are two different operations.

However, they are closely related to each other and cannot be separated. Second, speaking is a human communication process. Speech is necessary as a means of communicating with the environmental situation. In the sense that it is necessary to acquire knowledge, adapt, learn about the environment and socialize in one's environment. And the third, speaking is a creative expression. Through creative speaking, humans not only express ideas, but also describe a personality. For example, talking while moving physically, cheerful and spontaneous and not made up. Fourth, speaking is behavior. Talking is the power of the speaker. When speaking, it proves that the speaker is actually describing himself.

Speaking is the skill of conveying ideas or messages through spoken language to others. Speaking is synonymous with the use of

language orally. The use of language orally can be influenced by various factors. Factors that influence speaking directly are the following: (1) pronunciation, (2) intonation, (3) choice of words, (4) word and sentence structure, (5) systematic speech, (6) content of speech , (7) how to start and end conversations, and (8) appearance (gestures), self-control. Djargo Tarigan, et al (1998, 12-13).

### **1.3 What Communication is?**



When someone talks to another person, it means that someone has created a relationship. The relationship itself is called communication. Speaking is to create a communication. Communication is a process performed by a speaker to convey something through a stimulus with the aim of attempting to change the mental state or personality of a person or listener. Thus, communication is a method used by two or more individuals to attempt to digest, organize, and define a message using related methods, such as instruction or advice, in order to understand it. meaning wegot from the speaker and the response from the listener. According to Big Indonesian Dictionary (KBBI), communication is a good process Sending or receiving messages or in the form of news from two or more people with the intention and purpose that the interlocutor can understand the given message.

In other words, communication is a process of sending, arranging and receiving intents in the form of a message from one or more people so that the message can be received, understood and acted upon by the listener or listener. Of course, good communication is an inevitable need that belongs to each individual in his or her life. Furthermore, according to Batubara et. al., (2021) Communication is one of the main distinguishing features of the human race. Communication is human activity in society to express thoughts and feelings to create interaction. Communication is how people interact with others. Therefore, communication is very useful to build human interaction and carry out conversations in daily life. Without talking to each other, humans cannot live life, so communication is a tool for expressing human ideas and thoughts. (Herman and Rajagukguk 2019:6).

Well, this book will discuss daily conversation in general communication, not just talking like in everyday life. But how do students improve their speaking skills proficiently with the teachings of the teacher or lecturer so that these students are seen to have value in speaking. Speaking is a basic competency that must be mastered in public so that people who listen to our messages are impressed or interested.

## 1.4 General Communication



In general of communication, everyone is free to express themselves. Communicating in general in daily life is very diverse.

Starting with how we meet, build relationships, deliver messages, persuade, give advice, and more. Examples of these examples are simple communications that we found in everyday life.

Teachers are required to teach or educate students on how to properly communicate in daily life and students should pay attention to each step. Students with speaking skills will be much more useful in any field and outperform others. How you felt human without communication? Ambiguous? That's right. Every day we will meet someone and strike up a conversation in public places. For this reason, speaking skills must be taught as part of education. An inspiring teacher is much appreciated by students. Students who are good at speaking will be far superior in general communication. Anywhere we will meet good people at home, environment, education, hospital, public transport, on the road and many more.

## **1.5 Purpose of Speaking For General Communication**

This lesson aims to develop knowledge and speaking skills in an active and effective way. This learning includes developing knowledge and how to create good language in good interactions, as well as enhancing language learning in the digital world. So we get a lot of benefit when you want to learn the importance of speech learning in communication in general. Furthermore, speech subjects also come in different or different types in formal and informal situations of everyday life. This activity should really begin with speaking practice.

The objectives of speaking are found both at work, at school, in recreation (travel), at rest, in the form of telling an experience, providing information, informing, advertising report, say hello or introduce, share, etc. The activities suggested to support this learning material use cooperative learning, role-playing, and the principles of student-centered approaches. Thus, educators can make assessments based on student performance in the classroom, as creatively as possible in completing individual/pairwork and

group assignments. This lesson is intended to provide students with knowledge of everyday language expressions. If students master it, it means that they can use everyday concepts and expressions in speaking to communicate in general. Either orally or in writing.

Some simple things that the people to master in Simple Concepts of Speaking for General Communication that include with this habitual, such us:

### 1.5.1 Greeting



Picture: Expression how to express of greeting for others.

### 1.5.2 how to introduce oneself and others



Picture: Expression how to introduce oneself and others

### 1.5.3 Asking for and giving factual information



Picture: Expression how to Asking for and giving factual information

### 1.5.4 Expressing likes/dislikes



Picture: Expression how to express like or dislike

### 1.5.5 Telling good and bad news



Picture: One example how to express bad news with well

### 1.5.6 Stating / inquiring whether one knows or does not know a person, thing or fact,



Picture: Expression how to express if someone know about something

### 1.5.7 Stating / inquiring whether one remembers or has forgotten a person, thing or fact,



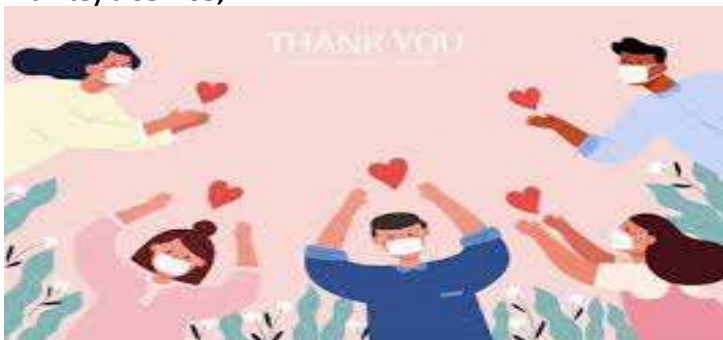
Picture: One of expression that someone try to remember of something else

### 1.5.8 Expressing and inquiring ability/inability to do something,



Picture: Expression how to inability to do something

### 1.5.9 Expressing and inquiring wants/needs,



Picture: Expression how to express of desires

### 1.5.10 Expressing happiness and inquiring unhappiness,



Picture: Expression how to express of happiness and unhappiness

### 1.5.11 Expressing gratitude,



Picture: Expression how to express of gratitude.

### 1.5.12 Making and accepting Apology,



Picture: Expression how to express of Making and Accepting Apology

### 1.5.13 Dealing with communication problems,



Picture: Example how to express of problems.

### 1.5.14 How to invite people in English?



Picture: Example how to invite someone

### 1.5.15 Informing directions,



Picture: Example how to express of informing direction for others

### 1.5.16 Making an appropriate phone call and etc.



Picture: Example how to appropriate phone call

Based the example above about of Speaking for General communication in daily activities, The teacher can improve their ability in teaching of Speaking for General Communication to make learning outcomes through many ways such us learning activities are the combination of drills, listening to the cassette, and students' practicing their own utterances in monologues and dialogues. Students perform monologues when the topics are mostly about themselves, describing things, and explaining how something is done or made. Dialogues are performed when the utterances are transactional, at least two people and covering several speech functions in front of the calss . On several occasions, students are required to write a summary on different topics prior to coming to the class containing the kinds of expressions commonly used in performing certain function-specific utterances.

This is intended to impose responsibility on students and enhance their initial understanding of the material. Not only to understand the material, but with this course, instead, to develop students' speaking skills. Goals will focus on developing students' confidence, pronunciation, vocabulary expansion, function and fluency, grammar and semantics. Assessment is based on student participation, presentations, and end-of-term exams.

## **1.6 The Importance of Speaking for General Communication**

This common importance of speaking is for helping students by teachers promote effective speaking in their classrooms by engaging their students in communicative activities to develop oral proficiency. Hence, the students more confidence in express something in various communication situations, both formal and informal. The ability to speak effortlessly in a variety of situations requires good pronunciation, a wide range of vocabulary, grammatical accuracy and also the knowledge of what to say to whom and when.

Therefore, fluency includes knowledge not only of language but also of social and cultural norms, as well as the ability to react appropriately in different situations. This resource includes a range of activities that teachers can learn with this subject in the classroom to improve students in speak effectively and confidently. Activities are primarily designed around shared experiences, conducted in pairs and in groups so that students learn to react naturally in all communication situations. In addition, there are several examples of the importance of speech in creating communication. Here below;

### **1.6.1 Development of insight (Science)**

One of the most important things in mastering public communication in everyday life is to support us to broaden our horizons or new knowledge. For example, what we can know at this time is the change in the emergency curriculum that was implemented in all schools during the pandemic. So that some teachers who are literate in technology have a little difficulty in starting the teaching and learning process in the classroom. Now through a seminar, all institutions in the education sector will provide some information on seminars formed by the committee and present several speakers whose function is to train skills in developing emergency curricula so that they can understand new approaches based on their experiences.

### **1.6.2 Serves as an information center**

Functioning as an information center means that by speaking we can convey messages or obtain information. The information conveyed or obtained can be intended for individuals or groups to reach a joint decision. For example: Person A talks to Person B that today's class schedule has been changed because the lecturer cannot attend class. So, if person B is wrong in listening to the information that was just discussed then it is likely that person B will still come the next day. However, if Person A is clear in informing him then Basti will not come because he knows there is no class. Or the class president talks to his friends that there will be a speech contest between classes. Then students need to provide a list of names for those who are interested in participating.

### **1.6.3 Serves to Motivate**

By inspiring, someone will feel motivated to change their mindset. Because, indeed communication that functions to motivate provides things that encourage oneself through explanations in the form of enlightenment either delivered by the speaker or a motivator. For example: A teacher who gives motivation to students to keep their enthusiasm for learning.

### **1.6.4 Convince or Influence Individuals and Groups.**

By persuading or influencing someone, we automatically form the mindset of the audience that welcomes us and acts to do something when we ask them to do it immediately. For example, when someone tries to promote a product, they will try to influence or give a detailed explanation of the quality of the product. Let everyone who hears believe that the product is of real quality. For this reason, we need to improve our general oral communication skills in everyday life.

### **1.6.5 Conveying Emotions.**

Every human being has an emotional side in him, the kinds of emotional sides in humans also vary greatly. Everyone also has a feeling in him. As well as feelings of sadness, anger, happiness, fear, anxiety, worry, and many more. With the ability to speak, humans can express

emotions to others. An example is this: someone is able to share jokes or share funny stories so that other people can also laugh, or be entertained. And convey a sense of empathy to people who are affected by disasters or problems. So that one human being with another can share each other's lives in speaking.

#### **1.6.6 Convey a point of view**

What do you think that point of view is? Point of view is an idea, emotion or thought that is not too strong, this can be called a person's opinion but can influence a person's attitudes and actions. One example is when I'm in the classroom doing a presentation. Where it was Person A's turn to make a presentation and then give the other audience members the opportunity to provide input. So, when someone gives input openly, the audience has the courage to convey the point of view they have. Especially if the audience conveys their point of view clearly and regularly, it will facilitate communication between group A and group B. So that a discussion can be organized and can be said to be going well.

#### **1.6.7 Exploring New Talents**

This means that having speaking skills that we can rely on in our daily lives can train us to consistently improve our skills and abilities. especially in terms of skill or talent. For example, when a friend might give advice to a grieving friend. Sometimes people really need words to strengthen each other. By encouraging words, the friend will be much better. Just by words, someone can be stronger in life. For this reason, it is called communication to work in discovering new talents.

#### **1.6.8 Transferring Insights (Science) to Others.**

As long as humans live their lives and carry out activities, humans automatically transfer the knowledge they know to their families or to friends or other people they know. Communication aims to make it easier for us to transfer or convey the knowledge and insights we have to others. When there is someone who doesn't know and needs help, we really need to show it with pleasure and enthusiasm, the skills we have in communication. So it's very easy for us to tell someone's

intention or direction simply. Unknowingly we have transferred a knowledge in communication that we have to someone who needs it.

### **1.6.9 Increasing Involvement or Attachment with Others.**

With the speaking skills we have, it will be very easy for us to join the community of others, because they will enjoy interacting with us. We will be more confident and ready to appear in front of the crowd. We become active individuals in the social world, whether in meetings or in an organization. Or maybe we will be chosen as someone we trust and appointed as leaders because we are perceived as having extensive knowledge. With participation or connection in a tie, it will allow us to be more experienced and ready to enter the world of work one day.

In simple terms above, communication functions are related to each other. When communicating, it will affect the behavior of people in responding to messages or information conveyed, so that people involved in the communication process have the urge (motivation) to respond according to the response of each person respectively (controlled). So, as the result all the students are able to produce appropriate speaking or do communication well in consonant and vowel sounds, read phonemic alphabets in the dictionary, talk about themselves and their friends or the other person, describe what they can see through the picture, make how to do or make things, create some of requests and give response to the requests, show a range of speech acts in different settings, examples in a restaurant, at campus, and in an office and etc. So all the students understood the rules of speaking in daily activities especially in general communication. Therefore, all the students more confidence to talk with someone or the others everywhere and everywhen. As the result, the students can improve their communication better and more better.

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# CHAPTER II

## GREETING, INTRODUCING ONESELF AND OTHERS

*By Nenden Sri Rahayu*

### 2.1 Introduction

We all must have been in an environment that we have never known before. for example when you are in a new school, new class, new complex or neighborhood or new work environment. In that situation, of course, we have to socialize with other people around us who we did not know before. Certainly in opening a relationship or relationship with other people we do not know we have to introduce ourselves first so that the communication process can be intertwined with each other and of course we will be able to get to know new people around us. What do we usually do when we meet people we have never met before? What should we say if we want to meet new people in our environment? So here are examples of self-introduction expressions in English

### 2.2 Greeting

Greeting is an act of communication in which humans deliberately make their presence known to one another, to show concern, and to suggest the type of relationship (usually friendly) or social status (formal or informal) between the individual or group of people arriving. in contact with each other. Greetings in all languages serve the same purpose: to establish contact with another person, to recognize his presence and to show friendliness. Greeting formulas are very specific and usually don't have a literal meaning. When meeting people, there is a number of greetings you can use in English. These depend on whether you are arriving somewhere, leaving, meeting people you already know, or meeting someone for the first time. Depending on the situation, there are formal and informal ways of greeting each other. However, there is some overlap between the two, and you can almost never go wrong using some of the formal expressions in other settings as well.

|                                                                                                                                               | Greetings                 | Responses                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------|
| <div>More formal</div> <div>  </div> <div>Less formal</div> | Good morning              | Good morning                 |
|                                                                                                                                               | Good afternoon            | Good afternoon               |
|                                                                                                                                               | Good evening              | Good evening                 |
|                                                                                                                                               | How nice to see you!      | Yes, it's been quite a while |
|                                                                                                                                               | What a pleasant surprise! |                              |
|                                                                                                                                               | Hello, Robert             | Hello, Sinta                 |
|                                                                                                                                               | How are you?              | Fine, thanks. And you?       |
|                                                                                                                                               | Hi, Bob                   | Hi, Kathy                    |
|                                                                                                                                               | How've you been?          | Pretty good                  |
|                                                                                                                                               | What's happening          | Not much                     |
|                                                                                                                                               | What's new?               | Nothing                      |
|                                                                                                                                               | How are you doing?        | OK                           |
|                                                                                                                                               | How you doing?            | Not bad                      |
|                                                                                                                                               | Long time no see          | Yeah!                        |

People who are together everyday greet one another for the first time they meet each day. They don't shake hands. When people have not seen each other for a long time, the greeting is often enthusiastic and is usually accompanied by shaking hands. (Tillitt & Bruder, 1985).

All conversations must come to an end, and even if your conversation partner isn't indicating that they want to end the

conversation, you might want to end it for one of the above reasons or because you want to take a break from socialising.



(Taken from: <https://ellii.com/lessons/functional-english/1736-saying-goodbye>)

If you want to end the conversation, it is polite to say something to close the conversation. Just suddenly saying 'goodbye' without a closing statement can come across as sudden and a bit rude or abrupt to your conversation partner. Most people do not suddenly end their conversation, say good bye and leave each other abruptly. It usually takes some time to end the conversation. This involves two kinds of interaction: pre closings and closings. Preclosings are phrases that signal the end of a conversation. Meanwhile closings are phrases that explicitly end the conversation.

|                                                                                                                                               | Preclosings                          | Responses               |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------|
| <div>More formal</div> <div>  </div> <div>Less formal</div> | Well, I'm afraid I go to to be going | Thank you for coming    |
|                                                                                                                                               | It's been a pleasure                 | Yes, I've enjoyed it    |
|                                                                                                                                               | Thank you for the advice             | You're welcome          |
|                                                                                                                                               | I really must go now (stronger)      |                         |
|                                                                                                                                               | It was nice to see you               | It was good to see you  |
|                                                                                                                                               | Well, it's getting late.             | Maybe we can talk again |
|                                                                                                                                               | I know you are busy                  |                         |
|                                                                                                                                               | Nice to see you again                | Nice to see you         |
|                                                                                                                                               | Thanks for coming                    | It was fun              |
|                                                                                                                                               | Maybe we could get together sometime | Sounds good             |
|                                                                                                                                               | Great seeing you                     | Same here               |
|                                                                                                                                               | I've really got to go                | Ok. See you             |
|                                                                                                                                               | Got to go now                        | See you again           |
|                                                                                                                                               |                                      |                         |

In formal situation, the superior (in age, status, etc) usually signals the end of a conversation. On the telephone, the caller usually precloses. In informal situation, either speaker may preclose. Preclosings often include thanking a person for something or making an excuse or apology. There are several closings that can be seen in the following table.

|                                                                                                                                                           | Closings                   | Responses           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------|
| <div> <div>More formal</div> <div>  </div> <div>Less formal</div> </div> | Until the next time        | Good-bye            |
|                                                                                                                                                           | Good night, Bill           | Good night, Jean    |
|                                                                                                                                                           | Good bye, Harry            | Good-bye, Lisa      |
|                                                                                                                                                           | Have a nice<br>..(weekend) | You too             |
|                                                                                                                                                           | Talk to you later          | Bye, Take it easy.  |
|                                                                                                                                                           | See you later              | So long. Take care. |

## 2.3. INTRODUCING ONESELF

Learning how to introduce yourself is an essential part of learning how to converse in English. When making introduction in any language. We need to know the formulas and rules for doing it (Tillith & Bruder, 1993). We also need to know what to call the participant.

Leaving a good first impression is a big deal. There's something called the primacy effect — in simple terms, it's a tendency of our brains to recall the information presented first better than information presented at the middle or end of "a list of items".

Moreover, a Harvard study cited in Forbes revealed that after a bad first impression, it takes 8 subsequent positive encounters to change someone's negative opinion of us (Willis & Todorov, 2006)

This means that the first impression has a significant effect on how others perceive you — so, the way you introduce yourself matters.

|                                                                         | Self Introduction                               | Response                                      |
|-------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------|
| <div>More formal</div> <div>↑</div> <div>↓</div> <div>Less formal</div> | Allow me to introduce myself to you. My name... | Nice to meet you, my name is...               |
|                                                                         | Let me introduce myself; I'm ...                | Hello, nice to meet you. My name's            |
|                                                                         | I'd like to introduce myself; I'm ...           | Hi, it is pleased to meet you, mine is..      |
|                                                                         | Pleased to meet you; I'm ...                    | Nice to meet you; I'm ...                     |
|                                                                         | My name is ...                                  |                                               |
|                                                                         | Hi, I'm Nathan. What's your name?               | Hi, I'm Nickolas, but everyone calls me Nick. |

When shaking hands people may give you their name without saying "Hello" or anything else. It can come across as a bit unfriendly, but it's not considered to be rude. So, it is better to say "Hi" or "Hello". Look at the sample dialog below.

Peter: Hello.  
Jane: Hi  
Peter: My name is Peter. What's your name?  
Jane: My name is Jane. Nice to meet you.  
Peter: It's a pleasure. This is a great party!  
Jane: Yes, it is. Where are you from?  
Peter: I'm from Amsterdam.  
Jane: Amsterdam? Are you German?

Peter: No, I'm not German. I'm Dutch.

Jane: Oh, you're Dutch. Sorry about that.

Peter: That's OK. Where are you from?

