Workplace English in Indonesia

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Abstract

English has become the most important language in the World, and at the same time become the most important foreign language in Indonesia. It is used in many aspects of life and used as a communication tool or lingua franca among people of non-English speaking countries.

Indonesian workplace culture is also developing consistent with the international changes resulting from globalisation and the impact of the information era. While workplace research has been conducted by scholars in many countries around the globe, such research is under-developed in Indonesia. As a consequence, research concerned with how English is used in Indonesian workplaces is virtually unknown; this research seeks to change that situation.

Four venues were chosen to represent different types of workplaces namely state-owned, multinational, foreign and private companies. Thirteen workers including the managers from the four companies were interviewed. This makes the present research a unique case study with four sub-cases which are naturally distinct from one another.

This qualitative study with interview as the main tool of inquiry is also enriched with other methods such as survey, observation, and document analysis. Auto-ethnographic analysis was conducted to complete assurance of the findings especially intended for triangulation.

Inductive Data Reduction (IDR) analysis was employed to analyse the data from the interview. From the analysis, eight themes emerged, namely English Communication Skills, Job requirements, Selection processes, Career enhancer, Workplace learning, Bricolage of Language, Globalisation, and Employment matters. These were identified as the key issues when workplace English in Indonesia is concerned.

The findings with IDR analysis also yield inputs useful for curriculum development especially regarding English language instruction in tertiary education. Those are the English language skills and knowledge needed and used by people engaged in Indonesian workplaces. There are also a list of macro and micro-skills of English language as well as communicative events detailing when and how the English language skills are used in Indonesian workplaces. Through triangulation, the majority of the findings from the case study approach were confirmed by the findings through the quantitative survey method as well as the auto-ethnographic analysis of the researcher.

Finally, suggestions relating to the conduct of further research on workplace English in Indonesia are included.

Declaration

I, Dedy Setiawan, declare that the PhD thesis entitled Workplace English in Indonesia is no more than 100,000 words in length including quotes and exclusive of tables, figures, appendices, bibliography, references and footnotes. This thesis contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work.

5 July 2014

Signature

Date

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CHAPTER 1

Introduction and Context

This chapter comprises an introductory section relating to English in Indonesia; in the subsequent sections I address my research context, explain my research rationale and its significance, and, finally, outline my research questions.

English in Indonesia

Indonesia was colonised by the Dutch for 350 years before the Japanese occupied it for four years from 1942 to 1945. Following independence in 1945 until the 1960s, there were a small number of Indonesian people who spoke Dutch as they maintained regular contact with the Dutch through education, employment and private relationships. As time went by and the older generation passed away, the Dutch language was not inherited by the younger generation; the Dutch language passed into disuse. A new generation took over; new foreign languages were taught in schools and universities. Major world languages were offered in schools and universities: English, Russian, French, German, Japanese, and Mandarin; the most popular foreign language learnt was, and remains, English.

As a 'third world country' (first used to describe Indonesia, in a political sense, at the Bandung Conference, 1955 – see http://www.thirdworld-traveler.com/General/ThirdWorld-def.html) – Indonesia is now referred to as a developing country. In that sense, the conditions and cultural aspects of

Although Indonesia is classified as an Expanding Circle Country in terms of the English use, Indonesia is similar to Malaysia which belong to Outer Circle and Cambodia, Thailand and many developing countries in Africa and Latin America. English in these countries is used to communicate with foreigners, as an instructional language found in manuals, as a language to find a better job and, to a certain extent, as a prestigious language among teenagers, intellectuals and government officials. As the ASEAN's largest country and the world's fourth most populous country, Indonesia plays a great important role in the World economy, the role of English is accordingly important for Indonesians.

Like most other countries in the world, Indonesia is now flooded with equipment and software programs that require English for the users to optimise the use of hardware that is not just used in business and industry but also in daily lives to meet daily needs including entertainment. The following is a list of where we can find the needs for English literacy for optimisation of equipment and programs.

First, there are numerous electrical devices coming to Indonesia from other countries such as Japan, China, the US and Europe. They are not just equipment found in big factories but also in daily lives such as refrigerators, microwaves, cell phones, and TV sets. This equipment is usually accompanied by manuals written in English; these most certainly require a level of English proficiency to be understood.

Second, television sets are ubiquitous in the developed world; their presence in the developing world is growing steadily. In a developing country like Indonesia, in addition to local programs, there are many imported programs shown on TV for which the language used is English. Cable TV programs in English, predominantly originating from the US and the UK, are not only easily available in international hotels but now may be found in ordinary homes. TV is the centre source of home entertainment and information. Almost all of the houses in the city areas are equipped with TV set. In villages, there may not be a TV set in each and every house, but there should be a TV set installed in a

village office head or community centre where everyone can have an access to the television.

Third, popular music has become the 'best friend' of young people world-wide; in Indonesia, as with other third world countries, popular western rather than indigenous music appears to be favoured by this group. Western music means music with English lyrics; the young, no matter how poor their English at the beginning, are fond and proud of their favourite artists; as a consequence, English-language songs provide a means of learning English, thus adding to their listening enjoyment – a profitable combination.

Fourth, Hollywood and Bollywood films have dominated Indonesian mass entertainment for decades – both in cinemas and via home DVDs. There may be Indonesian subtitles in the films, but often the subtitles are inadequate; this is particularly the case for pirated DVDs that, because of their low cost, are thought to constitute over 70 per cent of the Indonesian DVD market. At this low-cost end of the market it is evident that software programs are used to provide poor quality instant translation of the film dialogues into Indonesian. As a result, a higher level of English proficiency is required to better comprehend these pirated DVDs.

Fifth, most of the digital games bundled in CDs or online, and which are now occupying much time of the young people, come from English-speaking countries such as the US. Some may come from Japan, but still they use English as an instructional language and interactional communication medium.

Sixth, the internet is booming in Indonesia. As a great source for information and communication media, it is now found in most of the places including the interior parts of Indonesia and even in traditional religious schools known as *pesantren*. As the language used in computers is predominantly English, only those with a higher level of English proficiency can use the internet to its greatest advantage.

Seventh, the English world is now in a fever of social network use such as Facebook and Twitter. Facebook users may use their local language to communicate, but English is occasionally used to 'show off' to their friendship

network by demonstrating their communication ability in English; at the same time some instructions are still written in English. Again, only those with higher level of English proficiency can take advantage of utilising the networks. With better English, certainly Indonesians can make more friends from other countries rather than limiting their friendship group to being amongst locals.

English in Indonesia has now achieved a status that is associated with education and social level. This means that those who speak English are those with a higher, more prestigious social standing. This encourages Indonesians to learn more English and to use English, or at least 'insert' English phrases, when they communicate.

From an employment aspect, as Kuiper (2007) states regarding English in Malaysia, English is a requirement for entry and promotion and English language skills are deemed important and necessary in the world of work (Lamb & Coleman 2008). Although it may not be used in daily communication at work (Deneire 2008; Kuiper 2007), many job vacancies require their applicants to know English.

In Indonesia some job vacancies are even written in English. In a local newspaper like *Pikiran Rakyat* based in Bandung city, Indonesia, around 10 per cent of the job vacancies are written in English, while a national newspaper like *Kompas*, the amount of the total vacancies may exceed 25 per cent – on a par with the job vacancies advertised on the internet (*www.lowongan-pekerjaan.net* 2011; Kompas 2011).

The English language use exemplified by Graddol (2000) and discussed above relate to Crystal's (2003) description relating to the major international domains of English from working language of international organisations and conferences to internet communication. It is emphasised in Graddol's analysis that while English is used for daily needs and entertainment in a third world country like Indonesia; only those with higher English proficiency can enjoy this entertainment more fully and use the technological wares to greater benefit.