Jane: I'm from London, but I'm not British.

Peter: No, what are you?

Jane: Well, my parents were Spanish, so I'm Spanish, too.

Peter: That's very interesting. Spain is a beautiful country.

Jane: Thank you. It is a wonderful place.

## **2.4. INTRODUCING OTHERS**

A formal introduction consist of two parts: giving the name and, if not provided by the context, some information about the people being introduced so they will have some common ground to begin a conversation.

Men usually shake hands when they are introduced to other men. It's the women's choice whether or not to shake hands when introduced to a man, and the man should wait for the woman to offer her hand. If she offers her hand, shake it. Among professional women, it is more and more common to shake hands. Handshaking should be firm and brief. Some countries regard a firm handshake as a sign of directness and honesty,

In business, people of lower rank tend to be introduced to people of higher rank. In other situations you may find that a younger person is introduced to an older person and a man is introduced to a woman.

|                                                                                                                                                           | Introducer                              | Response A                         | Response B                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------|--------------------------------|
| <div> <div>More formal</div> <div>  </div> <div>Less formal</div> </div> | I'd like to introduce ...               | How do you do?                     | How do you do?                 |
|                                                                                                                                                           | I'd like you to meet ....               | Glad to meet you                   | The pleasure is mine           |
|                                                                                                                                                           | I don't think you have met ..., do you? | No, I dont. Nice to meet you       | Nice to meet you               |
|                                                                                                                                                           | Have you met ...?                       | No, I haven't. Pleased to meet you | I've heard so much about you   |
|                                                                                                                                                           | This is ....                            | Hi. I'm ...How are you?            | Hi. I'm fine. Good to meet you |

Note: The reply to "How do you do" is "How do you do." This is appropriate when you meet someone for the first time. Look at the sample dialog below

Jack: Good afternoon!

Peter: Good afternoon! My name is Peter.

Jack: Hello. My name is Jack.

Peter: Have we met before?

Jack: No we haven't met. Pleased to meet you!

Peter: Pleased to meet you too. Have you met Rudy?

Jack: I'm not sure.

Rudy: Yes, we have met before. Good to see you again!

Jack: Oh yes, I remember now. Good to see you again too!

Rudy: How are you doing?

Jack: I'm not too good today.

Rudy: I'm sorry to hear that.

Jack: And what about you?

Rudy: Oh, I'm fine.

Peter: I have an idea. Let's go and get some lunch!

## 2.5. EXERCISE

1. Give responses to the greetings below

a. It's a pleasure to meet you, Mr. Brown. How do you do?

\_\_\_\_\_

b. Hi, Peter! How are you doing?

\_\_\_\_\_

c. Good morning Miss Dawson. How are you today?

\_\_\_\_\_

d. Good afternoon Mr. Shwartz. I've been waiting to see you.

\_\_\_\_\_

e. Hi, there! My name's Tom. What's yours?

\_\_\_\_\_

f. Hey, man. What's up?

\_\_\_\_\_

g. Good morning. I have an appointment with Susan O'Hara.

\_\_\_\_\_

h. Good afternoon. You must be Dr. Collins.

\_\_\_\_\_

2. In groups of three, role-play introducing yourself and others using the role cards below.

|                                                                                                                 |                                                                                                         |                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Situation 1:<br>Student A<br>You are attending a parentteacher meeting for the first time. Meet your daughter's | Situation 1:<br>Student B<br>You are a teacher in a school. Greet the parents who have just arrived and | Situation 1:<br>Student C<br>You are attending a parentteacher meeting with your husband/wife. Meet your |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|

|                                                                                                                             |                                                                                                                         |                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| teacher. Introduce yourself and your wife/husband.                                                                          | introduce yourself                                                                                                      | daughter's teacher.                                                                                             |
| Situation 2:<br>Student A<br>You are a manager in an office. Introduce a new employee to the Accounting department manager. | Situation 2:<br>Student B<br>It's your first day at a new job. Your manager will introduce you to another staff person. | Situation 2:<br>Student C<br>You are the Accounting Department manager. Greet the new employee when introduced. |

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# CHAPTER III

## ASKING AND GIVING FACTUAL INFORMATION

*By Dian Purnama Sari*



Photen taken from Tribun Padang Website

### 3.1 What is Factual Information?

Have you ever asked someone? Or have you ever given information? In daily life, people are often asked another person to get information. As human being that cannot stand alone, people always exchange information to complete each other's need. When we ask about something, our partner in speaking will give information toward what we are asking. Information that we share can be a fact or opinion about something. In general, asking information is an expression of asking someone for information about something while giving information is an expression of giving information to someone about something.

Knowing what kind of information you need can help you decide the right resources to search. This saves a lot of time in the research process. For example, if you know you want analytical information, you can skip fiction books and go to library's database.

On the other hand, if you want objective information, Google is probably the best place to start, not the library.

Factual information is one of four other informations that are usually needed in daily conversation. Factual information is information that relates with facts. It is short, non-explanatory, and rarely gives in-depth background on a topic. Something that is **factual** is concerned with [facts](#) or contains facts, rather than giving [theories](#) or [personal interpretations](#). For example: Kevin Feige directed *Marvel Cinematic Universe* movies. This is the fact that can be checked through various sources. Factual information can be gotten from encyclopedias, almanacs, government resources, statistics, and other trusted source.

### 3.2 Expressions to ask factual information

As what it is called, asking information is used to ask or require information from somebody.

**NOTE:**

*In asking for information, we can start with [WH Questions](#) (What, Where, Why, When, Who, dan How) and use [Modal Auxiliaries](#), (Can, Could, Will, Would, Shall, Should, Must, May, Might, Had to).*

Here are some examples of expressing asking information that we can use:

- *Can/could you tell me...?*
- *Can/could anyone tell me...?*
- *Do you know about...?*
- *Do you have any idea...?*
- *Do you happen to know...?*
- *I wonder if you could tell me...?*
- *I wonder if someone could tell me...?*
- *What do you think about....?*
- *Why do you think ...?*
- *How can you explain...?*

Beside interrogative sentence, we can also use these sentences to start :

- *I was wondering...*
- *I'd like to know...*
- *Could you give me some ideas of...*
- *I'm interested in...*
- *I'm looking for...*

### 3.3 Expressions to give factual information

Questions about some information must be answered by giving the information needed. So, how can we answer it? We can directly answer by giving the fact being asked. We can start by using these expressions:

- *I am pleased to inform you...*
- *I wish to tell you...*
- *I wish to provide you with...*
- *It might be interesting for you to know...*
- *You might also find it useful to know...*

**How can we differentiate giving factual information or opinion?**



A provable statement is a factual statement. Statements based on facts do not include subjective ideas. Statements that are objective are regarded as facts. For instance, any statement that can be supported by scientific evidence appears to be true. These assertions can never be

incorrect. If you disagree, this is not a factual statement. If a sentence is claimed to be a factual statement, you can verify it by looking at its scientific truth. If what is said is a provable statement, the sentence is a truly factual statement. Meanwhile, opinion is expression when we response question about suggestion or critics about something that does not need factual information.

Here are some examples of giving factual information that are categorized into three parts; fact, supposed facts which are sure and unsure.

| a Fact (100% Sure that It is True)                                                | a Supposed Fact (85-99% Sure that It is True)                                           | a Supposed Fact (Not very Sure that It is True)                 |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <u>It has been established that</u> the Earth rises from East.                    | <u>I've heard that</u> Queen Elizabeth was dead in 100 years old.                       | <u>Apparently,</u> the president of Argentina has been changed. |
| <u>It is true that</u> water boils ar 100 degree                                  | <u>Research seems to show that</u> vaccines do not cause kidney failure to children.    | <u>Isn't it true</u> that Tarantula spiders are very deadly?    |
| <u>Research has proven that</u> our planet is getting warmer since ten years ago. | <u>I recently saw in the news that</u> Chritiano Ronaldo is an-award winning footballer |                                                                 |

Meanwhile when you are saying opinion you can say:

- **I'm absolutely sure....**  
I'm absolutely sure that you shouldn't eat candy and chocolate when you get toothache.
- **I am convinced that...**  
I am convinced that he is lying to you.

- **It's clear to me that...**  
It's clear to me that this is so wrong.
- **It is obvious that...**  
It is obvious that they get really confuse with the situation now.
- **As far as I'm concerned,...**  
As far as I'm concerned this experience will be unforgettable.

### 3.4 Conversation Activity

Understanding the complexities that underpin conversations can help you to have greater influence over them and to ultimately generate more Fact Based Conversations. In the conversations below, it can be seen how Fact Based Conversations work and how we can practice the skills to improve the quality of conversations. There are sample of conversations that can be analyzed using factual information as follow.

The conversation below is between Nicko and Fikri in an office. Nicko is the new employee in a company. He is asking about some regulations to Fikri as permanent employee. Pay attention to how Fikri use some phrases that make different meaning of sure fact and unsure fact in a sentence.

Conversation 1.

- Nicko : Excuse me, may I sit here near you? Let me introduce myself, my name is Nicko. I am a new staff here.
- Fikri : With my pleasure. Have a seat Nicko. I am Fikri. Welcome to our company. Here we have several regulations that should be obeyed.
- Nicko : *Could you be little more specific?*
- Fikri : There have been stated in contract that the employee have to come 15 minutes before 8 morning everyday and leave the office 15 minutes after 5 PM. We can not also use the cellphone whenever we are working.
- Nicko : Noted. Is there any other policies?
- Fikri : Well, I've heard that begin from next week we must use Batik every Friday and Saturday. Let's wait for the official announcement in group chat.

- Nicko : Is that all?
- Fikri : Oh. There is one more thing. Apparently, we cannot ask the boss directly if we have something. We should tell Ms.Ine as his secretary first.
- Renno : I see. There are some regulations that are different with another company. Thank for your information.
- Fikri : Most welcome. Hope you enjoy working here.

After reading the conversation, do you notice how Fikri show sure fact? Yes, he is using phrases *There have been stated that ...* It means that the truth can be checked, in this case is from contract as trusted source. Fikri also used *I've heard that...* which is used to say about a supposed fact. It can be seen that Fikri is actually sure about the information but since there is no official announcement yet, and then he holds the information. Now, can you guess what one more fact stated in the conversation?

The next conversation is between business colleague.

#### Conversation 2.

- Sam : Good morning. I'm Sam from project A division. Do *you mind answering some questions?*
- Robby : Good morning. I'm Robby. Just call me Rob. *I'd be happy to help.*
- Sam : *I wonder if you could tell me when the project A is going to begin.*
- Robby : *The meeting decided that we're beginning the project next month.*
- Sam : *and who will be responsible for the project.*
- Robby : *As far as I'm concerned, Bob Smith is in charge of the project.*
- Sam : *OK, finally, would you mind telling me how much the estimated cost will be?*
- Robby : *I'm afraid I can't answer that. Perhaps you should speak to the director.*
- Sam : *Thank you. I thought you might say that. I'll speak to Mrs. Andrew.*

Robby : *Yes, that would be best for that type of information.*

Sam : *Thank you for helping out.*

Robby : *My pleasure*

From the conversation between Robby and Sam above, it can be seen that Robby as source is giving some factual information. However, he also use opinion. Can you see the opinion stated? Yes, it is when Robby answered about the leader of the project.

### **3.5 Exercise**

Now, let's see your comprehension from the exercises. Please fill in the blank with the correct sentences. Pay attention to what is needed, factual information or opinion.

Exercise 1. Fill in the blank with the correct sentences

Vinia : Excuse me. Do you know where the stadium is?

Sasa : Oh, ..... (10 minutes away)

Vina : I see, it must be tiring to go there on foot. We have no vehicle. Could you tell me what kind of public transportation we can take to go there?

Sasa : Sure..... (take bus or taxi). If you want more convenient one, you can take a taxi.

Vina : It's really helpful. Thank you.

Sasa : No problem. Good luck.

Exercise 2. Make your own conversation with a partner.

Situation 1: Ariana and Taylor are in the zoom. They are talking about dolphins that are found cleverer than chimpanzees.

Situation 2: Sintia is taking TOEFL test. She does not know where the location is. She is asking Olivia, administration staff in the test place. She is also asking about some information about TOEFL.

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# CHAPTER IV

## EXPRESSING LIKES AND DISLIKES

*By Salmon Pandarangga*

There are lots of interesting ways of English phrases for expressing likes and dislikes. People usually use expressions likes and dislikes to talk about things they like and do not like (John & Liz, 2016), (Azar & Hagen, 2011), and (Emma, 2020). Likes and dislikes expressions are part of essential skills in speaking communication (Rahman & Gunawan, 2022). Without this essential skill, the expressions of likes and dislikes cannot be performed effectively (Akhter et al., 2020). What things do you like? What things you don't like? What kinds of activities do you like most? What kinds of activities don't you like most? or What things do you have to do but you can't stand doing it? (Online, 2018). This chapter divided into 3 parts, you will learn how to express things you like, things you don't like/dislike, and things you neither like nor dislike.

### Part 1 Expressing things you like

#### a. Expression of likes

- I like...
- She likes...
- They like...
- He likes...
- We like...
- I like cooking/playing/watching...
- My favourite ... is...
- I fancy...
- I adore...
- They really enjoy....
- I am a big fan of...
- I am interested in...

- There is nothing I like more than...
- I am partial to...
- It appeals to me...
- What I really love is...
- I find...intolerable.
- He is keen on it...
- I am passionate about...
- He loves...
- I am crazy about...
- They are mad about...
- He is fond of...
- They adore...
- I am into...

b. **Conversation**

**Ways to express like in conversation**

Teacher : What is your favourite fruit?  
 Daniel : I like apples and jackfruit  
 Siti : I just like bananas  
 Thomas : I like guavas, mangoes, and durian.  
 Abdul : I like coconuts and berries  
 Santi : I just like avocados and bananas

---

Denia : Hi Shinta, what do you usually do in the  
 : afternoon?  
 Shinta : Hei Denia, I like to cook. I usually cook  
 Chinese foods, Thai Foods, and  
 Indonesian foods. Also, I like Indian foods  
 but I can't cook Indian foods because it is  
 difficult to find some of the ingredients

Denia : Does your family like your cooking?

Shinta : Yes... my parents like Chinese and Indonesian foods. My sister, Rita, likes Thai foods while my brother, Samuel, likes all the foods I cook. How about you?

Denia : Unfortunately, I can't cook. I like outdoor activities. I like hiking, cycling, and camping. I usually go camping with my friends at the weekend. I and my friends like to connect with nature and we like to breathe in fresh and clean air. You can come and join us sometime!

Shinta : It sounds great and love to join. I like to experience new things.

Denia : That's great! I will let you know soon.

Shinta : Can Samuel join? He likes camping!

Denia : Sure, he can join!

\*\*\*\*\*

### Different ways to express like in conversation

Yemi : Hi...Mitha, how have you been?

Mitha : Hey, I'm good...Yemi, what's up?

Yemi : Great, thanks. By the way...what are you up next weekend?

Mitha : Just stay home, doing nothing. Any plans?

Yemi : I'm going to see BTS boy band when they come to town next weekend. There is nothing I love more than BTS. Want to come?

Mitha : BTS in town? I am crazy about BTS. Absolutely, I would love to come. You know... I fancy Jungkook. He is so handsome.

Yemi : Me too. I adore Jungkook! You are right...He's actually a cutie!

---

Boy : What kinds of activities do you like most at the weekend, Rambu?

Girl : What I really love at the weekend is ... I usually get up early and visit my grandparents who live few blocks from my house. My grandma usually makes yummy Chinese foods. She enjoys cooking and I love eating!. My grandpa loves gardening. He grows some vegetables in the garden. How about you, Umbu?

Boy : Well...What I really enjoy at the weekend is... I usually get up late and go for swimming at the beach with some friends. In the afternoon, I usually watch movies. One of my favourite directors is James Cameron.

Girl : Really? ... I love James Cameron. I am keen on all of his movies. Great movies!

Boy : His recent movie is 'Avatar: The Way of Water', it is the sequel to 'Avatar'. I watched this last week. This sequel stunningly explores the fantasy of planet's oceans so vividly and real. I am fond of this movie. You definitely must watch, Rambu!

Girl : Definitely, Umbu! I am also a big fan of Avatar series!

## Part 2 Expressing things you don't like/dislike

### a. Expression of dislikes

- I dislike...
- We dislike...
- She dislikes...
- I don't like...
- They don't like...
- He doesn't like...
- I am not crazy about...
- She is sick of...
- I am tired of...
- I can't stand...
- I hate...
- I can't bear...
- He is not a big fan of...
- ...not my taste...
- ...have no desire...
- She doesn't appreciate...
- It doesn't tickle my fancy...
- I am disinterested in...
- I am not into...
- I loathe...
- I detest...
- I despise...
- ...drives me crazy...
- ...it's not my cup of tea
- ...it's not my thing
- I have no time for...

b. **Conversation**

**Ways to express dislike/don't like in conversation**

Amir : Do you like to sing?

Simon : No, I don't like to sing.

Mira : Does he like seafood?

Nira : No, he does not like seafood.

Yusuf : Do they like to play badminton?

Hasan : No, they do not like to play badminton

Dian : Does your dog like bones?

Putu : No, my dog does not like bones.

---

Sukma : Look at this dress! It is pretty.

Esther : Yea... but I dislike its red colour... Uhm... I think I will take the blue one. It looks pretty!

Sukma : Yea... You are right. Its colour is too bright! Well...I am thinking of this jacket for my husband, Daniel. But it is too big. I think, Daniel doesn't like its size, too big for him.

Esther : How about this one?

Sukma : Yea... but I am pretty sure, Daniel also dislikes this one, too pale. This blue one is lovely. I will take this one. Don't you want to take one for Simon, your husband?

Esther : For Simon? Well...He does not like jacket... I am just looking some clothes for my kids. My girls do not like wearing skirts but jeans. And these jeans are perfect for them, I think.

Sukma : How about the youngest one?...uhm...

Esther : You mean Paulus. I am not sure about him. But one thing for sure, he does not

like jeans. I am thinking of those shorts for him.

\*\*\*\*\*

### Different ways to express dislike/don't like in conversation

Mia : Yen, do you know the singer who just won the international world competition?

Yeni : Singer? which one?

Mia : Steven McCartney...I hate all of his songs. His songs mostly promote violence against women and children. I am sick of listening his songs. I can't stand them!

Yeni : Oh that one...I know him! I am not into McCartney! And I have no desire to listen his songs!

Mia : One of his songs is "Hunting her down" talking about slapping and kicking woman in a disrespectful way. I find this song intolerable to women.

Yeni : I loathe the idea of treating women like an animal. So disgusting!

Mia : That's true!

---

Dina : Hey...what's up Dion? What are you doing here?

Dion : Good, thanks Tina...Waiting for my turn to buy tickets for the rock concerts but I am tired of people who keep cutting the line. I've been hours here...You?

Tina : I also get stuck for hours. Walking behind a group of teenagers who talk loudly and walk very slowly drives me crazy!

- Dion : Oh...really?
- Tina : Yea... I can't bear waiting for hours!  
Tomorrow is a classic concert. Do you want to come with me?
- Dion : Classic concert? ... No, I am disinterested in classic music.
- Tina : So, you are not a big fan of classic music?
- Dion : Watching and listening of classic music for hours is not my cup of tea. Sorry!
- Tina : How about Andreas? Does he like a classic one?
- Dion : I don't think so...Classic music is not his taste.

### Part 3 Expressing things you neither like nor dislike

#### a. Expression of neither like nor dislike

- I don't mind...
- They don't mind...
- She doesn't mind...
- They don't really care...
- It's all the same to me...
- It is ok...
- I can't stand it but...
- They don't really keen on...
- I don't have strong opinions about...
- I think it is alright...
- He can take it or leave it...
- I'm not bothered either way about...

#### Ways to express neither like nor dislike in conversation

Rian : Messi is going to have a star-fan meeting in Bali next week. I plan to take a flight to Bali!

Roy : I don't mind travelling by bus to Bali to see Messi.

Rina : A lot of people are coming to Dian's birthday party.

Dian : Her mother doesn't mind cooking lots of foods.