English in Indonesia may not be taught as a compulsory subject, but most schools teach English from third year of primary schools as a local content of

the curriculum (Republika, 2013). From junior high school to the first year of tertiary education, it is taught as a compulsory subject. In polytechnics and other three-year diploma programs, English is taught from the first to the last sixth semester.

To sum up, a notable Indonesian scholar, Hamied (2012a, p. 63), has emphasised the important role of English in Indonesia:

> In addition, foreign languages, especially English, are positioned as an indispensable tool in global competition and cooperation through the utilisation of science and technology as well as trade, commerce and other human-interaction activities.

The alumni of Indonesian polytechnics have become the backbone of many Indonesian companies as they are known to be 'ready-for–work' graduates (Kompas, 2010). It is my perception that they are eagerly sought after by the industry; my research will help clarify my position. It is also my perception that a greater number of English sessions are offered in Indonesian polytechnics compared with universities and the so called 'institut' or 'sekolah tinggi' (literally translated as 'higher education institutes'). The improved English profile of these students has motivated me to find out the impact of their English learning on their workplace performance. My research will investigate the polytechnic alumni performance especially related to their English skills in their world of work: it will explore their needs in relation to the English requirement in their work as well as the adequacy, or otherwise, of the preparation for their employment.

Education in Indonesia in relation to English skill

There are four levels of educational systems in Indonesia: primary school, junior high school, and high schools which are divided into general and vocational schools; and tertiary education which comprise diploma (usually held in polytechnics) and university studies.

Indonesia has plans for a 12-year compulsory education system, but this plan has never been fully realised. Currently, however, as seen from Table 1.1

a growing number of Indonesians (21.76 per cent) now are graduating from high schools, which are divided into general and vocational schools, which take them 12 years to complete.

Table 1.1 Indonesian workers educational qualification

Indonesian Workers Educational Qualification (Indonesia, B-S 2010)(BPS 2010)			
Formal Educational Grouping		Number	%
1	No schooling	6,110,009	5.83
2	Did not complete primary school	19,446,979	18.54
3	Primary school	29,649,833	28.27
4	Junior High school	19,390,827	18.49
5	General school	14,582,130	13.90
6	Vocational School	8,240,698	7.86
7	Diploma (up to 3 years)	2,788,816	2.66
8	University (Bachelor, Masters & Doctorates)	4,661,371	4.44
Total Number		**104,870,663**	**100.00**

Source: BPS - Statistics Indonesia

Only 7.1 per cent of workers have graduated from a university. This means that in terms of English competency, those who are expected to have a fairly good command of English constitute less than 10 per cent – a low figure, considering that the tertiary graduates have undergone six years of English courses while they were in junior and high schools (three years in each each) plus at least one year (or two semesters) in their university or polytechnic. What is more, in a recent ITC study relating to the English proficiency of Indonesian tertiary education graduates, Hamied (2012b) has indicated that in three Indonesian universities (Central Java, West Java and South Sumatra) English proficiency has been most unsatisfactory. The suggestion is that overall competence in English in workplaces in Indonesia is currently at a relatively low level.

Nevertheless, English language teaching in polytechnics is relatively better that than in ordinary universities. Most Indonesian polytechnics offer an

English course in every semester to their students in business departments, and at least 3 semesters in engineering departments. Most of all, all Indonesian tertiary students, especially the state including polytechnics and universities, have also gone through a competitive selection process when they enter the tertiary colleges through a university entrance test which includes an English test.

Employment in Indonesia in relation to English skills

There is no statistical data that provides information about where Indonesian people work; however, the data in Table 1.2 show the main type of employment engaged in by Indonesians. Most of the agricultural sector in Indonesia, for example, is run in a very traditional way, which means that they are run domestically as a home industry. The only workers who have a connection with English skills are those working as regular employees and permanent workers. For many, their first formal engagement with English occurs as a requirement for entry to employment.

Table 1.2 Indonesian workers distribution by type of employment

	Main Employment Status	Number	%
1	Self-employed worker	21,046,007	20.07
2	Employer assisted by temporary worker/Unpaid worker	21,933,546	20.91
3	Employer assisted by permanent worker	3,033,220	2.89
4	Regular Employee	29,114,041	27.76
5	Casual employee in agriculture	5,878,894	5.61
6	Casual employee not in agriculture	5,670,709	5.41
7	Family worker	18,194,246	17.35
	Total number	104,870,663	100.00

Source: BPS - Statistics Indonesia

Research context

The present study was located in the context of English for Occupational Purposes (EOP), which together with English for Academic Purposes (EAP) is a division of English for Specific Purposes (ESP). From the model of 'The tree of ELT– English Language Teaching' (Huchinson & Waters 1987, p. 17), ESP as opposed to General English (GE) comprises a significant part of either English as a Foreign Language (EFL) or English as a Second Language (ESL). As English has no pre-determined materials for inclusion in the syllabus in the sense that history or physics teaching is likely to have (Brumfit 1993, p. 88), English for Special Purposes relies heavily on local needs analysis as an approach in its course design. In fact it has been argued that English for Special Purposes only exists because of the demands of local industry resulting from globalisation (Kuiper 2007; Lazaro & Medalla 2004; Pennycook 2010). Furthermore, it has been argued that globalisation has triggered 'pop culture' and multinational companies throughout the world (Kumaravadivelu 2006); the global language that supports this communication, is English (Crystal 2003; Ha 2008). The need for a study, hitherto not undertaken, in order to determine exactly how the globalisation of English has been applied in Indonesia, arose from these considerations. The present research, which scrutinises the issues and implications of workplace English of the ESP type in the Indonesian context, is the first of the many studies that are likely to be initiated.

There are different types of workplaces in Indonesia. They range from privately owned local companies through to huge international or multinational companies. The use of English in this range of companies is certainly very different across the range. It is influenced by the geographic areas and product ranges with which the companies deal, not necessarily with the sise, owner or management of the company.

Table 1.3 Types of companies where polytechnic alumni work

	Type of Company	Number of Alumni Workers	Percentage
1	State owned	492	18.43
2	Multinational	108	4.05
3	Foreign	120	4.50
4	Private	1930	72.31
5	Unknown	19	0.71
	Total	**2669**	**100.00**

Source: Data Alumni Bandung Polytechnic dari Tahun 1982 s/d 2009' (Polban 2012)

Based on data from Polban (2012) nearly three-quarters of the alumni of all Indonesian polytechnics work in the private sector; the sizke of the companies ranges from those that are relatively small to giant companies employing thousands of workers. These data are based on the alumni who have worked and reported their profile to their former institution. Although it does not include all polytechnic alumni, the data is representative enough as it covers most generations from the time the Polytechnic was built until the end of 2009. The composition of polytechnic alumni working in four different types of company is shown in Table 1.3.

Research rationale and significance

There is a great deal of research that relates to investigating English language skills and competency in the workplace. In terms of my research, the studies under review will be limited to communicative events and communication skills needed in the workplace (Kaewpet 2009; Kassim & Ali 2010), and to language needs in textile and clothing merchandisers (So-mui & Mead 2000), in tourism and banking personnel (Al-Khatib 2010) and in support staff (Ting 2002).

Communicative events are happenings and occurrences in work settings where employees have to communicate using English: for example, resolving a conflict or giving an oral presentation (Kassim & Ali 2010, p. 172). While oral communication skills are labelled as all the skills which are used when communicating verbally, which may include appropriate use of body language and correct intonation or pronunciation (Kassim & Ali 2010, p. 172), communication skills in my research include all English language skills needed in workplaces which comprise listening, speaking, reading and writing skills, i.e., the four essential language arts.