Toni : They invite lots of people for that seminar. Do they have enough budgets?

Dion : They don't really care about the budgets because they get lots of sponsors.

Meri : Are you going to eat that roasted butter chicken? It looks yummy!

Nur : I can't stand eating chicken with butter but I have no choice because I am starving!

---

Nggaba : Hello, Kaita... How are you doing?

Kaita : Hey Nggaba...Very well, thanks. And you?

Nggaba : Fine, thank you. I am just wondering about the payment for the laptop I purchase.

Kaita : It's all the same to me whether you pay by cash, mobile payment, or credit card. I don't really care about the payment.

Nggaba : Well, I will pay by credit card tomorrow.

- Kaita : How about the colour? We have a wide range of colours you can choose.
- Nggaba : I am not really keen on its colour. Blue is ok for me!.
- Kaita : The colour is blue. Do you want to install the latest version of Microsoft Office?
- Nggaba : I don't have strong opinions about the latest version of Microsoft Office. Do you have any information about it?
- Kaita : Well...the latest version of Microsoft Office is one time purchase means that you pay up-front payment to get new many feature updates. Anyway, you can take it or leave it and choose other products.
- Nggaba : I think I will take the Microsoft Office.

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# CHAPTER V

## TELLING GOOD AND BAD NEWS

*By Morita*

### 5.1. Introduction

Expressing good and bad news is indeed part of our daily conversation. We often deliver and respond to news, either it is good or bad. This chapter deals with functional language for giving good and bad news in English and how to respond to such news.

Telling good news may not be a problem. However, it is sometimes inevitable, we will have to experience delivering bad news to someone. Giving terrible news to a person is, most of the time, hard because we would need to deliver an upsetting message that other people wouldn't want to hear. Therefore, learning how to convey bad news carefully is an important skill that we must be able to do. This will help you prepare the person to comprehend the situation and accept the news wisely.

### 5.2. Telling and Responding to Good News

Here are some expressions we can use for giving good news.

- **I'm really pleased to tell you .....**
- **I've got a bit of good news to tell you....**
- **I've got some  
good/brilliant/great/wonderful/splendid news for  
you ....**
- **You know what? I've got some good news for you...**
- **Great news for you ....**

The following list contains ways to respond to good news.

- **Wow, that sounds exciting!**
- **That's great!**
- **How fantastic!**
- **What fantastic/good/brilliant/great/wonderful/splendid news!**
- **That's good/brilliant/great/wonderful/splendid news!**
- **That sounds like great news!**
- **Congratulations!**
- **That's wonderful/fantastic!**
- **I'm glad to hear that!**
- **Great news!**
- **Incredible!**
- **Are you kidding!**
- **Superb!**
- **Sounds great!**
- **Lucky you!**
- **Oh, how wonderful!**
- **I can't believe that!**

## **5.3. Telling and Responding to Bad News**

### **5.3.1 Telling bad news**

Telling bad news to someone is sometimes unavoidable. Here are some tips on how to communicate bad news clearly and gracefully.

#### **a. Prepare the receiver about the bad news by using an opening statement**

It is difficult to receive negative news, particularly if it is unexpected. That is why we have to consider that the bad news receiver may need to cope with the news and

prepare himself first. We can give a clue first before telling the unlikable news. Thus, it will help him shape up for what we are about to say.

Here are some useful expressions:

- **I'm afraid I've got some bad news .....**
- **We regret to inform you that ...**
- **I'm really sorry to have to say this but ...**
- **Unfortunately ...**
- **Please don't take this badly but ...**
- **There is no easy way to say this but ...**
- **I feel really bad having to tell you this but ...**
- **I don't know how to say this but ...**
- **I'm afraid I've got something sad to tell you ...**

**b. Provide background information about the bad news**

Telling the background information will help the receiver understand the bad news better. We can do this by explaining the context of what, who, when, where, and how.

Here are some useful expressions:

- **Unfortunately, there are some problems with ...**
- **Due to ...**
- **Because of ...**

**c. State the facts in a concise way**

When telling bad news, we have to say the facts so that the receiver will understand it better. Try to be concise in delivering the unwelcome news and it would be better that we do not add unnecessary details.

**d. Use empathetic statements**

People have different ways of reacting and accepting bad news. Hence, we have to let the receiver know that we understand his pain and show our empathy.

Here are some examples of useful expressions:

- **I can see that you're really upset and angry ...**
- **I can see why you might think that ...**
- **I can see why you might feel that way.**

**e. Express some apology**

Even if we are just delivering the unwelcome news, and not getting involved in the bad situation, it would be helpful to express an apology. It shows that you care and feel sorry for the terrible events.

The followings are some useful expressions:

- **Please accept my apologies for any inconvenience this may have caused.**
- **Sorry, I couldn't be (of) more help.**
- **We sincerely apologize for the outcome.**

Delivering bad news may not be easy, but it is occasionally an important thing to do. The above tips and expressions will help you ease the tension and prevent situations from getting worse. However, we have to consider the right timing and appropriate manner of delivery to communicate the unpleasant news effectively.

### **5.3.2 Responding to bad news**

These are some expressions on how to respond to bad news.

- **I'm awfully sorry to hear that.**

- I'm terribly sorry to hear such bad news.
- My goodness!
- That's awful/too bad/terrible.
- I can't believe that.
- How dreadful! I'm really sorry to hear that.
- What a shame/What a pity/How awful.
- That's sad indeed. I can imagine how you feel.
- What dreadful news. If there's anything I can do ...
- How unfortunate! I'm so sorry to hear that.
- You have all my sympathy. I know how you feel.
- How sad. My heart goes out to you and your family.

Dear Dina,

I have good news and bad news. The good news is that I got a promotion! I'm now the supervisor of the marketing team. It's a lot more responsibility and a little more money. Hehehe..

But, here's the bad news. Because of my promotion, I'm going to be involved in a long-term project here in Surabaya. I don't know how to say this but I might not be able to come home as often. Also it doesn't look like I'm going to be transferred back to Medan for at least the next few years.... I'm really sorry, but I'm afraid it's out of my hands.

Sari

## Exercise

Exercise 1: Match the news with its appropriate response

1. My friend called me last night and said that his father passed away.

a. Splendid! Did you buy a ticket for me too?

2. I got the scholarship and I'm going to France to continue my study.

b. That's terrible. You must practice harder for the next competition.

3. Keanu Reeve's latest film is showing at the cinema tonight.

c. I'm so sorry to hear that! Please accept my deepest condolences.

4. I didn't win in the competition. I'm so disappointed.

d. Lucky you!

**Exercise 2: Put the words in the right order to respond appropriately to each news**

1. Joshua: I've got a bit of good news to tell you. I'm going married next month.

Brian :

.....  
(I/invited/congratulations!/am/?)

2. Mary: What happened to your forehead?

Ali : I fell off the stairs this morning.

Mary:

.....  
(feeling/goodness!/ you/are/my/now/better?)

Ali : Don't worry. I feel ok now.

Mary:

.....  
(sounds/careful/you/that/more/should/good/be/but)

3. Maggy: Have you heard the news? BTS will be performing in Jakarta.

Mira :

.....  
(the show/begin/splendid!/ will/when/?)

4. Jill: My cat has been missing for 3 days. What should I do?

Ben:

.....  
(hope/awfull/will/soon/that's/I/you/it/find)

5. Ashley: Tom, I've got some great news for you.

Tom : Oh yea.... What is it?

Ashley: Guess what...I took my pregnancy test this morning and it turned out that I'm positive.

Tom :

.....  
(a father/I/going/can't/am/believe/it!/to/I/soon/be)

### **Exercise 3: How would you give these news?**

1. Your friend didn't pass his final exam.

.....

2. Your neighbor's car hit a tree on the side of the road.

.....

3. You were working on your brother's tab, but suddenly it crashed down and his data was lost.
- .....
4. Your sister's flight to London was cancelled.
- .....
5. Your friend won a lottery for a large amount of money.
- .....
6. Your brother's application for the USA visa was accepted.
- .....
7. Your best friend has just won a speech contest.
- .....
8. Your brother got a promotion and will have his own room at the office.
- .....
9. Your sister lost her purse when she was at the carnival.
- .....
10. Your friend, Nani, was fired from her work.
- .....

**Exercise 4: Fill in the gaps with the words in the box**

way

know

unfortunately

regret

what

afraid

1. I'm ..... I have some bad news. I lost my camera.
2. I am ..... to say that the project has been cancelled.
3. I ..... to inform you that you have failed in the test.
4. We appreciate the opportunity to read your article, but ..... it doesn't fulfill our requirement.
5. There is no easy ..... to tell you this, but your proposal has been rejected.
6. You ..... what? I've got my first salary!
7. Guess ..... ? We're getting married next month.



**Exercise 5:**

**Complete the conversation with the words in the box**

1.



Congratulations  
had  
give her my love  
oing  
weigh

Amy : My sister (1) \_\_\_\_\_ a baby yesterday morning.

Ben : (2) \_\_\_\_\_! Was it a boy or a girl?

Amy : A girl! Her name is Emily Peterson.

Ben : How much did she (3) \_\_\_\_\_ ?

Amy : 3.8 kilos.

Ben : Ooh! Such a big girl. How are mother and the baby (4) \_\_\_\_\_?

Amy : They're fine.

Ben : That's wonderful. (5) \_\_\_\_\_ when you see her.

2.



|                |            |
|----------------|------------|
| wedding        | ring       |
| engaged        | beautiful  |
| fantastic news | bridesmaid |

Maria : John and I have got (1) \_\_\_\_\_

Sylvia: That's (2) \_\_\_\_\_! Congratulations!

Maria : Do you like my (3) \_\_\_\_\_ ?

Sylvia: Wow! Diamonds! It's (4) \_\_\_\_\_. When's the (5) \_\_\_\_\_ ?

Maria : We're thinking of getting married next June.

Sylvia: I hope I'm invited.

Maria : Of course you are. I want you to be my (6) \_\_\_\_\_

Sylvia: Really? I'd love that.

3.



tough time

split up

getting on well

shame

what's happened

sorry to hear

Dinda : Have you heard about Bayu and Sandra?

Putri : No! (1) \_\_\_\_\_ ?

Dinda : Well, they've been having a (2) \_\_\_\_\_ recently.

Putri : I know, they haven't been (3) \_\_\_\_\_ at all.

Dinda : Mmm. Well, They've finally decided to (4) \_\_\_\_\_

Putri : I'm so (5) \_\_\_\_\_ that. What a (6) \_\_\_\_\_ !

Dinda : Yes, I always thought they were so good together.

4.



lovely woman    coping  
memories        so sorry  
together         fond of her

Patrick : We lost Grandma last week.

Juan : I know. Your dad told me. I'm (1) \_\_\_\_\_. She was a (2) \_\_\_\_\_

Everyone was really (3) \_\_\_\_\_

Patrick : She and Grandpa were (4) \_\_\_\_\_ nearly sixty years ago.

Juan : That's incredible! How old was she?

Patrick : Eighty five.

Juan : And how's your Grandpa (5) \_\_\_\_\_ ?

Patrick : He's OK. He's got all his family around him.

Juan : Well, I'm sure you all have wonderful (6) \_\_\_\_\_ of her.

5. Which conversations use expressions of telling and responding to good news? And which ones use expressions of telling and responding to bad news?

**Exercise 6: Complete the chart with the expressions from the list**

| Giving Good News | Giving Bad News |
|------------------|-----------------|
|                  |                 |

1. I really feel bad to have to say this, but I have to.
2. I'm very glad to tell you that your proposal was accepted by the board of directors.
3. I don't know how to say this, but the result of your test is not very good.
4. Great news, guys! We won the contest!
5. I'm afraid I have to tell you this.
6. Guess what!
7. Unfortunately .....
8. I've got some great news. Want to hear it?

9. There's no easy way to say this.
10. I tried my best, but .....

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# **CHAPTER VI**

## **STATING / ENQUIRING WHETHER ONE KNOWS OR DOES NOT KNOW A PERSON, THING, OR FACT**

*By Faidah Yusuf*

### **6.1 Introduction**

Speaking comes in at number two on the list of the four core linguistic abilities, which are as follows: Speaking Engaging in reading, Writing. The act of delivering language through the mouth is known as speaking (Allo & Priawan, 2019). To produce sounds, we use a variety of elements of our bodies, such as our lungs, vocal tract, vocal chords, tongue, teeth, and lips. Speaking comes in at number two on the list of the four core linguistic abilities, which also includes listening. If you want to improve your chances of acquiring a decent job in a global firm either in your home country or for finding work abroad, learning English is one of the best investments you can make (Karpovich et al., 2021). Because it is the language used for international communication as well as in the media and on the internet, learning English is crucial not only for professional reasons but also for socializing and having fun (Uztosun, 2021). If you want to communicate effectively in any language, the primary (macro) abilities you require are listening, speaking, reading, and writing. Your ability to communicate will not improve if you are just proficient in one of these abilities (Suadi, 2020). For instance, you need to have a strong reading ability in order to have strong writing ability. Before you can even start talking, you need to demonstrate the ability to listen.

## 6.2 Stating / enquiring

In the course of a conversation, one of the things that is frequently done is to inquire as to whether or not the other person is following what is being said. This is especially important to keep in mind while we are describing a topic to another person with which they are not very familiar (Lisnawati, 2021). In most cases, we will inquire as to whether or not the other person knows what we are trying to convey by asking him whether or not he understands. Therefore, the following are some ways to inquire about your interlocutor's level of comprehension in English:

- ✓ Do you understand what I'm saying?

Well, this is one way to ask the other person if you want to make sure whether he understands enough or not what we are saying. When interpreted directly, "do you understand what I'm saying?" means, "Do you understand what I am saying?" Usually, this question will be asked when you start to feel the other person looks confused. However, you can also ask this question when you have finished explaining something. Apart from these questions, there are also similar questions that you can ask, such as the following:

- ✓ Do you know what I mean?
- ✓ Do you know what I'm saying?
- ✓ Do you know what I'm talking about?
- ✓ Do you get my point?

You can also ask your speaker to understand using the questions that were presented earlier in this paragraph. The meaning of the inquiry is, "Are you able to understand what it is that I am saying?" The meaning that is being given by the word "my point" in this context is more commonly known as "the point of the conversation." This is a clue; the most appropriate time to ask this question is after you have provided the other person with a detailed explanation of anything. After you have

finished explaining anything, you might ask the other person, "Do you get my point?" to make sure that despite the length of the explanation and the fact that it may have been complicated, they still get the general idea of what you are talking about.

In addition to these questions, there are a number of other questions that are very similar to them that you are able to use alternately. These questions include:

- Do you understand?
- Do you follow me?
- Are you following me?

In a conversation in English, this one inquiry can also serve as an alternative to the more proper practice of asking the speaker if they understand. This question is asking, "Are you able to follow what it is that I am saying?" In most cases, you will be asked this question in the middle of a conversation, right before you proceed with another explanation. When you ask a question during the course of a conversation, you are doing it with the intention of determining at some time whether or not the other person has grasped enough of what was discussed at the outset of the conversation. You can proceed with the explanation, even if it has not yet been completed, if the other person understands what you are saying.

So, another question that is similar to "are you following me?" is, "are you with me?" If taken literally, the question is, "Are you with me?" However, in this context, the question "are you with me?" means, "Are you still able to understand my explanation (up to this point)?"

✓ Any questions?

In a sizable forum, the "Any questions?" usually used to ensure that the person being explained understands the explanation

itself. Of course the speaker cannot ask one by one the people in the forum regarding their understanding.

Even so, to ensure that everyone understands the explanation, "Any questions?" ejected. Sometimes, this question is asked not to expect a question, but to make sure that everyone on the forum understands.

### ✓ Yes/No Questions

There are many different types of interrogative sentences that can be found in the English language. We typically employ 5W+1H interrogative sentences in order to obtain the information that we require. However, interrogative phrases still cover a wide range of topics, and there is a type of inquiry sentence known as a yes-or-no question that has a more straightforward response: yes or no. Typically, we are accustomed to this kind of interrogative sentence, which consists of a closed question, in order to elicit an answer that is particular and appropriate to the question that has been posed. The majority of the time, we come across this kind of inquiry in the form of questionnaires or surveys. How should a statement of this type with an interrogative structure be formed?

yes-or-no question is a form of inquiry that can only accept the two definitive responses, "yes" and "no," as the only acceptable options. When compared to other types of inquiries, this particular type of question does in fact have a definitive response, but it is not followed by any additional information.

In most cases, the form of inquiry that requires an affirmative or negative response, and in which not just one but multiple questions are posed, as in the case of questionnaires and surveys. Even though it seems straightforward at first glance, there are actually a lot of nuances that we need to be aware of in order to use the appropriate question word when formulating a yes-or-no question.

### ✓ Yes No Question formula

Altering a declarative sentence to make it become a question can be done either way (statement). It is necessary for us to have a prior understanding of the subject, the main verb (the one that is not followed by any other verb), and the auxiliary verb (the principal auxiliary verb/modal).

According to the findings of the Cambridge Dictionary, there are two distinct versions of the yes-or-no question that are differentiated based on the auxiliary verb.

✓ With auxiliary verbs

One of the yes no questions formats uses an auxiliary verb, namely:

Be/do/have + subject + main verb

Modal verb + subject + main verb

How about an example sentence?

- *Is she putting in a lot of effort? (Apakah dia bekerja terlalu keras?)*
- *Were they going on their trip together? (Apakah mereka berlibur bersama?)*
- *Does it have a good flavor? (Apakah rasanya enak?)*
- *Did you attend the concert last night? (Apakah kamu datang ke konser itu?)*
- *Have you eaten yet? (Apakah kamu sudah makan?)*
- *Had they been to Rome on a previous occasion? (Pernahkah mereka mengunjungi Roma sebelumnya?)*
- *Would you be able to assist me in lifting this? (Bisakah kamu membantu saya mengangkat ini?)*
- *Should I go ahead and open the door? (Apakah sebaiknya saya membuka pintu?)*

## CAN, HAVE, BE – questions

Exercise 1. Fill in the gaps.

- |                                               |                 |
|-----------------------------------------------|-----------------|
| 1. <input type="text"/> you sing?             | Yes, I can.     |
| 2. <input type="text"/> she a singer?         | No, she isn't.  |
| 3. <input type="text"/> they got a blue kite? | Yes, they have. |
| 4. <input type="text"/> you Polish?           | Yes, I am.      |
| 5. <input type="text"/> he German?            | No, he isn't.   |
| 6. <input type="text"/> Susan run fast?       | Yes, she can.   |
| 7. <input type="text"/> students in the gym?  | Yes, they are.  |
| 8. <input type="text"/> Bob got a ball?       | No, he hasn't.  |
| 9. <input type="text"/> Lucy got a brother?   | Yes, she has.   |
| 10. <input type="text"/> Mary got a dog?      | No, she hasn't. |

Exercise 2. Write short answers. (+) = yes; (-) = no

- Are you busy? (+)
  - Is she from Mexico? (-)
  - Are they your neighbours? (+)
  - Have they got our books? (-)
  - Can Lin swim? (+)
  - Has Lucy got a doll? (+)
  - Is Tom tall? (+)
  - Are they busy? (-)
  - Can they play rugby? (+)
  - Can you speak Japanese? (-)
-

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# CHAPTER VII

## EXPRESSING AND ENQUERING FOR REMEMBERING AND FORGETTING

*By Putri Lidiana Permata Sari*

### 9.1 Introduction

Expression can still be employed in this sense because its Latin etymology is "to press out." Your juicer aids in the expression of the fruit's juice when you prepare fresh orange juice. A person has engaged in artistic self-expression when they utilize their work to reveal their feelings about the outside world. What's up? Is an example of an expression that we use to express ourselves?

This is bad metacognitive outcome has evident negative effects, such as disappointing exam results or social embarrassment after forgetting someone's name. It occurs when we forget significant things that we anticipated to remember. When we are given more knowledge than we can retain, we frequently display strategic control, the capacity to concentrate attention on and allocate resources toward useful information. We refer to the process of prioritizing memory for knowledge that is critical or that would have negative repercussions if forgotten as responsible remembering. Forgetting is a crucial part of memory, although not being as beneficial as recalling key details. People may have developed the capacity to forget stuff they do not need to recall so that they may concentrate on vital information, specifically to prevent forgetting crucial things. For instance, it won't be very helpful to find your car today if you can't recall where you parked it yesterday or the day before. The ability to recall current phone

numbers and addresses may also be hampered by the memory of outdated ones. As a result, there might be a functional quality to forgetting that allows people to deliberately remember crucial information while forgetting irrelevant or out-of-date information to increase their chances of finding the desired information. Therefore, instances where forgetting fulfills an implicit or explicit personal need serve as an example of the requirement for responsible forgetting. A person's normal response when faced with information that needs to be recalled is frequently to make an effort to remember as much as possible. However, there are times when it can be advantageous to forget less significant knowledge in order to improve memory for crucial details and practice responsible remembering. The ability to engage in practical, goal-directed activity that permits one to overcome previously established habitual habits to accommodate conflicting task demands is referred to as cognitive control (Egner, 2017). Similar to how cognitive control is important for responsible remembering, it may also be essential for responsible forgetting. Contrary to many memory exercises, directed forgetting tasks provide participants phrases that must be both remembered and forgotten. Similar to this, several directed forgetting tests couple words with either positive or negative point values that, if participants later recollect the word, count toward their scores on the task. Participants shouldn't be motivated to remember words with low point values because doing so would lower their score. Instead, they should only remember terms that would increase their score if they were remembered. When compared to controls, recall for information that is not expected to be tested or is paired with negative values tends to be poor (the costs of forgetting), while recall for information that is anticipated to be tested or is paired with positive values tends to be enhanced, illustrative of the benefits of forgetting (Castel & Friedman, 2011). Therefore, deliberately forgetting irrelevant or out-of-date information may improve the recall of the intended information and result in deliberately remembering. Directed forgetting tasks sometimes involve a surprise recognition test after a free recall test in which participants recall words they

were encouraged to remember (and not those that were paired with a cue to forget the word). Participants are asked to indicate whether each word is "new" (was not offered in the study phase) or "old" after being shown the to-be-remembered and to-be-forgotten words as well as words that were not presented (lures) (was presented in the study phase). Participants would report that the to-be-forgotten words were brand-new if they had in fact forgotten the words to be forgotten. However, people occasionally recall words they were told to forget afterwards, suggesting that they may have remembered these words. This measure of forgetting in directed forgetting tasks is representative of the retrieval inhibition theory, which holds that inhibiting to-be-forgotten items makes it easier to retrieve to-be-remembered objects. It can also be used as a sign of inhibitory control. As an alternative, researchers have also promoted selective rehearsal explanations of directed forgetting, in which individuals intentionally practice and encode to-be-remembered information rather than information that will be lost. In particular, selective rehearsal accounts postulate that presented items are kept in working memory until participants are cued to remember or forget the item, and that rehearsal for to-be-remembered items is stopped while rehearsal for to-be-forgotten items is elaborated (to transfer to long-term memory). In order to strategically improve memory, functional forgetting brought on by inhibition or selective rehearsing may be used. Regardless of the process underlying directed forgetting, forgetting may be a crucial component of a functional memory system, as it may help with remembering for information that actually needs to be recalled if information that needs to be remembered is forgotten. Previous research has shown that offloading to-be-remembered information (such as writing things down or saving them to a computer) improves memory for other to-be-remembered information by minimizing the degree to which the offloaded information interferes with the target knowledge (risko, E. F., & Gilbert, 2016). Therefore, when recalling a list of items, deliberately practicing goal-relevant knowledge or preventing the recall of less crucial information may help you remember vital information or stuff that would be bad to

forget. General representations or heuristics affect how we perceive and recall the world and effect how we evaluate information when we are given with information to remember (or forget). By making use of existing knowledge, one can improve their memory and make it easier to remember new material in the same field. As a result, schematic support may aid in the retention of essential information; however, little research has examined the relationship between item importance and schematic support in directed forgetting tasks. (Murphy, 2021).

Expressions for Remembering and Forgetting: Every day, we interact with a wide variety of individuals and perform a wide range of tasks. We frequently forget important details. We occasionally recall things as well. Understanding how to say that you recall something or have forgotten someone or something in English is crucial.

We constantly encounter circumstances when we either recall or forget certain things. The definitions of the terms "remembering" and "forgetting" have been discussed in this article. Both English terms for remembering and ones for forgetting are important to know. English has a wide variety of words for forgetting as well as words for remembering.

There are also many phrases that can be made use of when we remember about a person or a thing. There are also many phrases that can be made use of when we forget about a person or a thing.

It has been provided lots of common phrases that you can make use of. Some expressions for remembering and forgetting.

### **Remembering and Forgetting**

What do you understand by the term "Remembering"?

What do you understand by the term "Forgetting"?

### **Expressions for Remembering in English**

What do you understand by the term “Remembering”? The term “remembering” can be defined as the situation where you are able to bring in or have in your mind the awareness or information about a person or a thing that is being discussed about at that moment. The thing that is to be remembered is usually a person or a thing from the past.

### **Expressions for Forgetting in English**

What do you understand by the term “Forgetting”? The term “forgetting” refers to a situation where you fail to remember about a person or a thing. It can also be defined as the situation where you have forgotten about a person or a thing. It is the condition or the situation where you are, at that moment, unable to remember about that specific person or thing that is being discussed about.

## **9.2 Expressing Remembering**

### **Expressions for Remembering in English**

To express that you are remembering something, you can start your sentence by using the commonly used phrase “As far as I can remember ....” You can then go on and continue to finish your sentence by stating the things and facts that you remember. You can also make use of the commonly used phrase “I’ll always remember ....” This phrase can be used to express that you remember something or someone who is of great significance and importance.

You can also start your sentence by making use of the commonly used phrase “I remember ...” and then carry on to finish the sentence by stating the things that you have just remembered. The very commonly used phrase “If my memory serves me correctly ...” can also be used to start your sentence when you want to tell the other person or a group of people about the thing that you are remembering.

The very commonly used phrase or expression that can be used for remembering something is “I will never forget ...” You can

then add on to write about the things that you remember and you wish to tell the others. If you want to tell a person or a group of people about a thing that you just remembered, you can start your sentence with the very commonly used phrase “As I recall ...” The relevant information about the thing that you just remembered can then be added in order to finish the sentence you started (Prasanna, 2022).

You can also make to use of the commonly used phrase for expressing remembering, “If I’m not mistaken ...” The very commonly used phrase “Unless I am mistaken ...” can also be made use of. In order to express that you remembered something about a thing or a person, you can start your sentence with the very commonly used phrase “Now I come to think of it ...” If you remember something very clearly and want to tell a person or a group of people about the thing that you remembered, you can start your sentence by making use of the very commonly used phrase “I can (clearly) remember ...”

You can also begin your sentence using the common phrase and expression for remembering “I have a vague recollection of ...” You can then add all the relevant information about the thing that you just remembered to finish your sentence and to let the other person or a group of people know about the thing that you just remembered.

The very commonly used phrase and expression for remembering “As far as I can recall ...” can also be made use of to begin your sentence when you are trying to tell the other person or a group of people about the thing that you are trying to remember or recall. You can also make use of this very commonly used phrase “If I remember correctly ...” and then carry on to add the things that you have just remembered or recalled to finish your sentence and let the others know about it.

## **Other Ways to Say Remembering**

- As I recall...
- I seem to remember that...
- If my memory serves me well...
- Now that I come to think of it...
- As far as I can remember ... That brings to mind...
- If I'm not mistaken...
- Unless I'm mistaken...
- I have a vague recollection of ...
- That rings a bell.
- I have memories of ...
- I can clearly remember...
- I distinctly remember...
- I'll never forget when ...
- If I remember correctly...

## **9.3 Expression Forgetting**

### **Expressions for Forgetting in English**

To express that you have forgotten something, you can make use of the very commonly used phrase “My mind went blank”. The phrase “I cannot remember” can be used to express that you have forgotten about something or someone who is of great significance and importance. The very commonly used phrase or expression that can be used if you have forgotten about someone or something is “I had a senior moment”. You can also make use of the common phrase “I do not memorize anything”.

You can also start your sentence by making use of the commonly used phrase “It does not ring a bell”. The very commonly used phrase “It completely slipped my mind” can also be used to start your sentence when you want to tell the other person or a group of people that you have forgotten about a person or a thing that you should have remembered about.

The very commonly used phrase or expression that can be used if you want to tell the other person or a group of people that you have forgotten about something is "I'm sorry, I forgot about it". This is a very kind and polite expression and phrase for showing and telling others that you do not remember about the other person or a thing that is being discussed about.

If you want to tell a person or a group of people about a thing that you have forgotten about, you can start your sentence with the help of the very commonly used phrase "I forget ...". The relevant information about the thing that you just have forgotten about can then be added in order to finish the sentence you started.

You can also begin your sentence using the common phrase and expression for forgetting "I lost my train of thought." You can also make use of the very commonly used phrase and expression for forgetting, "I don't remember ...". You can then add all the relevant information about the thing that you have just forgotten in order to finish your sentence and to let the other person or a group of people know about the thing that you have just forgotten about.

It is very commonly used phrase and expression for forgetting "It's on the tip of my tongue" can also be made use of to begin your sentence when you are trying to tell the other person or a group of people about the thing that you are trying to remember or recall something. You can also make use of this very commonly used phrase "It went in one ear and out the other".

If you have forgotten about a person or a thing and you want the other person to help you to remember about that thing or tell you what that thing was, you can simply make use of the very commonly used phrase "Can you refresh my memory?" You can also make use of the commonly used phrase "I failed to remember. Can you please help me recall ...". and then carry on to add the things that you want the other person to tell you about or the thing about which you want the other person to help you recall.

If you want to tell a person or a group of people about a thing that you have just forgotten about, you can start your sentence

with the very commonly used phrase “It escaped my memory that ...” The relevant information about the thing that you have just forgotten can then be added in order to finish the sentence you started.

To express that you easily forget about things, you can make use of the very commonly used phrase “I would forget my head if it was not attached”. The phrase “My memory is short” can be used to express that you easily forget about things and even about the people and things that are of great significance and importance.

1. **When we remember to do something—remember + an infinitive—we complete a plan that we made earlier.** For example: I might tell my students “Remember to study for your test,” or “Remember to do your homework.”
2. **When we remember doing something—remember + a gerund— that means we have that picture in our heads.** We can see ourselves doing that thing in the past. For example: I might say to my best friend, “Remember camping on the beach last summer?” “Remember making a bonfire on the beach and watching the sunset?”
3. **Recall is a synonym for remember + gerund.** You probably recall what you did on your last birthday or how you celebrated your graduation. For example, when you give a presentation, you have to **keep in mind** what you want to say. When you are trying to choose a mate, you have to keep in mind the things you value in a life-partner. When you buy something, you have to keep your bank balance in mind. (Notice that keep in mind is a separable verb. The object can go between keep and the adverbial in mind.)
4. **When we are or feel nostalgic, we miss the past.** We wish we could return to those lost happy moments. For example, old people might feel nostalgic about their youth, or people who have just ended relationships might be nostalgic about the happy times they spent with their exes.

5. **When we regret something in the past, we wish it could have been different than it was.** For example, maybe you studied engineering but regret not having studied art. Perhaps you arranged for your vacation to last only two weeks. Looking back, you wish you had made it longer. You regret how short you made it.
6. **When we hold a grudge, we carry around resentful or angry feelings about the past—we think that someone treated us unfairly.** If you lose a sports match, the next time you play that team, you might hold a grudge against them. If your break-up with your romantic partner was messy, you might hold a grudge against them for having been cruel and insensitive. Movies often make us of flashbacks. That is when a character suddenly thinks about the past, or when the movie shifts from the present moment to a past moment. Soldiers might have flashbacks about their wartime experiences. If they hear a loud noise, they might flash back to a time when they were being bombed. Finally, when we travel, we often bring back souvenirs from our trip. These are keepsakes that help us remember our trip. In fact, the word “souvenir” is the French word that means remember. We might bring back crafts, clothing, flags, or food from a particular country in which we have traveled. A keepsake is also something that someone gives us so that we remember them. Your grandpa might give you a watch as a keepsake. Your grandma might give you a ring or a necklace.
7. **When we forget to do something, we don't complete the task that we planned.** I'm sure you have forgotten to do your homework or forgotten to buy eggs. In contrast, if we forget doing something, we did it, but have no memory of it. Perhaps we got very drunk and forgot saying something ridiculous. Perhaps we're old and forgot meeting someone many years ago.
8. **Not recall + noun (or) gerund is a synonym for forget + gerund.** The drunk person **doesn't recall saying** the

foolish thing. The old person doesn't recall meeting someone at the party. We can use the expression "**It slipped my mind**" to mean "I forgot (...)" For example, "I had to go to the bank, but it slipped my mind." "I meant to do my homework, but it slipped my mind." "I used to know the vocabulary word for that, but it slipped my mind." We can also use the phrasal verb **blank on**. We often **blank on** something in a moment of stress. For example, during a test, you might blank on the answer. When you are trying to introduce a person to your friend, you might blank on the person's name (Balwit, 2016).

#### Other Ways to Say Forgetting

- My mind went blank.
- I have no recollection of that.
- I don't recall that.
- It doesn't ring a bell.
- It completely slipped my mind.
- I lost my train of thought.
- My memory is short.
- I'm sorry, I forgot about it.
- I forget.
- I can't remember.
- I don't remember.
- It's on the tip of my tongue.
- It went in one ear and out the other.
- Can you refresh my memory?
- I had a senior moment.
- I failed to remember
- It escaped my memory..
- I'd forget my head if it wasn't attached
- I do not memorize anything.

## **Conclusion**

It is extremely important to know how to express that you remember about something or have forgotten about someone or something in English. We very frequently come across such situations where we remember or forget about certain things. This article has explained what the term “remembering” and the term “forgetting” mean. The article has also provided you with all the relevant information and tips on how to express that you remember about something or have forgotten about someone or something in English. We have provided lots of common phrases that you can make use of.

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# CHAPTER VIII

## EXPRESSING AND ENQUIRING ABILITY / INABILITY TO DO SOMETHING

*By Beny Hamdani*

### 8.1 Expressing Ability / Inability

Ability can be expressed using modal verbs and phrases. Learners often prefer to use *be able to* because it is the easiest to form. As learners progress, they begin to use *can*, *could*, and *managed to*. It is at this point that learners encounter usage rules and often make mistakes. In this article, I will focus on the most commonly used modals for ability and the most typical mistakes. While the present forms are simple, the past forms have particular rules which must be followed. The most important rules relate to general ability and specific ability.

In addition, Expressing ability stands for having the power, skill or means to do something. If we say “I am able to swim”, it is like saying “ I have the power to swim”. However, inability is the opposite i.e. we use it when we do not have the means to do something or to describe a specific action not successfully completed.

Modal verb ‘can’

Can is an auxiliary verb. We use can to:

- a. Talk about possibility and ability
- b. Make requests
- c. Ask for or give permission

The use of ‘Can’ :

## 1 Possibility and ability

We use can to talk about what is possible, what we are able or free to do. Normally, we use can for the present. But it is possible to use can when we make a decisions about the future.

## 2. Requests and orders

We often use can in a question to ask somebody to do something. This is not a real question. We do not really want to know if the person is able to do something. We want them to do it. The use of can in this way is informal (mainly between friends and family).

## 3. Permission

We sometimes use can to ask or give permission for something. (Note that we also use could, may, might for permission. The use of can for permission is informal).

To be able to

Although we took at be able to here, it is not a modal verb. It is simply the verb be plus an adjective (able) followed by the infinitive. We look at be able to here because we sometimes use it instead of can and could. We use be able to talk about ability.

The use of be able to

Ability

We use be able to express an ability. "Able" is an adjective meaning : having the power, skill or means to do something. If we say "I am able to swim". It is like saying "I can swim". We sometimes use "be able to" instead of "can" or "could" for ability. "Be able to" is possible in all tenses but "can" is possible only in the present and 'could" is possible only in the past when referring to an ability.

How do we express ability and inability

For ability:

The expression : To be able to

The modal : can (in the present), could (in the past)

For inability:

The expression : to be unable to/not to be able to

The modal : cannot (in the present), could not (in the past).

The structure

Expressing ability / inability in the present:

Subject + Can /cannot + Verb + Object

E.g. I can lend you some money but I cannot pay your loan.

Subject + To be (am, is, are) able to/not able to + Verb + Object

E.g. You are able to borrow some money but you are not able to pay it back.

Expressing ability / inability in the past:

Subject + could/could not + Verb + Object

E.g. I could lend you some money but I could not pay your loan.

Subject + (was/were) able to/not able to + Verb + Object

E.g. They were able to borrow some money but they were not able to pay it back.

## **Present**

Is/am/are able to + main verb

*Thomas is able to play the piano.*

*Catherine is not able to play the piano.*

Can + main verb

*Catherine can play the flute.*

*Thomas can't play the flute.*

Both of these forms may be used, in positive or negative, for general or specific ability.

## **Past**

Was/ were able to + main verb

*Thomas was able to play the piano when he was a boy.*

*Catherine was not able to play saxophone when she was a girl.*

This form may be used, in positive or negative, for general or specific ability.

Could + verb

*When Jane was in Austria, she could speak German.*

Could, in positive, is only used for general ability.

*When Jane was very young, she couldn't speak German.*

Couldn't is used for general or specific.

Managed to

*Gerry lost control of his car but managed to avoid a crash.*

This form is only used for specific ability: one time, one situation.

You can use **Can/Could, Be able to** for expressing ability in English. Here are some examples:

Audio Player

**Asking about ability:**

- Can you lift this table?
- Can you speak English?
- Can you help me?
- Can you play the piano?
- Will you be able to come to my birthday party this weekend?
- Are you able to go out with me tonight?
- are you able to.... ?
- are you capable of ....?
- Are you capable of...?
- are you capable to.....?
- Can you...?
- could you .....? = B
- Do you have the experience or ability to...?
- Do you have the experience to...?
- Do you know anything about...?
- Do you know how to...?
- do you think you are capable of.....?
- Do you think you can...?
- Do you think you're able to ....?
-

### **Expressing ability:**

- I can speak 5 languages.
- I can swim 2 kilometers.
- I can't help you.
- I won't be able to come to your birthday party.
- I will be able to see you next week.
- When I finish this course, I will be able to find a good job.
- When I was a child I could play football very well.
- I was not able to visit him yesterday.
- I am able to.... ..
- I am capable of doing it
- I could do it
- I can...
- I feel capable of...
- I have the ability to do it
- I know how to....
- I might be able to...
- I think I have the qualification or experience or ability to...
- I think I'm capable enough.
- I thought I'm able to ....
- I would say I am capable of...
- I'm able to.....
- I'm good at ...
- Yes, I can .....
- Yes, no problem...
- I think I can ....

### **How to Show Incapability / Inability**

- I am afraid I cannot cope with ...
- I am hopeless...
- I am not able to.....
- I am not good at...
- I am not sure I can .....
- I am not sure I know how to...

- I cannot...
- I couldn't do it
- I don't know anything about...
- I don't think I can't do it.
- I don't think i have ability
- I don't think I have experience or ability to...
- I have no experience of...
- I have no idea how...
- I won't be able to
- I would not know where to begin or start...
- I'm not capable of doing it
- I'm not sure i can
- I'm not sure I'm capable of doing it
- No, I don't know how to...
- Sorry, I can't do it. ....

## Typical Mistakes

The typical mistakes learners make are to use could for past positive specific ability.

*My friend's phone was engaged all day yesterday. Finally, late in the evening, I could speak to him.*

In this sentence, we should use *I was able to speak to* or *I managed to speak to him*.

## Example

When Jim was a boy he could climb trees very well (This was a general ability). However, there was one tree that was very tall and he couldn't climb it (the general specific rule is only for could in positive so there is no issue here). One day, when he was feeling very energetic, he was able to/ managed to climb the tree (specific time, situation).