Both communicative events and communication skills may become some of the identified 'language needs'. If needs are defined as 'a gap between real and ideal conditions' (Reviere et al. 1996, p. 5) or 'a lack that gives rise to a desire for satisfaction' (Lefrancois 2006, p. 335), language needs refer to the 'necessities' in language which have to be fulfilled for satisfactory communication.

The specific oral communication skills needed by business graduate employees in the workplace have been researched by Crosling and Ward (2002). The use of English for workplace communication by novice professionals has been investigated by Qian (2009); similarly, Hart-Rawung (2008) reviewed the needs of English by Thai engineers for his PhD thesis at RMIT Melbourne. In a more specific aspect of workplace language, Waldvogel (2002) investigated the use of emails at work.

None of the research that I reviewed had investigated the comprehensive use of English in the workplaces. Unlike the previous studies, my research investigated the use of English in different types of organisations and was concerned with the various aspects of language use in the different workplaces.

My study is significant for tertiary colleges in Indonesia as a great number of their alumni work in administration, management, and service sectors or in 'front-liner positions'. As the major participants in this study were graduates from Maung Polytechnic[1], Indonesian polytechnics colleges will especially

[1] A pseudonym, used for ethical reasons.

benefit from the present study especially in the area of improvement of the English language curriculum. Currently, polytechnic education is the fastest growing type of tertiary education in Indonesia. Graduates from these institutions, presumably, are well accepted by industry, although to date there has been no research investigating the performance of Indonesian polytechnic alumni. My research fills this gap: there are over 25 polytechnic colleges similar to Maung Polytechnic graduating tens of thousands students each year; the present study will be a great potentialbenefit to them.

Research aims and questions

The general research question formulated in the present study is as follows:

- What English skills and knowledge do polytechnic alumni need in their workplaces?

This main research question is elaborated in more specific research questions as in the following:

1. Under what circumstances are polytechnic alumni working in Indonesian companies required to use English in Indonesian workplaces?
2. How well prepared are polytechnic alumni, working in Indonesian companies, to cope with the required English skills in their workplace?
3. How well do Indonesian companies provide ongoing support for English language skills development for their alumni?

In the next chapters, I endeavour to answer those research questions and discuss the issues arising with regard to English use in four quite distinctive Indonesian workplaces.

Conclusion

English as an international language has had a significant impact in Indonesia. It influences Indonesian life style in many aspects. It is used in many areas with which Indonesians deal – from entertainment to daily needs. It is used or 'half used' (i.e., partially used as a bricolage of language in many different situations.

The substantial deployment of English in many aspects of Indonesian life has created the notion that English is vital to one's career goals; as such, achievement of English competence has become the high point of many Indonesians' lives. Accordingly, those who can afford to do so make themselves English language competent.

English use in Indonesian companies is the topic of my thesis. With polytechnic alumni as the main respondents and their workplaces as their main venue, the present research is able to contribute not only to English teaching and learning in Indonesian tertiary contexts but also to knowledge in general.

Guided by the research questions, the present research uncovers the use of English in Indonesian companies and the needs that specific workers have in relation to their English language requirement.

CHAPTER 2

Literature Review

In this chapter I discuss the literature related to the topic of the research 'Workplace English in Indonesia'. This will include discussions on globalisation and its impacts, English as currently the most important language in the world, workplace English and its related aspects on English for Specific Purposes, workplace learning, bricolage, related research on Workplace English and literature associated with the research methodology that I used.

Globalisation and its impact

Globalisation is defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa (Giddens 1991). This indicates that what is found in one part of the world can be found in another without or with alteration to meet the demands of the local community.

Globalisation began in the Age of Discovery in the fifteenth century when Columbus and other European explorers departed from Spain and their corresponding countries to find new lands in other parts of the world. Then followed, in the eighteenth century, the era in which the Industrial Age emerged: Great Britain, together with Germany, Japan and the USA led this era in search of new lands for raw materials for their industry. After 1945, in the third era of globalisation, the United States of America won the political, economic, and even cultural competition – as seen in its dominance in the

development of movie films, pop culture and multinational companies throughout the world (Kumaravadivelu 2006).