## **You should**

Practice the forms in a grammar exercise book.

Write texts or using the different forms.

Write dialogues similar to practical conversations.

Conversation on expression of ability / inability to do something

### **Conversation 01:**

**Zaid:** Aisyah, Can you help me out?

**Aisyah:** What can I do for you, Zaid?

**Zaid:** I cannot do math homework. It's difficult.

**Aisyah:** Don't worry, Jon, I will help you out. I can do it.

**Zaid:** Thanks, Aisyah.

**Aisyah:** You're welcome.

### **Conversation 2:**

**Tika :** Can we have a talk?

**Berta :** Yes. What's up?

**Tika :** I'm gonna tell you that you're chosen to be our representative to join an Indonesia student big programme.

**Berta :** Really. Who said that?

**Tika :** Our English teacher.

**Berta :** Thanks for telling. Do you think I'm capable enough?

**Tika :** I think so. Your English is good. And, you always win the best student in our school. I thought you are capable to do.

**Berta :** Thank you. I hope I can do my best.

**Tika :** So do I. Don't forget to bring me a special gift from there.

**Berta :** Don't worry.

### Conversation 03

**Charlie** : Good morning Willy.

**Willy** : Good morning Charlie.

**Charlie** : Are you busy today Willy?

**Willy** : Not really. Why?

**Charlie** : I want to ask you a favor

**Willy** : What is it?

**Charlie** : Can you help me fix my laen mower?

**Willy** : Yes, sure I can. You want me to fix it now?

**Charlie** : Is it okay?

**Willy** : Yes, it's okay.

**Charlie** : Very well. Let's fix it.

**Willy** : Okay.

**Bibliography**

# **BAB IX**

## **EXPRESSING AND ENQUIRING**

### **HAPPINESS UNHAPPINESS**

*By Neneng Yuniarty*

#### **9.1 Preface**

We usually experience various kinds of feelings. These feelings can be in the form of sadness, anger, annoyance, happiness, confusion, disappointment, worry, and so on. This is something that naturally happens to every human being because God has given humans complete sense organs and He has given feelings to their hearts so that they can feel these feelings.

There are many ways to express happiness in English, with a variety of synonyms showing different degrees or categories of happiness. Once you have perfected the basics of English, it is time to move on to the more intricate parts of the language and the way it is used by natives in everyday life. That leads to symbolism, idioms, expressions, and metaphors which can be somewhat confusing for a second language speaker.

We can express these various kinds of feelings according to the condition of our hearts. Human feelings can change according to what they are experiencing. In English there are various expressions that we can learn.

Being able to share your feelings is a necessary skill in any language. Sometimes, it is a difficult thing to do even in your first language. So, when it comes to a second language, it is an area that deserves a lot of attention. In this occasion, we will focus on happiness and unhappiness expressions in English.

## 9.2 Expressing and Enquiring Happiness

Happiness is an emotion that shows that we are happy. To express happy feelings can be in various forms. For example, in the form of words, facial expressions, and gestures. Whatever the form of this happiness, the most important thing is the message of the phrase (Richard A. Spears, Betty Birner, 2011).

Happiness is a form of emotion or mood. The expression of joy (expressing happiness) is an expression used to show someone that you are happy. In other words, expressing of happiness is used to express joy when we succeed in doing something. We can express joy in various forms. As with words, gestures, and facial expressions. We often use words to express joy. In daily life, we sometime use gestures and facial expressions. Everyone has the right to express happiness in any way. The expression is only a symbol, the most important is the message of the expression (Richard A. Spears, Betty Birner, 2011).

In English, expression of happiness can be expressed using the sentences below:

- **Terrific!**
- **It's so fantastic!**
- **That's (so) fantastic!**

The statement above is usually used to express feelings of joy or happiness about something that we are experiencing or have experienced. Well, that something, is represented by the use of the word 'it' and 'that' in the sentence. For example, you have watched a concert from a band or idol group that you really like. After watching the concert, to express your happiness, you can say the sentence, "that's so fantastic!" which means, "it (the concert) was amazing!".

- **I'm (so) happy because...**
- **I'm (so) glad that...**

- **I enjoy...**
- **I can't say how pleased I'm because...**

So, if you need to complete the sentences above with reasons that make you happy, here. For example, you are happy because you can get good grades on a math test. So, you can say, "I'm so happy because I could get a high score in the Math test".

- **I had a splendid time there.**

Unlike the previous sentences, if this one sentence is used to express the pleasure that you experience towards a place or event. The word 'there' in the sentence, represents the place you visited or the event you have experienced. For example, you've been on vacation to Bali, here. So, you can express your joy to your friends by saying, "I had a splendid time there." which means, "I spent a great time there (Bali)".

- **I'm happy to hear that.**

The sentence above is usually used to respond to feelings of happiness from other people. So, for example, one of your friends is happy, here. Then, he expresses his feelings for you. Well, you can say the sentence above to express that you are also happy for what your friend is experiencing.

Other examples of expression of happiness:

- I'm glad you think so.
- That would be great if I can come along.
- That sounds nice.
- That sounds fine.
- That sounds wonderful.
- I enjoy the evening with the family.
- That's good!
- I find it very exciting.

- What an outstanding trip ever!
- I have splendid time here.
- I'm satisfied with the food, the service, and also the view in this restaurant.
- I am pleased to know that you are going to graduate this year.
- I feel so happy now.
- I like that you invite me to your private party.
- Good job!
- Great!
- Fantastic!
- Hooray!
- Yippee!
- What a great idea!
- I can't say how pleased I am because I am the first students in campus that get scholarship
- It's an interesting experience to go to Yogyakarta.
- Smashing!
- Super!
- I'm pleased with the service from the hotel.
- Exciting!
- I love how you treat the patients.
- You make me happy because you give me a big polar bear doll.

Examples of expressing happiness in conversations:

Conversation 1:

Mark : I heard that you followed the swimming competition yesterday.

Bob : Yes, I did.

Mark : how was it going?

Bob : It was great. I got the first place.

Mark : Wow! Terrific! I am so happy for you; we have to celebrate it.

Bob : My parents will celebrate it at my house tomorrow. Please come.

Mark : I will. Thank you for the invitation.

Bob : You are most welcome.

#### Conversation 2:

Minna : Liza, I have got the cake that you sent me yesterday. It was so delicious. Did you bake it by yourself?

Liza : I am glad you like it. Yes, I did.

Minna : Can you teach me in your spare time?

Liza : Yes, of course. How about next Saturday afternoon at my house?

Minna : all right. I will come.

#### Conversation 3:

Lilly : Hey Hans, you look cheerful today! What's going on?

Hans : I got a call from my mom last night! My mom and dad are going to visit me tomorrow! I am so excited! I miss them so much. I have not met them since I am studying here.

Lilly : I am happy to hear that.

Hans : Yes, Lilly. Thank you.  
Lilly : You are welcome, Hans.

### 9.3 Expressing and Enquiring Unhappiness

This expression is usually used to express feelings of sadness, here are some expressions that you can use to express it:

- **I'm feeling blue.**
- **I'm feeling low.**
- **I'm feeling down.**
- **I feel really awful.**
- **I'm not in a good mood.**

In English, the words 'blue', 'low', and 'down' also have the same meaning as the word sad. So, if a friend of yours says, "I'm feeling blue", it does not mean "I feel blue", but he was expressing that he was feeling sad.

- **I'm (so) sad about...**
- **I'm upset because...**

So, for the sentences above, you need to complete them with reasons that make you feel sad. For example, you are sad because you cannot get together with friends because of a pandemic. So, you can express your sadness to your friends by saying, "I'm so sad because we can't meet each other due to the pandemic."

- **This is the lowest time in my life.**

Have you ever felt so sad that you feel that the period you are experiencing right now is the lowest period in your life? Well, you can use the sentence above to express that feeling. For example, you just lost a pet dog that you love. It is really sad. Every minute

always remember him. Well, you can express it with, "I'm really sad because I lost my dog. I feel like this is the lowest time in my life."

- **I can't hold back my tears.**

This sentence is usually used to express feelings of sadness to the point that you cannot hold back your tears from coming out. For example, you are watching a drama scene that makes you want to cry, so you can say, "I can't hold back my tears." which means, "I want to cry."

Other examples of expression of unhappiness:

- I feel really awful.
- I feel very down.
- I'm very sad about the news.
- What a pity!
- It makes me so sad
- I must say I had hoped that She would be come.
- Oh no!
- Oh dear...
- I was crying my eyes out ...
- I've been down in the dumps
- I can't believe what's going on.
- I'm really sad to know it
- It comes as my great sadness that ...
- I am very cut up about ....
- Poor...
- I am not happy with it.

Responses to the expression of unhappiness:

- Take it easy.
- Lighten up!
- Cheer up!
- It'll get better soon.
- I'm sorry that ....
- Don't drop yourself into sadness.
- Don't be sad, please.
- Don't worry ....
- Don't be sad I ever ....

Examples of expressing happiness in conversations:

Conversation 1:

Sam : What's going on?

Nancy : I'm feeling down.

Sam : Tell me come on!

Nancy : I'm very sad because my grandfather has just passed away.

Sam : Oh no, I am sorry to hear that. I can't believe what's going on.

Conversation 2:

Laura : Why do you look so sad?

Karin : Look at this announcement

Laura : What's wrong with this announcement?  
Karin : There is no my name on it, I am so sad.  
Laura : What does it mean?  
Karin : Some days ago, I followed the participant of essay writing contest, I hoped that I get to be one of the fortune participants.  
Laura : Don't worry, you can follow another contest, and you have to repair your writing.

### Conversation 3:

Greg : I heard that you have cancelled your flight to go abroad.  
Harry : Yes. My father didn't allow me to go.  
Greg : What a terrible situation.  
Harry : Thank you. I think I'll focus on some business here.  
Greg : The fact that your father didn't allow you to go is unpredictable.  
Harry : Yes. He is the one who always supports me. I have to cancel my business in Qatar.  
Greg : Maybe, he worries about you.  
Harry : Maybe. I don't know.

Read carefully and choose the correct answer between A, B, C, D, and E

1. Sinta : Hello Dina! My father gave me this phone two days ago. I'm so happy

Dina : That's good!

The underlined sentence expresses .....

- a. Happiness
- b. Sadness
- c. Congratulation
- d. Boredom
- e. Disappointment

2.     a)     I think it was a fun holiday  
          b)     Oh, I'm so boring  
          c)     I'm so happy to know it.

Which includes a statement of happiness?

- a. b and c
- b. a and c
- c. a and b
- d. b
- e. a

3. Hilal : I get the birthday present from my boyfriend, yesterday!

Mimi : \_\_\_\_\_

- a. I'll always remember that

- b. Fantastic! That's great.
- c. How boring.
- d. Bad luck
- e. I'm sorry, I forget

4. Jaka : Mom! I have good news!

Mom : What is it dear?

Jaka : My English teacher told me that I got excellent score in the last test!

Mom : Really? Oh, .....!

Jaka : Yeah mom, thanks

- a. No, I'm busy
- b. Sure.
- c. That's okay
- d. Okay
- e. I'm proud of you dear

5. Aria : I am very happy because it got a good score.

Rika : Really?

Expression indicates that he is ...

- a. Expressing relief
- b. Expressing pain
- c. Expressing pleasure
- d. Expressing sadness
- e. Expressing happiness

6. Ani said to you that her mother had passed away last night. What will you say to her?

- a. I am sorry to hear that
- b. I am so happy to hear her death
- c. She had an Accident last night
- d. I am glad to hear what she says
- e. I stand up without speaking

7. You never know \_\_\_\_\_ I always cry all day and night

- a. My beautiful dresses
- b. My new car in the garage
- c. My sorrow at this moment
- d. My happiness last night
- e. My pets in the living room

8. When She heard that her friend got an accident two days ago, .....

- a. She can't hold her tears
- b. She jumped into the sea
- c. She keeps silent
- d. She smiles to her friend
- e. She got angry with her

9. She really \_\_\_\_\_ because she fails in an exam.

- a. happy
- b. Sad

- c. Stingy
- d. Carelessly
- e. Like dancing

10. She was sad when her boyfriend \_\_\_\_\_ her alone.

- a. Leaves
- b. Leaving
- c. Left
- d. Lived
- e. Life

Read the text and answer the questions below.

Tom : Did you see the football match last night?

Andy : No, I didn't. I typed my paper. Who played?

Aris : It was between Chelsea and West Ham United

Tom : Then, who won?

Linda : West Ham, of course. Noble presented three goals.

Tom : Fantastic! I'm happy to hear that.

Aris : Yeah, I'm very impressed with him.

Tom : Noble will play again tonight a champion league. Let's see tonight.

Linda : That's a good idea. Let's prepare.!

Question!

1. What did Tom ask to Andy?

2. Who won the match between Chelsea and West Ham United?

---

3. Who was the top scorer on the match?

---

4. Where does he come from?

---

5. What does Tom says when he heard the news of the victory?

---

6. Find out the other expression of happiness/pleasure in the text!

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# **CHAPTER X**

## **EXPRESSING GRATITUDE**

*By Anna Anganita Theresia Latumeten*

### **10.1 Gratitude: a Definition**

A dictionary definition of the word “gratitude” is the state of being grateful, or your thankfulness. It is a strong feeling of appreciation to someone, or something for what a person has done to help you or for something a person has given to you. In times when you have accepted something tangible or intangible, the next proper thing to do is to follow it with an appreciation. By showing your gratitude or your feeling of thankfulness to other people, you are showing a practice of a good manner; since it includes the process of acknowledging their kind gesture towards you.

As a means of communication, expressing your gratitude shows your good manner and it helps to build tighter and better relationships with others. This applies to casual and close relationships, also in formal or professional contexts. In its practice, sometimes saying gratitude is more than just saying a mere “thank you”. Oftentimes you need to go beyond a simple “thanks” or “thank you” to truly show your sincere appreciation. The following sections will provide general explanations on expressing gratitude in English, specifically in the context of speaking English.

### **10.2 How to Express Gratitude in Speaking**

As mentioned previously, sometimes when a gratitude is expressed, it goes beyond saying a simple “thanks” or “thank you”. To go beyond the typical “thank you”, Konya (2022) mentioned that expressing gratitude to its utmost sincere appreciation also requires

the speaker's creativity. To do so, there are some thoughtful ways in expressing gratitude, they are:

1. you need to show your enthusiasm in expressing your gratitude,
2. you need to vary the vocabulary that you use,
3. you should be specific in saying what you are thankful for, and
4. you can follow your expressions of gratitude with an extra encouragement sometimes.

Indeed, enthusiasm is an important element when showing an appreciation to other people. To quote Turk (1985, p. 10), "when speaking, interest and enthusiasm in the listeners are generated by non-verbal, as well as by verbal, signals". Your non-verbal enthusiasm is just as important as your verbal or the words you say when you show your gratitude.

In addition, using different varieties of words in expressing gratitude is also one of the ways to make sure your sincerity is uttered properly. In a lot of cases, to simply say "thanks" is not enough. There are selections of words that you can choose for different context in speaking. This also relates to the following point which advised you to be specific. Particularly mentioning or acknowledging what you are thankful for should make your expression of gratitude sounds more genuine.

In some conversations, usually the expression of gratitude is followed by an extra encouragement. As mentioned before, saying our gratitude is one way to show our good manner towards others. Therefore, to add an encouragement or a compliment for what others have given to you or for what effort others have done to help you might be a decent addition to your conversation.

In real or authentic context of speaking, you need to understand not only how to express your gratitude, but also when to do it. Tillitt and Bruder (1985, p. 37) listed some of the most common situations that may require and expression of gratitude, they are:

1. when you are given a gift,
2. when someone else do you a favor,
3. when you are offered of help,
4. when you are complimented or wished of success,
5. when you are asked about health,
6. when you are invited,
7. when you leave a party or social gathering, and
8. when you are given a service.

Some phrases you can use in these contexts are to be provided in the later section to give you a complete comprehension of how to express your gratitude for different occasions in your conversations.

### **10.2.1 Vocabularies and Phrases in Expressing Gratitude**

English words such as “thankful”, “grateful”, or “appreciate”, and their different variations are those commonly used in the context of expressing gratitude. Those words are commonly formed into phrases like:

1. I am very grateful for...,
2. I am very thankful for...,
3. I really appreciate..., or
4. Thank you so much for...

There are also other popular phrases used in expressing gratitude; like “I owe you” and its different variations, “props to...”, “that is very kind of you”, or “it means a lot”, and so on.

### **10.2.2 Expressing Gratitude in Context**

The first context in which gratitude is usually expressed is when you are given a gift. In this context, the expression of gratitude is usually followed by a compliment on the gift itself, an expression on how you like the gift, and (if any) a question related to the gift. Study the following examples to see how to express a gratitude when you

are given a gift! The second example includes following the expression of gratitude with a question related to the gift.

Example 1:

“Thank you so much for the flower. This bouquet is so beautiful. I love it!”

Example 2:

“I am very grateful for the apple chips you gave me the other day. They taste delicious! I ate a pack of it in no time. Did you get it from your last trip to Malang?”

The second context is when someone else do you a favor. This context involves a person doing something for you when they have no obligation to do so. This context may happen your daily live, and the most appropriate reaction after the favor has been done is always expressing your thankfulness. Study the following example, in which Person A does a favor for Person B.

Example:

Person A : “I noticed you haven’t had any meal since this morning. Here, I bring you some food to eat just in case.”

Person B : “Thank you so much for the food! I really appreciate it, but you didn’t really have to.”

Sometimes, a phrase like “you don’t really have to” or “you didn’t really have to” is used in context similar to this. This is because a favor that has been done for you is not the obligation of others, but they do put time and effort to do it anyway.

In the third context, you should face two options of accepting or refusing to be helped by someone else. Whatever the option you choose, you must show your gratitude in the condition of being offered help by others. See these examples below. Example one is the expression of gratitude to follow an acceptance of being offered

help by others. In contrast, the other example is the expression of gratitude to follow a refusal of being offered help.

Example 1:

"I am really grateful for your offer. I really appreciate it if you can help me with some of these works. I could really use a hand."

Example 2:

"Don't worry, I got everything covered. I appreciate your offer, but I can handle it by myself."

The next context is to express your gratitude when you are complimented or wished of success. To react this with an expression of gratitude means to also appreciate other people's good manner they have shown to you. Below are the examples of a snippet of conversations. Example one is a reaction to a compliment with an expression of gratitude, and example two is a reaction to a wish of success.

Example 1:

Person A : "That is a nice dress!"

Person B : "Thanks! I'm really glad you like it."

Example 2:

Person A : "Good luck on your job interview tomorrow."

Person B : "Thank you so much for your best wishes, I really appreciate it."

The other context in which you can express your gratitude is when other people show their interest in your health (or the health of your family member/relative). The following example gives an illustration for this context.

Example:

Person A : "How's your father these days? I hope he's doing well."

Person B : “He’s doing really well. Thanks a lot for your concern.”

Almost similar to the third context, this next context has two possible options. The context is expressing gratitude when you are invited by others. When someone gives you an invitation, you are either in the position to accept or refuse the invitation. Though whatever option you end up choosing should be followed by a thank you. See the examples. The following examples are two cases of expressing gratitude to follow an acceptance and a refusal of invitation. First example is the invitation accepted scenario, and the second one is the opposite.

Example 1:

Person A : “I am going to have a small get-together with some friends this Saturday evening. Can you come over to my apartment by then?”

Person B : “Thank you for your invitation. I would love to join!”

Example 2:

Person A : “Could you come over for dinner tonight?”

Person B : “I’m sorry. I’m really thankful for your invitation, but I can’t. I have promised to see my grandparents tonight.”

You are also required to express your gratitude whenever you leave a party or a social gathering. This is usually the context in which the guests show their appreciation to the host. Usually it is also followed by the host showing their gratitude to the guests for coming to their hosted events. The following example is the context in practice; the host and the guest exchanging expressions of gratitude.

Example:

Person A : “Thank you for inviting my husband and I, we had a really lovely evening.”

Person B : “You’re very welcome. Thank you for coming to this small gathering, I really appreciate it.”