As a consequence, English is needed to understand, enjoy and fully participate in all aspects related to globalisation; in Australia, this was first acknowledged, politically, in the Australian Federal Government's Discussion Paper on an Australian Literacy and Language Policy for the 1990s (Dawkins 1990). Earlier, Steiner (1975) had listed the 12 major international domains of English from working language of international organisations and conferences communication. Now, nearly 40 years later, the global importance of English is even greater with the existence of the internet which mostly uses English as a medium of communication as Graddol (2000, p. 8) points out.

English is so important that currently it is an international language spoken by over a billion people as non-native speakers – exceeding the 350 million speakers of English as first language or 'native speakers'; this outnumbers what has been predicted by Graddol (2006). What has been stated earlier by Young and Walsh's (2008) that by 2012 NNS speakers will double the number of NS speakers now has already been more than reached. The importance of English is also confirmed by Pennycook (2010, p. 116) suggesting that, for those who already speak English there are many economic values and opportunities, but obstacles for those who have difficulties in English. This acknowledges the considerable world-wide effect that English proficiency has – educationally, socially and politically – impacted on one's life or future.

Globalisation, together with the spread of international business, results in standardisation of products and labour. Two world organisations involved with standardisation are the International Labour Organisation (ILO) and the World Trade Organisation (WTO). While the ILO is mainly concerned with labour, the WTO is dealt with trade standardisation which includes trade and object circulation (Cochoy 2002). Samiee and Roth (1992) further investigated the influence of global marketing standardisation on its performance. They found that there is influence of global standardisation on technology, the product life

cycle, and marketing and strategy measures and, in particular, business unit performance.

English competency, as part of standardisation in human resources, is required in both the educational as well as the employment sectors. My research is one of the efforts to help identify English language competency in Indonesian workplace contexts.

English as the most important language in the world

English is currently the most important world-language. As non-native speakers exceed the number of native speakers, the terms 'International English' and 'Globish', a diminution of 'Global English', have arisen to include English language speakers from different cultural background. More recently, global English has been replaced by the term 'English as a *lingua franca'* (ELF) – a functional term describing the use of English between people of different language backgrounds. This may be seen to apply more to English that is spoken world-wide in formal occasions; the concept 'World Englishes' – Englishes that have developed to reflect the cultures of their speakers and thus primarily used within the speaker's own speech communities – has come to represent the type of English that is used in international settings. As Rajagopalan (2004) suggests: 'World English (WE) belongs to everybody who speaks it, but it is nobody's mother tongue'.

Discussions about the type of English to be used tell us how important the role of English in international communication is. In Kachru's terminology (Kachru 1992), English has become a *lingua franca* in 'the inner circle' and in some countries in the 'outer circle' (where English is a second language or additional language); it is used as a medium of communication with people of different countries in the 'expanding circle'. More generally, the term *lingua franca* refers to a medium of communication by people who do not speak the same language (Kirkpatrick 2007, p. 155).

While written language is already standardised with the existence of word processing where we can check for spelling either in British, American or Australian English, the spoken language may be different. Accordingly, a fluent speaker of English will understand all standard varieties of English and this has become part of competency in English as an international language; however, it is necessary to be aware of the variations in English (Canagarajah 2006). Furthermore, Acar (2007) points out that 'expanding circle speakers do not need just "inner circle English" but also need to be familiar with other varieties of English as a requirement of post-modern globalisation.

English being taught in a primary school onward in most countries in the world, Yano (2009) predicts that English will increasingly grows towards becoming a universal language. Yanot quotes Graddol (2006, p. 122): 'Without English, you are not even in the race'. Both authors affirm Ellis's (2006) observation that English, as an international language, serves as a means of communication between speakers of different languages.