Last but not least, expressing gratitude on a daily basis might be in the form of saying thank you when you are given a service. The most common examples are giving an appreciation to a waiter or a waitress, to a clerk or a cashier, or to other people in general for their help or assistance, even when the service is a part of their day to day job.

### **10.2.3 Expressing Gratitude in Public Speaking**

Though expressing gratitude mostly happens in your daily conversation, it is also an essential part of speaking in public. When a person is given a platform to speak in front of other people in public—whether it is for a casual or a formal occasion—the speech should include the expression of gratitude. There are things to pay attention to when you are about to express your gratitude by speaking in public.

Expression of gratitude usually begins a speech. It is included in the traditional pattern of a speech, in which the speaker shows the appreciation to their introducer or the audience. It is usually followed by a preview of the whole speech, the speech itself and the its conclusion. (Davidson, 2003, p. 269)

However, there are different views of the ending of a speech. Some suggest a speaker to express another “thank you” at the end, while some do not. Bly (2001, p. 52) stated that at the conclusion of a talk, be sure to thank the audience, and show your gratitude by saying that they are such “a great audience even when they are not”. Meanwhile, according to Barrass (2006, p. 105), expressing gratitude is more effective to be done in the beginning (i.e. thanking the organizer for asking you to speak). It is not advised to express your gratitude at the end, since it indicates a weak finish to your speech. Barrass mentions the importance of the last words, emphasizing that it should be something “you would like everyone to remember”. At the end of the day, indeed, it is the choice of the

speaker whether they want to express their gratitude at the end of the speech, or not to do so.

Another specific case in which a person is required to show their gratitude in front of other people may be a context in which they are being recognized for something, or being awarded. In a case similar to this, it is important to express what the award means and acknowledge the appreciation from the speaker to other people. (Nelson, Titsworth, & Pearson, 2009, p. 281) To express a gratitude in an acceptance speech is to show “genuinely and with humility” how appreciative you are to the valuable award and recognition. Usually the expression of gratitude is to:

“Thank by name each of the relevant persons or organizations involved in giving you the award. Acknowledge any team players or others who helped you attain the achievement for which you are being honored.” (O’Hair, Rubenstein, & Stewart, 2010, p. 219)

Although it sometimes happen in formal situations, expressing gratitude in public essentially serves the same purpose with your casual conversations in your daily life. It is always important to mention who and what are you thankful for.

### **10.3 Common Response to Gratitude**

In your daily conversation, a proper expression of gratitude should receive a proper response as well. It is common and expected. Usually we respond to a “thank you” and its different variations from other people with common phrases as follows:

1. You’re welcome/you’re very welcome,
2. Don’t mention it,
3. It’s my pleasure,
4. Don’t worry about it,
5. I know you would do the same for me,
6. Glad to help, or

## 7. It's alright, etc.

Keep in mind that in a conversation, a response is crucial. Especially in the context of expressing gratitude, it also displays your good intention and your good manner to whoever you are having a conversation with.

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# CHAPTER XI

## MAKING AND ACCEPTING APOLOGY

*By Yunita Dwi Wikandari*

### 11.1 Introduction

An Apology is occur when something goes wrong or something causes inconvenience, there should be an apology. The expression of apology in English is called apologizing. This expression is usually mentioned when you feel guilty or make other people's mistakes, that makes someone uncomfortable or unhappy, cannot fulfill other people's requests, or feel bad for other people.

Some the function of Apology are:

1. Used to apologize for a mistake that was made that caused someone to feel uncomfortable or unhappy
2. Used as a defense in formal speech or writing. I apologize for my being mistakes. I'm sorry for the mistake I made.
3. Offer an apology or excuse for some mistake, insult, failure or injury:

He apologized for accusing her falsely. He apologizes for the false accusations



Figure 11.1 Illustration of apology

## 11.2 Kinds Expression Of Apology

| Expression of Apology                                                                                                                                                                                                                                                                                                                                                | Responses                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• I Apologize for ...</li><li>• I Apologize if I ...</li><li>• I'd Like to apologize for ...</li><li>• Please, accept my apologies for ...</li><li>• I am so sorry for ...</li><li>• I'm terribly sorry for ...</li><li>• I'm very sorry for ...</li><li>• I shouldn't have ...</li><li>• Please, forgive me for ...</li></ul> | <ul style="list-style-type: none"><li>• Forget about it</li><li>• No harm done</li><li>• No problem</li><li>• Forget about it</li><li>• There's no need to. It's all right</li><li>• It's ok. Don't worry about it</li><li>• You're forgiven. It's ok</li><li>• Don't apologies</li><li>• Don't mention it</li></ul> |

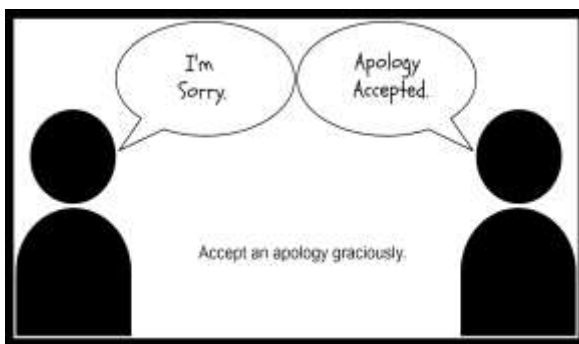


Figure 11.2 Accept an Apology

Explain of expression commonly used to apologize in “**formal**” situations:

### **1. Sorry.**

This is a very common, this is a type of apology that is not strong or has a less serious meaning.

Simple apology and in many situations, we can use it anywhere and anytime.

- When we want to get someone's attention  
(*Excuse me, I will take my Handphone, Thank You*)
- When we bump into someone on the street  
(*Sorry, I don't look it*)
- When we know we have done something wrong  
(*Sorry, I come late*)
- When we are sympathizing with someone  
(*I'm sorry to hear that news*)

### **2. I'm so / very / extremely / terribly sorry.**

It is similar to "sorry" but adds an extra word that makes the meaning stronger.

contoh.

- I can't believe I forgot bring my Pocket. I'm terribly sorry!"
- I'm so sorry I don't come to your grand opening your store.

### **3. How careless of me!**

This phrase is used when we criticize ourselves for making mistakes.

- "I just fallen down the glasses, how careless of me! I'll buy you a new one."

### **4. I shouldn't have...**

We use it when we realize that we did something we shouldn't have done and now we regret it.

example.

- "I shouldn't have spoken to you. I didn't mean what I said."

### **5. It's all my fault.**

We use this expression when we want to take responsibility for something.

example.

- It's all my fault we missed the train. I should have woken up earlier.

### **6. Please don't be mad at me.**

This is an informal phrase that we use when we have done something wrong and we don't want others to be angry with us.

example

- "Please don't be mad at me but I have to cancel our plans this weekend."

### **7. Please forgive me.**

It is used to apologize to someone because we have disappointed them.

- I acted awfully last night and I know I embarrassed you. I hope you can forgive me."

### **8. I cannot say/express how sorry I am.**

This is a very strong way to forgive. We use it when we know we've done something very wrong and we can't find the right words to apologize.

example.

- I cannot express how sorry I am for telling James your secret. I had no idea he was breaking up with you.

### **9. I apologise for... / I'd like to apologise for...**

This is a more formal way of saying sorry. You will usually hear this in official work or email.

example.

- "I apologise for the delay in replying to your email."

## 10. Please accept my (sincere) apologies.

This is a very formal way of apologizing, especially when the word 'sincere' is included. It is usually used in official letters

- 'I beg your pardon ...



Figure 11.3 Making & Accepting Apology

### *(Expression of Apology)*

You can express your apology briefly and generally by saying "sorry" or "I'm sorry" by saying:

1. *Sorry*
2. *I apologize.*
3. *I'm so sorry.*

4. *I'm sorry.*

In addition, you can also say "I'm sorry" with the sentence:

5. *Forgive me.*

6. *Sorry about that.*

7. *My apologies.*

8. *Please accept my apology.*

If you make a mistake, you can also apologize by expressing:

9. *It's my fault.*

10. *My bad.*

You can also express your apology in a more polite or formal way by including reasons such as:

11. *I apologize for coming late.*

12. *I am sorry for bothering you.*

13. *Please accept my apologies for what I have done.*

14. *I am very sorry for the inconvenience.*

15. *Please forgive me for my rude manners.*

#### **EXPRESSION OF APOLOGIZE**

|               |              |                          |
|---------------|--------------|--------------------------|
| Sorry         | I'm Sorry    | I Apologize              |
| Forgive       | My Apologize | Sorry about that         |
| It's my fault | My Bad       | Please accept my apology |



Figure 11.4 Accepting Apology

## Motto

**Accepting an apology will make you feel  
Happier**

Here are some expression that are used to accept an Apology

- Don't apologize (Jangan minta maaf)
- It doesn't matter (Ini tidak jadi masalah)
- Don't mention it (Sudahlah, jangan di ungkit lagi)
- Forget it (Lupakan ini)
- No Harm done (Tidak ada apa-apa)
- No worries (Tidak usah khawatir)

Using Expression an Apology we can used it with right pattern

**After for/of is followed by V1+ ing or being adjective**

- 1. For + V1+ ing**
- 2. Of + V1+ ing**
- 3. For + being + adjective**
- 4. Of + being + adjective**

Example

- a. I am sorry for coming late
- b. I am ashamed of breaking my promise
- c. I am sorry for being rude to you
- d. I am ashamed for being unfair to you
- e. I am sorry for dropping the glass on the floor
- f. I am ashamed of telling a lie to you

## **11.3 Practices**

**Example**

### **Dialogues 1**

Tania : Auuhh... it so hurts.

Susan : I'm really sorry for stepping on your foot!

Tania : Don't worry about it.

Susan : Have you been ok?

Tania : Hmm... yeah I've felt pretty well. It's very crowded on this train.

Susan : I am ashamed for what I have done, please forgive me.

Tania : I quite understand, never mind.

### **Dialog 2**

Joni : "Mariska, I'm sorry I can't come to your party yesterday"

Marisa: "That's okay, Jon. Don't worry about that"

Joni : "I have to take my mother to hospital yesterday"

Marisa: "What happened to your mother, Jon? Is she sick?"

Joni : "Yes, suddenly she got a terrible headache"  
Marisa: "Ohh... I hope she will be fine soon"  
Joni : "Thank, she is better now"  
Marisa: "I'm sorry, I didn't know that you have problem yesterday, Jon"  
Joni : "That's fine, Marisa"

### Practice 1

Rearrange the sentences below!

- Oh Ray, Why'd take you so long?
- We already start the drama rehearsal from an hour ago!
- I'm really sorry. I don't want to come late either.
- I'm sorry Jane. I got into traffic jam
- Alright. Now let's join the rehearsal. You already missed some scene.

Jeni :

---

Ray :

---

Jeni :

---

Ray :

---

Jeni :

---

### Practice 2

**You will read several conversations. Please fill in the blank with the correct words or phrases from the options**

1. Linda: "Ouch, my foot."  
Indro: "... Linda, I stepped on your foot."  
Linda: "Be careful next time."  
A. "I'm so sorry."

- B. "I'm so glad."  
 C. "I feel happy."  
 D. "I regret that."
2. Sena: "You forgot to turn off my laptop after you borrowed it."  
 Lia: "Oh, I just remembered. ...., sister.""  
 A. "Okay ...."  
 B. "Sorry ..."  
 C. "Forget ...."  
 D. "Will do ...."
3. Mom: "Where were you?"  
 Alan: "I was playing football."  
 Mom: "We're going to be late to go to grandma's house."  
 Alan: "I almost forgot! .... Mom."  
 A. "I'm good."  
 B. "I'm sorry."  
 C. "I forgot it."  
 D. "I remember it."
4. Khansa: "I spilled your food...."  
 Kean: "Be careful next time"  
 Khansa: "Okay."  
 A. "Please stop that."  
 B. "Please buy again."  
 C. "Please forgive me."  
 D. "Please continue eating."
5. Rana: "This pair of shoes is too big."  
 Dad: "...., Rana. We'll find a smaller size."  
 A. "Sorry, ...."  
 B. "Take it, ...."

- C. "It's very big, ...."
- D. "It's not good, ...."
6. Dinda: "I'd like to buy a strawberry cupcake."  
 Seller: " .... We don't have any strawberry left."  
 A. "I sell ice cream."  
 B. "I'm terribly sorry."  
 C. "I don't have vanilla."  
 D. "I'm buying strawberry."
7. Tono : "Good Morning Mr. Joko"  
 Mr. Joko : "Good Morning, You are late again"  
 Tono : "Yes, Sir \_\_\_\_\_"  
 Mr. Joko : Alright, but next time don't be late any more  
 A. I am sorry  
 B. I am Afraid  
 C. I am Sad  
 D. I am Sure
8. Mia : "Lydia, why didn't you come to my birthday party? You made me a promise."  
 Lydia: " .....I had to take my grandmother to the hospital."  
 Mia : "You could've texted me, but forget it. I am sorry to hear about your grandmother."  
 A. Don't worry  
 B. Excuse me  
 C. I am so sorry  
 D. That's fine
9. To say that you are sorry, you can use these expressions, EXCEPT: ....  
 A. "I'm sorry."

- B. "I'm terribly sorry."
- C. "Please forgive me."
- D. "I'm so happy to do it."

10. Teacher: "What time is it, Dono? The class started twenty minutes ago."

Dono: "..... It won't happen again."

- A. I am terribly sorry
- B. Don't apologize
- C. Excuse me
- D. Forget about it

11. Ron: "Dad, ....."

Dad: "Why would I be mad at you?"

Ron: "I broke your coffee cup."

**Which phrase is suitable to fill the blank on the conversation above?**

- A. That's my fault
- B. That's OK
- C. "... don't worry about it."
- D. Please don't be mad at me

12. Amelia: "Hey! That's my book."

Ryan: "..... I found it when I was cleaning the classroom. Here you are."

Amelia: "No problem. Thank you."

- A. That's OK
- B. Sorry
- C. That was your fault
- D. It's alright

### **Example of Making And Accepting Apology text**

Try saying:

- “Thank you, I needed to hear that apology. I’m really hurt.” Or
- “I appreciate your apology. I need time to think this over and I need to see a change in your actions before I can continue with you.”
- Do not attack the criminal, no matter how much he can hold back at the moment..

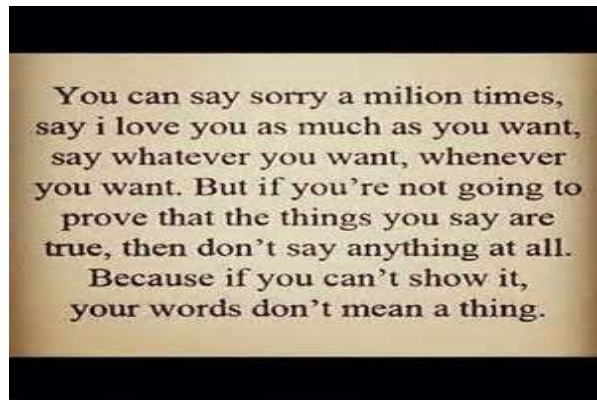


Figure 11.5 Example of text of apology

### Practice 3

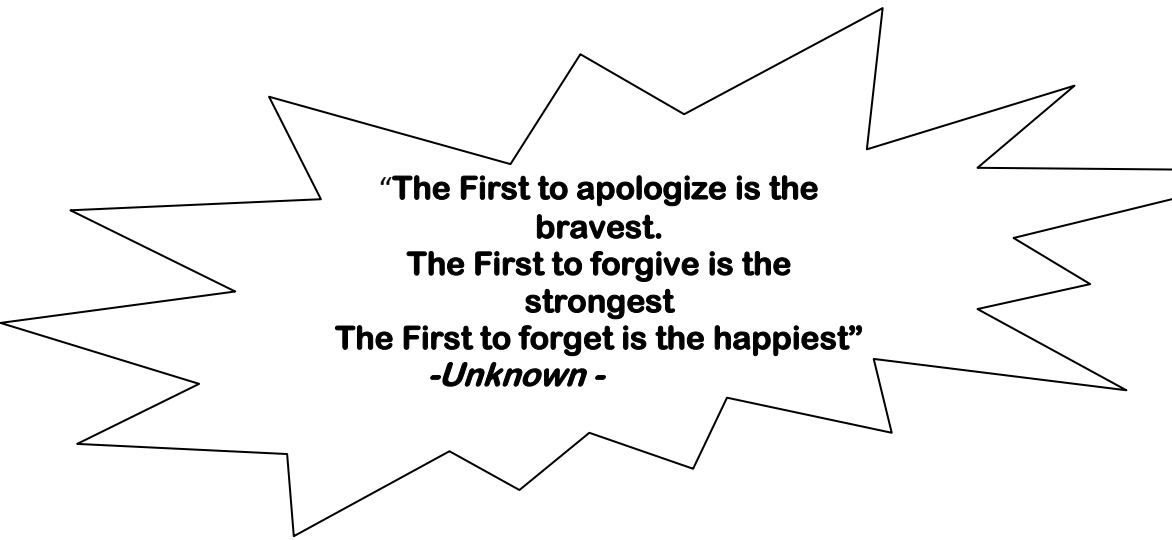
Find and circle ten words related to making an apology that are hidden in any directions of the following grid

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | E | V | E | R | M | I | N | D | G | T | R | E | W | Q | A | P |
| X | M | I | S | T | A | K | E | W | Q | F | H | G | F | S | S | A |
| F | Z | X | S | Q | T | R | E | L | K | M | B | V | O | C | H | R |
| A | N | O | P | R | O | B | L | E | M | Q | A | R | R | D | A | D |
| U | R | Y | I | O | P | M | K | H | J | F | R | D | G | S | M | O |
| L | D | O | N | O | T | W | O | R | R | Y | L | R | I | H | E | N |
| T | D | S | A | T | I | T | E | G | R | O | F | W | V | G | D | B |
| D | A | P | L | O | G | I | Z | E | L | H | K | Q | E | K | L | V |

Answer

1. ....
2. ....
3. ....
4. ....
5. ....

6. ....
7. ....
8. ....
9. ....
10. ....



**"The First to apologize is the  
bravest.  
The First to forgive is the  
strongest  
The First to forget is the happiest"  
-Unknown -**

**Arrange the sentences into the good dialogue!**

Mommy: "What was that terrible noise? Did you drop anything?"

Mommy: "Were you hurt?"

Mommy: "I'm glad that you aren't hurt, but why did you drop it?  
Haven't I told you not to handle glassware?"

Mommy: "It's okay, but you've got to be careful next time!"

Daughter: "No, but I'm really sorry."

Daughter: "I'm sorry, Mom. I dropped a glass on the floor and it broke."

Daughter: "I couldn't help it. The glass was too slippery."

The good dialogue

A :

.....

B :

.....

A :

.....

B :

.....

A :

.....

B :

.....

A :

.....

Answer the question based on the dialogue above!

1. Who is the people in the dialogue?
2. What is happened in the dialogue?
3. What is the expression of Apology?
4. What is the end of the dialogue?
5. Where is the dialogue take place?

# The Apologizer



Figure 12.6 Dialogue of Apology

## Fill the blank into Apology dialogue

Kiky : Excuse me, Mrs. Tini.

Mrs. Tini: Yes, what going on?

Kiky : (1)....., but I haven't got my physic book.

Mrs. Tini: Where is it?

Kiky : (2) .....

Mrs. Tini: And where's your bag?

Kiky : I left my bag on the bus.

Mrs. Tini : (3) ..... Give it to me on Friday.

Kiky : Thank you so much. Mrs. Tini.

I'm sorry

It's in my bag

Never mind

See you

Thank You

## Apology Letter

When you realize you made a mistake in a question, talk to the person and tell them what went wrong and apologize. It is adult and guilty to stand up and accept the mistake, accept the values and be part of the solution. Admit where you went wrong and be willing to fully own what you did. Then move on from the situation knowing that you will do better next time.

An Apology letter is a written salutation of how the writer's behavior or words unpleasantly precious another person or group. It can be used to make replacements in both personal and office situations for a mistake.

Writing an apology letter for mistakes of crimes can be a honest way to offer regret and self-punishment. The ultimate goal of an apology letter is to waork toward rebuilding lost trust in a relationship.

### **Apology letter**

Dear Sir,

I regret that I was with the ideas that were presented in yesterday's meeting with the management. You took a lot of time and effort to make a well thought out presentation that I made negative comments about when it didn't fit. I know I shouldn't have spoken like that without first discussing my concerns with you privately more tactfully.

Now that we have had time to discuss your suggestions, I understand them better and support your ideas. You put a lot of work into the show and presented it really effectively. I would like to reach out to others who attended the meeting to let them know that my comments were controversial, while expressing my support for the purpose of your presentation.

I guarantee that I will never again question your suggestions in front of senior management without first discussing all of your concerns with you. I will do everything in my power to make sure I never have to put myself in such an awkward situation again.

Yours Sincerely,  
Firman

## PERSONAL LETTER OF APOLOGY

*Dear Maria,*

*I am writing this letter of apology because I did not answer your calls. I was going to call you, but I was very busy with a project and kept forgetting. You are my dearest friend and I owe you an explanation. Can we go out for dinner this weekend? I want to make it up to you.*

*Elisabeth*

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# **CHAPTER XII**

## **DEALING WITH COMMUNICATION PROBLEMS**

*By Hasriani G*

### **12.1 Introduction**

Nowadays, English is learned, spoken, and comprehend in many countries, even in the countries where English is not the L1 there. English usage is involved in almost all aspects of today's humankind, such as education, technology, business, and many other aspects. English was being spoken on major websites with thousands of viewers or even on the most recent technological developments. In contemporary communication, English roles are commonplace. As a second language (ESL) or a foreign language (EFL), English can also adapt to the environment in which the speaker lives according to its qualities that learners can adopt. Language is part of a culture that connected to our daily life. Language existence comes as humans communicate with others, sharing thoughts, developing ideas, or exchanging information. In communication, we frequently use more than one languages when conveying utterances (Satrio, 2022).

### **12.2 Why Are Indonesian Difficult to Communicate in English?**

Typically, EFL learners have limited time to practice their English outside the classroom and it is not easy for them to meet the English native speakers. This aspect necessitates effective learning techniques. Additionally, engaging and

practical learning tactics are necessary while teaching spoken English to boost student motivation (Satrio, 2022).

The majority of EFL students in Indonesia have little free time to practice speaking English. Satrio (2022) stated that the circumstance is based on the learner's current challenge of adjusting to a learning environment where communication isn't always done in English. EFL students can practice speaking in class or in some other way during an English semester. Few of them might speak to their family, friends, or even strangers to help them learn spoken English well if they are willing to be fluent in their speaking. They are not required to speak English at home because the majority of their family members speak Bahasa Indonesia. Instead of emphasizing context, Indonesian English language instruction has prioritized students' comprehension of the message. By memorization, language learners comprehend the language. In order to practice speaking, students had a conversation with their peers by recalling the words or expressions that were used in a specific circumstance. It lasts for a brief period of time before failing. Since speaking is not taught by simply remembering the pattern of speech, the method of instruction presented a challenge. Learners need to study English with the right technique that supports their learning environment and motivation in order to solve the current issues. Thus, it is essential to employ media to improve speaking in order to increase student motivation and create a creative learning environment (Satrio, 2022).

Knowing how people operate in communication implies knowing how they speak. Speaking can be divided into two categories: transactional speaking, which focuses on information transfer, and interactional speaking, which supports social relationships between individuals. Learning spoken English, on the other hand, is regarded challenging because it involves producing a string of words vocally in order to communicate a thought or message. To prevent misunderstandings, it's important to acquire the specific spoken English communication techniques (Satrio, 2022).

Speaking ability is the capacity to verbally communicate opinions, thoughts, and feelings to an individual or group, either in person or over the phone. Speaking is a natural way for people in a society to convey their ideas and engage in social conduct. One of the four language abilities is speaking (Mufidah, 2017).

Speaking is a form of oral communication in which a message is communicated and information is exchanged between the speaker and the listener. Therefore, when we communicate, we don't just make a statement; we also succeed in achieving the communication's objectives. Since English is not widely used in Indonesia, it can be challenging for most of people to speak it fluently (Hasriani, 2019).

### **12.3 What Are The Problems in English Communication?**

Speaking is a technique to convey thought, emotion, and feeling. English speaking is actually thought to be a challenging topic for students. These challenges may constitute speaking barriers, which would result in a breakdown in communication (Tasmia, 2019).

Speaking English fluently is crucial in today's society and across the globe. According to Fitriani et al. (2015), speaking ability is a crucial skill to develop when learning a second or foreign language, and the effectiveness of language acquisition is determined by how well learners use the language they have acquired. Speaking also entails producing, receiving, and digesting information as part of an interactive process for creating meaning. Speaking is the result of the creative construction of linguistic strings, according to Brown (2004:140). The speaker chooses the lexicon, structure, and discourse (Tasmia, 2019).

Speaking is a technique to convey thought, emotion, and feeling. English speaking is actually thought to be a challenging

topic for students. These challenges may constitute speaking barriers, which would result in a breakdown in communication. According to study, students' issues speaking English as a foreign language include a lack of vocabulary, fear of making mistakes when presenting an article in an English seminar, and apprehension about using improper grammar (Tasmia, 2019).

Another assumption is that speaking is a method of conveying information and ideas to others while also allowing us to express our thoughts, feelings, and opinions. Sharing thoughts, opinions, information, and ideas requires more than one method; two methods are required. To have an interactive communication, there needs to be both a speaker and a listener. Speaking is the most crucial skill to master when learning English because it is one of the ways we communicate in language. Speaking is a collaborative process that involves hearing and digesting information as well as creating meaning. Speaking is actually thought to be harder to put into practice than other talents. In actuality, many students who have studied English from junior high through high school and even through university still struggle with it (Susilawati, Supardi and Arifin, 2017).

The difficulties students had in speaking were numerous. First, it has to do with the students' condition, who lack vocabulary, which makes it difficult for them to say words in class and also makes them unconfident in their ability to speak English. Vocabulary is one component that has an important role in mastering English, so without mastery of sufficient vocabulary, it can be difficult for someone to express his opinion and understand knowledge and material in English (Utami, 2018).

Additionally, some of those students are uneasy speaking English for fear of making a mistake. Because their pronunciation is not as good as that of a native speaker, some of them feel terrified. Third, the students use their mother tongue or first language more frequently (Susilawati, Supardi and Arifin, 2017).

According to Horwitz's conception of the speaking problem, communication comprehension refers to a person's degree of difficulties with actual or prospective communication with other people. This emotion varies significantly from person to person and circumstance to circumstance (Susilawati, Supardi and Arifin, 2017).

Horwitz identified six elements that affect speaking, which he divided into linguistic and nonlinguistic issues. Three categories of linguistic issues exist: poor vocabulary, poor pronunciation, and poor grammar. Nonlinguistic issues can also be divided into three categories: lack of confidence, fear of making mistakes, and understanding of other assessments. According to a linguistics perspective, grammar, vocabulary, and pronunciation are the three linguistic issues that most directly affect people's speaking abilities. All of the challenges that students learning the target language face while learning it are referred to as linguistics problems. Another element is a lack of confidence and a fear of making mistakes, which are psychological or nonlinguistic issues. Horwitz et al (1986:127) claim that "the psychological component contributes at least as much and often more to language learning than the linguistic aspect". That is to say, students with high or strong emotional filters will not be responsive to language input or will find it difficult to digest it, proving that psychological factors are related to output processes in communication (Susilawati, Supardi and Arifin, 2017).

Students sometimes blame a lack of confidence for their hesitation to take part in every presentation and discussion in class. When speaking, they often use the word that is the simplest. The interference of this emotion could have a negative impact on a student's presentation or speaking performance. This unfavorable thought hinders students' ability to benefit from learning opportunities and impairs their perception of themselves as successful learners. It is a complicated emotional assessment of the real and imagined dangers present in a given circumstance. Arousal of the autonomic nervous system is a

factor in the subjective experience of tension, apprehension, nervousness, and worry known as "fear of making mistakes." Some people have a tendency to avoid, and even fear, oral communication. The students' instinctive perception of this feeling's presence. These elements are thought to weaken students' ability to communicate verbally (Susilawati, Supardi and Arifin, 2017).

Speaking issues or communication comprehension undoubtedly play a significant influence in learning a foreign language. Speaking-phobic people are prone to cause greater difficulties when speaking. In actuality, a lot of students who have been studying English for a long time still struggle with speaking. According to the writer's own experience, giving presentations in front of a large class is extremely stressful and difficult while communicating in English with classmates. Students typically used their native language instead of English when communicating on a regular basis. When students utilize English in conversation, things go smoothly at first, but if the conversation continues on for a while, it gets difficult. Since they frequently have to consider the terminology to use, the tenses to use, and the sentences to employ.

Susilawati *et al.*, (2017) found in their research that the students in the sixth semester typically struggle with language. Due to their limited vocabulary, they were unable to explain their ideas clearly and found it difficult to speak in English. Additionally, Susilawati discovered that most students speak their home tongue more frequently than they do English on the job. Because they are too accustomed to speaking their native tongue, this practice makes it extremely harder for them to speak English. Fear of making mistakes is the issue that sixth semester students struggle with the least. Two factors that drive students to worry about making mistakes during presentations are their propensity of speaking more in their native language than in English and their difficulty using terminology. Grammar, pronunciation, and a lack of confidence are the other issues. The second most common issue students have is a lack of

confidence, followed by grammar as the third most common issue and pronunciation as the fourth most common one (Susilawati, Supardi and Arifin, 2017).

A study conducted by Khaemkaw (2008) entitled "Needs and Problems in English Listening and Speaking Skills" shows that speakers of English as a Foreign Language (EFL) face problems when trying to speak in English (Nugraha & Putra, 2016, p. 2). Students are required to be able to use English as a daily language when it comes to speaking abilities. To enhance their speaking abilities, students must employ proper language when using it. Students are encouraged to use proper tone and spelling when pronouncing words so that the listener may understand them clearly. Based on actual life experiences, the majority of students struggle with communicating. For a variety of reasons, most of them struggle to speak English fluently. Speaking is the only skill that combines vocabulary, pronunciation, accent, and even grammar. Accordingly, students believe that their speaking ability increases when they can demonstrate effective speaking skills and utilize them consistently (Rahayu *et al.*, 2020).

The speaking ability of individuals who do not practice it consistently, however, will not advance. Most people think that English department students speak English in every internal or external communication. Even in classes where the topic is relevant to English, however, the reality reveals that they rarely practice speaking it since they prefer to converse with their friends in their mother tongue. As we observed in speaking class, some students were reluctant to talk in English since they had to do it in front of the group and were concerned that if they made a mistake, their peers would make fun of them. Students occasionally desire to speak English but are unsure of what to say. Ironically, some students even experience situations where they forget the things they had meant to say yet had already prepared in their minds (Rahayu *et al.*, 2020).

Rahayu in their study concluded that there are four main problems related to EFL learners problems in speaking English,

including (1) Lack of Vocabulary, (2) Grammar is not well mastered, (3) Fear of negative responses from others, and (4) Low self-confidence in speaking English. The capacity of EFL learners to speak English must be increased through inspiring students about the value of English for today's global interactions and communication. English is a universal language that is unquestionably spoken by everyone on Earth. Mastering the language, which is also the one spoken by the majority of people worldwide, will undoubtedly be our key tool for fostering new international connections (Rahayu *et al.*, 2020).

Related to the importance of mastering English speaking skill, however, students tend to face many difficulties in speaking. Shen and Chiu (2019) in their study reported that difficulties in speaking English faced by students were psychological problems (e.g. nervousness, fear of making mistakes, and lack of confidence), linguistic problems (e.g. insufficient vocabulary, grammar, expressions, insufficient sentences organization, etc), and environmental problems (e.g. lack of learning context for English conversation).

Afshar & Asakereh (2016) explain how affective-related problems, social-related problems, and linguistic-related problems can all be categorized as the main difficulties that students have speaking English. The affective-related issues include attitude, self-assurance, motivation, anxiety, the length of language exposure, classroom settings, the surroundings, one's upbringing, and the abilities of both students and teachers. Problems with comprehension when speaking in class and when practicing English outside of the classroom are socially-related. The issues with language include those with vocabulary, fluency, grammar, and pronunciation. Students frequently struggle with affective issues when speaking for a variety of reasons, including anxiety, lack of confidence, and anxiousness. As they want to avoid making mistakes, they will probably speak more slowly and less clearly. Additionally, they find it difficult to speak in front of the class and frequently halt when doing so. They always make an effort to avoid speaking by

responding to the lecturers' queries with a simple yes or no. When there are social issues present, students frequently find it difficult to understand what is being said when speaking outside of the classroom. Whenever they finish class, the English speaking exercises are over. With their friends and relatives, they converse in their mother tongue or the regional accent (Putera Jaya, Petrus and Lingga Pitaloka, 2022).

Students also struggle with language because of personal issues like a lack of reading motivation and infrequent practice speaking at home. Certainly, achieving fluency in oral communication is everyone's dream and motivation of most students in learning a language (Ihsan, 2016). It is not easy. Students must be able to utilize the language effectively in addition to using grammar correctly, pronouncing words clearly, and having a large vocabulary. Alyan (2013) found that communication problems occur because students encounter a word they do not understand, a form of word they do not know how to use, or find that they are unable to express their intended meaning. Lack of confidence and anxiousness can also cause issues when students talk. They might encounter emotions like insecurity, shyness, anxiety, nervousness, and worry that they typically experience when speaking in English. These issues are undoubtedly major ones for the pupils. Lawtie (2004s) states that speech difficulties can be affected by a person's emotional state (Putera Jaya, Petrus and Lingga Pitaloka, 2022).

One of the most crucial things to take into account while speaking with someone who has speech issues is how they are feeling. Confident and comfortable people frequently speak more clearly. The English majors in this study program have a strong desire to speak the language accurately and eloquently. Speaking classes are required, and English is the language that both teachers and students use to communicate. They receive a lot of exposure to speaking in real life as a result. On the other hand, there are no ongoing investigations at the study program on the students' speaking abilities. Therefore, the goals of this

study were to identify the students' speaking abilities, any issues they had, and any contributing factors (Putera Jaya, Petrus and Lingga Pitaloka, 2022).

To summarize, the major problems faced by the students in speaking English were divided into affective-related problems, socially-related problems, and linguistically-related problems. The affective-related problems include attitude, self-confidence, motivation, anxiety, duration of the exposure to the language, classroom conditions, environment, family background, and students and teachers' competencies. The socially-related problems include comprehension to practice English outside the classroom, and comprehension in speaking class. The linguistically-related problems include vocabulary, fluency, grammar, and pronunciation. Students tend to have affective-related problems in speaking due to some reasons, for instance anxiety, low confidence, and nervousness. The factors causing the speaking problems are lack of general knowledge, lack of speaking practice, fear of mistake, lack of words usage and grammar practice, low motivation, low participation, reading laziness, shyness, less dictionary usage. nervousness, fear of criticism, and unfamiliar words pronunciation (Putera Jaya, Petrus and Lingga Pitaloka, 2022).

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# CHAPTER XIII

## HOW TO INVITE PEOPLE?

*By Absharini Karden*

### 13.1 Warming Up

**What should I say to  
invite my teachers to my  
event?**

**What should I say to  
invite my friend in my  
party?**

**What should I say to  
invite my colleagues to my  
party?**



## LET'S SEE HOW PEOPLE DO INVITATION



**Peter:** Would you like to come to my birthday party?

**Ann:** wow... It sounds great. Thank you for inviting me.

**Maria:** would you like to watch a movie after class today?

**Ann:** I'd really love to, but I have to go to hospital.

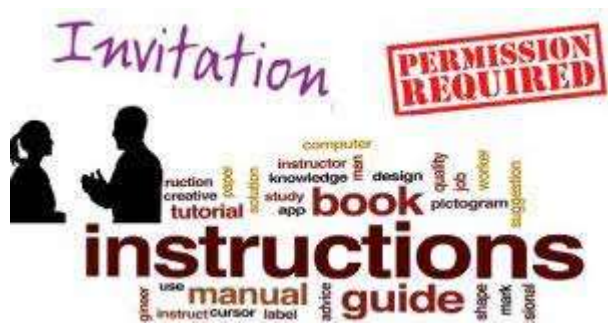


### 13.2 Expression of Invitation

In real life, one commonly used expression is an expression of invitation. Expression of invitation is used to show our intention to ask someone to do something with us. The expression of invitation can be used in both formal and informal situations. It can be used to invite our family, friends, colleagues, partner, etc.

The expression of invitation, thus, can be divided into two; formal expression of invitation and informal expression of invitation. People need to notice the situation and the people who are communicated with us when we would like to invite them to any

other kinds of events. Both of these expressions are explained in detail in this part.



13.2.1 Formal invitation



In a formal situation, we usually invite people who have a formal relationship with us. Those people are usually colleagues, new friends, neighbors, teachers, etc. The situation during the communication could also be formal. In this situation, the speaker may use some expressions of formal invitations.

Here are some options to invite people formally:

Table 13.1. Expression of a formal invitation

|           |                    |
|-----------|--------------------|
| Would you | run with me today? |
|-----------|--------------------|

|                                  |                           |
|----------------------------------|---------------------------|
|                                  | come to my house?         |
| Might you                        | want to go along with us? |
| Would you like to                | go with me?               |
|                                  | hang out with us?         |
| I would be very happy if         | you want to go with me    |
| We would be delighted if you     | Come and join us          |
| We would be pleased if you could | Join us tomorrow          |
| Would you care to                | Come tomorrow morning     |
| We would be pleased if you could | Join us next week         |

The examples of the expressions above are:

1. Would you go out with me?
2. Might you want to hang out with me?
3. Would you like to watch a movie tonight?
4. I would be very happy if you accompany me to the bookstore.
5. Would you care to go with me to the station?
6. We would be pleased if you could come to my birthday party.

### 13.2.2 Informal Invitation



The expression of informal invitations could be used in an informal situation.

Table 13.2. expression of an informal invitation

|                     |                            |
|---------------------|----------------------------|
| What about          | hanging out with us today? |
|                     | come to my house?          |
| Do you              | like to come to my party?  |
| Why don't you       | Come to my birthday?       |
| Come and join us in | My party                   |
| You must            | come to my house tomorrow  |

The examples of expression of informal invitation are stated below:

1. What about going out tonight?
2. What about running together on the weekend?
3. Do you like to watch a movie tonight?
4. Do you like to come to my party tomorrow?
5. Do you like to camp with me?
6. Why don't you come with us?
7. Come and join us tomorrow at the beach!

8. You must come to my party.

## 13.3 RESPONDING TO AN INVITATION

### 13.3.1 Accepting Invitation

The way to respond to an invitation can also be divided into; whether you would like to accept the invitation or refuse/ decline the invitation.

The way to accept someone's invitation can be expressed in line with the kinds of invitation offered. If it is a formal invitation, then the expression for responding should also be in a formal accepting invitation.

For example, a new friend invites you by using a formal invitation expression. He invites you to come to his party. The expression of invitation might be formed in a formal expression. Thus, you are expected to respond to his invitation by using a formal accepting invitation.

Michael: I would be very happy if you would like to come  
to my party

You : That's very kind of you.

In this part, we will discuss some formal expressions for accepting invitations. The expression is stated in the following table :

Table 13.3. Expression of formal accepting invitation

|                                     |
|-------------------------------------|
| That's very kind of you             |
| We'd like very much to....          |
| What a delightful idea              |
| With the greatest pleasure          |
| Thank you very much for inviting me |
| It's delightful to....              |

However, if the invitation is expressed by using an informal invitation, so the response of accepting the invitation should also be expressed by using an informal expression. Here are some examples of informal expressions in accepting invitations.

Table 13.4. Expression of informal accepting invitation

|                         |
|-------------------------|
| I would/will ...        |
| That would be very nice |
| OK, I will be there!    |
| I'd like love to come   |
| All right.              |
| Sure, I am coming       |

Here are some examples of using both formal and informal expression in accepting invitations :

1. Diane: would you like to go with us tonight?  
Alice: that's very kind of you
2. Robbie: we would be pleased if you could join us at the beach tomorrow  
Gareth: Thank you very much for inviting me
3. Andrew: might you want to go along with us?  
Natalie: With the greatest pleasure
4. Rose: we would be very happy if you can have dinner with us next week  
Peter: With the greatest pleasure
5. Jane: why don't you go with us this weekend?  
Ann: that's would be very nice
6. Mellia: what about hanging out tonight?  
Mary: All right.
7. Lily: come and join us this afternoon at the ballroom  
John: Sure, I am coming
8. Matt: do you like to go out with me?

Marrie: That would be very nice



### 13.3.2. Refusing Invitation

An invitation must always be accepted. Sometimes, we can't come to an invitation. Thus, we should find an appropriate expression to decline the invitation. The expression of declining the invitation can be done in a formal and informal way.

The formal expression of refusing an invitation can be done when the invitation is also offered formally. Here are some expressions of declining an invitation :

Table 13.5. Expression of formal refusing invitation

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

|                                              |
|----------------------------------------------|
| I wish I could but...                        |
| Thank you for your invitation but I can't    |
| I'm horribly sad, I can't come to your party |

Besides those formal expressions, we can also use the informal expression of refusing the invitation. Here are some of the expressions that can be used informally in refusing the invitation :

Table. 13. 6. Expression of informal refusing invitation

|                              |
|------------------------------|
| Sort, I can't                |
| I don't think I can          |
| I'm so sorry I can't make it |
| Sorry, I don't think I can   |
| Sorry, maybe next time       |
| Sorry, I'm very busy         |

Here are some examples of using formal and informal expressions in refusing any invitation :

1. Diane: would you like to go with us tonight?  
Allice: I'm afraid I've already promised my mom
2. Robbie: we would be pleased if you could join us at the beach tomorrow  
Gareth: Unfortunately, I can't join you all.
3. Andrew: might you want to go along with us?  
Natalie: I wish I could but I have to go to the library now
4. Rose: we would be very happy if you can have dinner with us next week  
Peter: I'm very sorry I think I can't go
5. Jane: why don't you go with us this weekend?  
Ann: Sorry, I'm very busy
6. Mellia: what about hanging out tonight?

Mary: I'm so sorry I can't make it.

7. Lily: come and join us this afternoon at the ballroom

John: Sorry, maybe next time

8. Matt: do you like to go out with me?

Marrie: I don't think I can



### 13.4 YOUR TASK

**Now is your turn to practice a conversation by using expression of invitation, accepting invitation and refusing invitation. Here are some of situation that may lead you to create a conversation which use those expression.**

1. You are a new student who just moved from another district area. Your classmates have a plan to go to the beach near the school. They invite you to come. You want to go with them.
2. You should go to the library soon, but your close friend invites you to come to her event right now in the school lobby.
3. You just arrive in town after going for a week. You are tired and would like to get a rest. However, your brother invites you to go along with him.
4. Your sister invite you to come to a guest lecture event next week. You really want to come.

5. You should accomplish your task soon but your colleague at the office invite you to come to her party tomorrow. You can't come.

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# CHAPTER XIV

## INFORMING DIRECTIONS

*By Nurul Hidjrah Hairuddin*

### 14.1 Introduction

In an unfamiliar country, it is simple to become lost even with a map. Thus, it is very important to be able in asking and giving directions in English for reaching where you are going. It is also great to be able to give direction for friends or foreign visitors on your own.

So what words or phrases are appropriate in asking and providing directions? A basic vocabulary is required first. The main phrases and words are as follows:

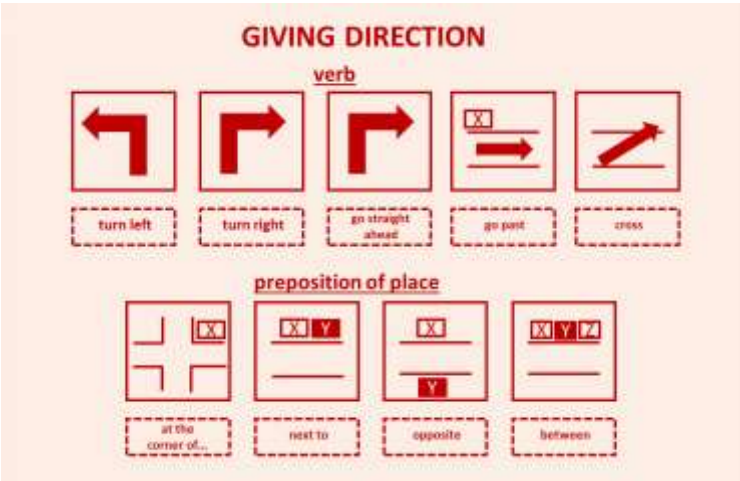


Figure 14.1. Basic Vocabulary in Informing Direction

## 14.2 Asking Directions



Figure 14.2. Asking for direction

Always be polite when requesting directions. So, begin by expressing one of the following:

- Hello. Could you kindly help me?
- Good morning. Could I get some guidance?
- I'm sorry, but could you help?
- Please excuse me, sir or madam.
- I'm a newcomer here.
- I can't find my way.
- Sorry to interrupt, but...
- Excuse me, could you kindly help me?
- My apologies.
- I'm sorry, but I'm not from around here.

Asking for help to get to your destination is possible once you have someone's attention. Use one of these expressions to accomplish that:

- Please let me know how to get to the bank.
- Do you know the location of the museum?

- We are unable to locate the subway stop. Is it close to here?
- In this area, where is the closest park?
- Can you tell me how to get to the closest bank?
- Are we heading in the right direction for Maros?
- Where is the bus stop located?
- Where is the closest parking lot?
- Where can I find the book store?
- Is there a pet store in this area?
- Do you know where the mall is located?
- Can you give me direction from here to the train station?
- How do I go to the library?
- What's the fastest route from here to the theme park?
- What is the quickest route from here to the airport?

You can check to see whether you're in the right direction by asking:

- Are we taking the right path for the city's center?
- Is the route to the bank correct here?
- How can I go to the mall the most effectively?

### **14.3 Giving Directions**

Foreign visitors to your city may ask you for directions, similar to how you would when traveling abroad. What better way to improve your English than to help them?

In general, you can use the following common words and phrases:

- Pass the movie theater. (Visit the theater.)
- Follow this street.
- Go straight ahead. (Remain on this route; do not detour.)
- cross the tunnel.
- Take the first exit from the roundabout.
- Leaving at the fork in the road.
- Go to your second right.
- On your left, it is.
- It will be in plain sight of you.

- On the other side of the street, that is.
- You are traveling in the wrong direction.

However, if you can not give the directions or you can not help someone who asks you to inform a direction, you can use these phrases and expressions:

- I'm sorry, but I'm not sure.
- I'm sorry, but I'm not local.
- I'm afraid, but I can't help you.
- The bus driver could answer your question.
- I am a stranger here.
- I am unable to direct you. We recently moved in.
- I apologize. I'm not from around here. I don't know!
- I'm sorry, but I don't. I had never visited before.
- I apologize. I'm not from here, therefore I have no idea where anything is.
- Sorry. You'll need to contact another person.

## 14.4 Informing Directions Conversation



Figure 14.3. Informing Direction Conversation

### **Conversation 1**

- Putri : Excuse me! Can you direct me to the airport's location?
- Riska : It goes like this. At the traffic lights, go straight ahead. Turn right. Walk down the street. Pass the park and keep heading until you see the airport's sign.
- Putri : Excellent! Thanks for your help.
- Riska : I'm happy to help.

### **Conversation 2**

- Anton: Excuse me! Where is the nearest post office located?
- Farid: I'm sorry, I'm not from around here.
- Anton: Do you know the location of the nearest bank?
- Farid: There's a bank over there if you cross the street!
- Anton: Many thanks.
- Farid: Don't mention it.

### **Conversation 3**

- Nurul: I'm sorry, but I'm having trouble finding a gas station. Exactly where is one located?
- Ilham: There is one close by.
- Nurul: How do I get there?
- Ilham: After turning right at the bus stop, continue straight ahead. It is located across from the mall.
- Nurul: Thanks so much.

### **Conversation 4**

- Dzaky: I'm sorry. Is there a hospital nearby?
- Adzkiya: Yes, there is one close by.
- Dzaky: How far is the hospital away?

- Adzkiya: It's only a few hundred yards away.
- Dzaky: Would you please direct me?
- Adzkiya: That is how it is. Go directly ahead. Turn right at the intersection. You may get to the hospital by following this straight route.

### **Conversation 5**

- Sawir: Excuse me, I'm lost. Could you tell me how do I get to the MaxOne hotel?
- Amal: I'm sorry, I'm not sure. You could ask the bus driver.
- Sawir: It's okay. Thanks for your suggestion.

### **Conversation 6**

- Brenda: Could you tell me the location of the airport?
- Mark: At the stop sign, go straight ahead. Go right. Follow this road. You may get to the airport by following this straight road. You'll find it to the left.
- Brenda: Many thanks.
- Mark: Nothing happens.

## **14.5 Informing Direction Exercises**

Look at the map and complete the sentences with the words in the blank.



*between   corner   right   next to   opposite*

- 1 The bus station is ..... the police station.
- 2 The hospital is ..... the gym and the bank.
- 3 The fire station is .....the restaurant.
- 4 The gym is on the ....., next to the bank.
- 5 Go straight at William Street. The gym is on your ..... near the traffic lights.

Practice to make a dialogue asking and giving directions from 'You are here' to these places. (Make notes)

1. The police station: .....
2. The cinema: .....
3. The restaurant: .....
4. The library: .....

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# CHAPTER XV

## MAKING AN APPROPRIATE PHONE CALL

*By Wahyu Adri Wirawati*

### 15.1 Introduction

The invention of telephone has made human life easier. The communication between two or more people can be established although they are in different places and far away. At first, telephone was connected by wire and had to be placed in one location. Only offices and upper middle-class family that can have telephone. But nowadays, telephone become wireless and can be brought every where. This new type of telephone is called handphone or cellphone. Many people from lower class to higher class family have telephone. In the office and academic environment, both telephone and handphone are used for coordination. While outside the office, the handphone is used to connect family members, friends and relatives. This difference makes the used of language becoming different. Thus, the communication using telephone are divided into two languages, i.e., formal dan informal languages.

Formal language is less personal, less casual and less spontaneous than informal language. Formal language is used for more official and serious situation or in situations involving people we do not know well. On the contrary, informal language is more commonly used in more relaxed situations and in situations involving people we know well. People should use proper grammar and standard English in formal situation thus the sentences used are commonly longer than informal situation in which people tend to use slang, obscene language, contractions and abbreviations (Cambridge dictionary, 2016).

In the office, people tend to use formal language whereas outside the office the people tend to use informal language. However, the use of formal and informal language can be interchangeable when someone is in a certain situation. For example, when a staff is calling the manager outside the office hour in the house or in a party, the staff will still use the formal language. While, although someone is calling the parents or siblings in the office, informal language will be used.

## **15.2 Politeness in making a phone call**

As social beings, humans need to interact and communicate with others through communication in order to maintain social relationships with them. Politeness is the way we speak to show others that we appreciate them (Andiyani, 2014). In English, polite language can be defined as the use of indirect speech, the use of respectful forms of address such as "Sir, Madam", or formulaic forms such as "Please, excuse me, I'm sorry, thank you." (Fauziati, 2013). The use of other person's title and family name also show politeness when address someone, as "Hello, Mr. Sullivan. How may I help you?" (Case, 2020). Some diction such as the use of "May I" or "Could I" in requesting something is more polite than the use of "Can I" ("Could I speak to...?", "May I speak with...?"). For formal situation, such as at the office, both the caller and the receiver should use professional language and avoid using slang or profanity (Clayton, 2020).

Beside from language, someone should consider their attitude when making a phone call. One of the most impolite things on the phone is eating and drinking. The handset amplifies chewing sounds, so it is impolite to let the other party hear these sounds. When it is lunch time but a phone call should be made, wait until the call ends to eat the meal or ask other callers if they can call back after lunch.

## **15.3 Some rules in making and answering a phone call**

When someone making a phone call, there are several rules that have to be followed. First, make sure the number that is dialled is correct. When you have a correct dialled number, you will soon get contact with the person you need to speak to. When we received a phone call, make sure to answer it as quickly as possible. Greeting is a must in making a phone call. A polite greeting will show another party that you respect them.

Second, speak clearly and slowly. By speaking clearly and slowly, the person in the other line will understand us easier. If the information given are not clear enough, we can ask the other party to repeat the information. We can also take a note of the information and forward it to the person which the information intended to.

Third, listen without interrupting. Let the caller explain the reason for their call. By doing this, the caller will feel appreciated. The last one, end the phone by being polite and courteous. It is important to say thank you before we hung up the phone either as the caller or the receiver.

## **15.4 Ways to make and answer a phone call**

### **1) Greetings**

When someone making and receiving a phone call, greeting politely is the first step to do. "Hello" is the most used greeting. If the caller says hello, the receiver will answer hello too. Another way to greet in phone call conversation is "good morning, good afternoon, and good evening." Like hello, these greeting will also be answered by the same word. Here is the table of greeting when making a phone call.

| <b>Greeting</b> |   | <b>Answering the greeting</b> |
|-----------------|---|-------------------------------|
| Hello           | → | Hello                         |
| Good morning    | → | Good morning                  |
| Good afternoon  | → | Good afternoon                |
| Good evening    | → | Good evening                  |

## 2) Mentioning Name

In making a phone call, both caller and the receiver are supposed to mention their names. This way to identify who the person in line. The easiest way to mention name is by using sentences as “I am ...” or “My name is ...” We can also use other sentences such as “This is ... speaking” or “... speaking.” or “This is .... (calling)”. If the phone call is in formal situation such as in an office or in a university, the name of unit or department of the office or university should be mentioned. This is to make sure that the phone call is directly to the unit/department intended. For an informal situation, beside mentioning the name, the caller can mention the relation between the caller and the person he want to speak with.

Example:

| <b>Formal situation</b>                                                                        | <b>Informal Situation</b>                                 |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| A: Hello.<br>B: Hello. Diana's Law and Friends.<br>Richard speaking.<br>B: This is Sofia Wolf. | C : Hello, John Speaking.<br>D : Hi John. This is Alicia. |

If the caller does not mention his name, the receiver can ask his name. The sentences that can be used are:

| <b>Formal situation</b>                                       | <b>Informal Situation</b>                |
|---------------------------------------------------------------|------------------------------------------|
| May I ask who is calling please?<br>Can I ask who is calling? | Who's calling please?<br>Who's speaking? |

Example:

| <b>Formal situation</b>                                                                                                                                         | <b>Informal Situation</b>                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| A: Mrs. Indah's Pharmacy. May I help you?<br>B: Yes, I'd like to speak to Mrs. Indah, please.<br>A: Who is calling?<br>B: It's me, Kadek. I'm from Sanbe Farma. | C: Hello.<br>D: Hello, can I speak to Dana, please?<br>C: Sure. Who's calling?<br>D: It's Joe. |

### **3. Asking and mentioning the purpose of calling**

When someone make a phone call, especially in formal situation, the caller should have a purpose and want to speak to a person who is in charge. The receiver can ask the caller's purpose by asking, "May I help you?" or "How can I help you?" The caller will answer by using one of these sentences:

- May I speak with ..., please?
- May I speak to ..., please?
- Can I speak with ..., please?
- I would like to speak with ..., please.
- Would ... be in/available?
- Can I talk to ..., please? (infomal)

If the receiver is the person whom is mentioned, the receiver can use these sentences “This is she.” Or “Speaking.” Or “... speaking.” If another person is mentioned, the receiver can ask the caller to wait by using these sentences.

| <b>Formal situation</b>                              | <b>Informal Situation</b>                                          |
|------------------------------------------------------|--------------------------------------------------------------------|
| Hold the line, please.<br>(Just) One moment, please. | Just a sec. I'll get him.<br>Just a minute.<br>Hang on one second. |

Example:

| <b>Formal situation</b>                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A: Good morning. ABCD Insurance Office, Luna speaking. How may I help you?</p> <p>B: Good morning, this is Robert Caulson. Could you put me through to the customer service department, please?</p> <p>A: Certainly. Hold the line, please.</p> |
| <b>Informal Situation</b>                                                                                                                                                                                                                          |
| <p>C: Hello.</p> <p>D: Hi, is George there?</p> <p>C: Speaking.</p>                                                                                                                                                                                |
| <p>E: Hello.</p> <p>F: Hello, can I speak to Alice, please?</p> <p>E: Sure. Who's calling?</p> <p>F: It's Simon.</p> <p>E: Just a second.</p>                                                                                                      |

If the person mentioned is not around, the receiver can inform the caller by using sentences like:

- I'm afraid ... is busy at the moment/now.
- I'm sorry, ... is out/stepped out of the office today.
- I'm sorry, ...'s not here at the moment.
- ... is on lunch/in a meeting right now.
- You may have dialed the wrong number.
- I'm afraid there's no one here by that name.

Example:

| Formal situation                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A: Hello. Lawson and Mark company. I am Lysa. May I help you?<br>B: Yes, I'd like to speak to Mr. Lawson, please.<br>A: Who is calling?<br>B: It's me, Ronald Stevensons. I'm from Dedicated company.<br>A: I am sorry. He is not here right now. |
| Informal Situation                                                                                                                                                                                                                                |
| C: Hello.<br>D: Hello, can I speak to Olivia, please?<br>C: Just a second...I'm afraid Olivia isn't in at the moment.                                                                                                                             |

#### 4. Taking message

When the person whom the caller want to speak with is not around, the receiver can get a message from the caller by asking "Would you like to leave a message?" or "Can I take your message?" or "Do you want to leave a message?" If the caller has something important to

deliver, the caller will leave a message. Here is some sentences that can be used in answering the questions above:

- Yes. Please tell/ask ... to ...
- Yes. ... (your message)
- Could you ask ... to call me back?
- Could you tell ... that I called please?

If the caller does not have a message to deliver, he can just say “No, that's okay, I'll call back later.”

After the receiver get the message, the receiver should confirm the message. The receiver can use these sentences “Okay, I've got it all down.” or “Let me repeat that just to make sure.” or “I'll make sure he gets the message.”

Example:

| Formal situation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A: Hello.<br>B: Hello, it's Benjamin Davis. Is Harper in the office?<br>A: No she isn't I'm afraid.<br>B: OK, can I leave a message?<br>A: Of course.<br>B: Could you tell her to send me the revised proposal to my new email?<br>It's ben1.davis90210@gmail.com.<br>A: Hold on a second. Let me get a pen and paper. OK, could you repeat your email?<br>B: It is ben1.davis90210@gmail.com.<br>A: OK, let me read that back to you. That's ben1.davis90210@gmail.com.<br>B: Yes, that's right.<br>A: OK. I'll make sure she gets your message. |

| Informal Situation                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A: Hello, can I speak to Juliet, please?</p> <p>B: Just a second...I'm afraid Juliet isn't available at the moment.</p> <p>A: Do you know what time she'll be back?</p> <p>B: She should be back this afternoon. Can I take a message?</p> <p>A: No thanks, I'll call back later.</p> |

## 5. Time to end the phone call

When it is the time to end the phone call, the caller or the receiver can say "I have another call coming through. I better run." or "I'm afraid that's my other line." or "I'm so sorry to interrupt, but ...." after saying one of those sentences, end the calling by saying good bye.

- Thank you (so much/very much)
- Thanks (for calling)
- Have a good day.
- Goodbye / Bye!
- Talk soon.
- Bye for now.

Example:

A: Good morning. Henry Martinez speaking.

B: Good morning. This is Clover Moore. May I speak to Mrs. Anderson, please?

A: Oh, sorry. Mrs. Anderson is not here, yet.

B: Can you tell me when she will come back to the office?

A: Probably around 5 pm.

B: All right, I will call again later then. Thank you.

A: You are welcome. Bye.

B: Bye.

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