The importance of English in the business world has been confirmed by Kuiper (2007, p. 62); in his study he indicates that students saw English as a language for formal situations and for cross-linguistic communication in a business context:

> English was not the first choice for communicating with those with whom they shared home languages. When prompted, the students revealed a significant degree of awareness of how much variation there is in language use in Malaysian business.

The different types of English used in international communication, as discussed above, are preferably taught in the *expanding circle* countries like Indonesia and other 'developing countries' (first used in a political sense at the Bandung Conference, 1955 – see http://www.thirdworldtraveler.com/-General/ThirdWorld_def.html). Thus, as addressed briefly in Chapter 1, Indonesia,fully justifies its inclusion as an expanding circle country; on the other hand, Malaysia, Cambodia and Thailand, with a much lower use of English, are included in the group of outer circle countries.

Just how English is used in the daily lives of people in third world countries is discussed in the next section.

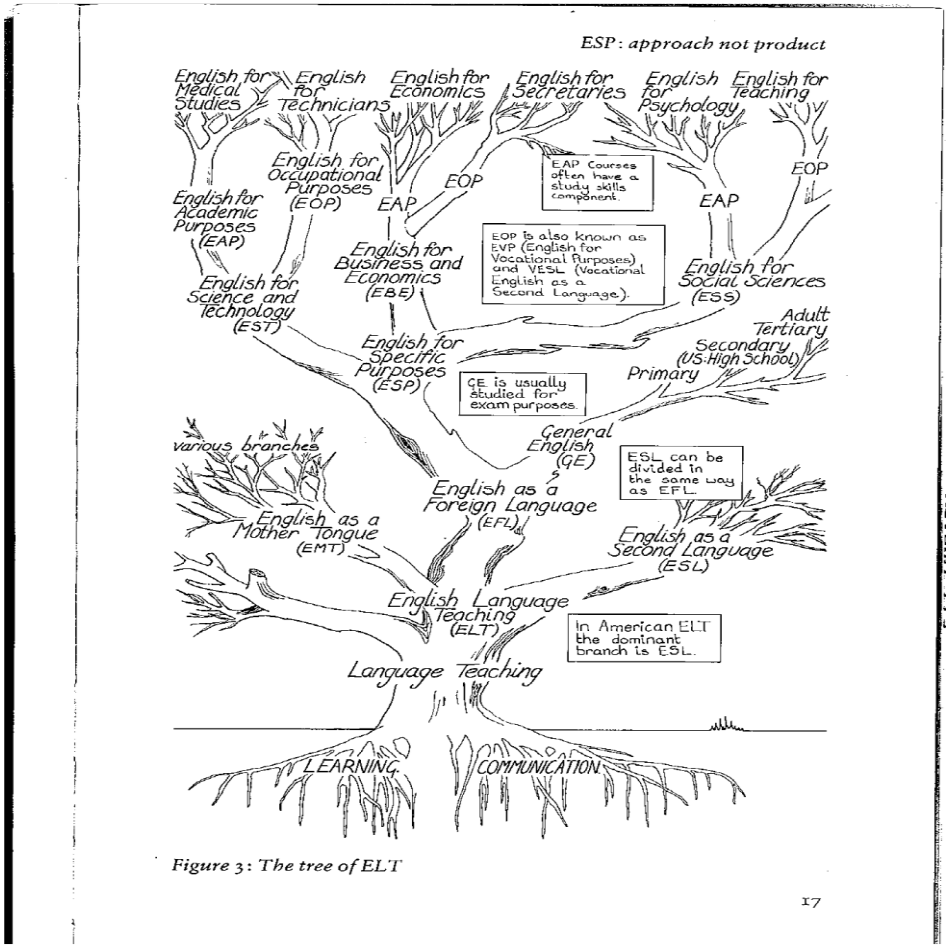
Workplace English and English for special purposes

Workplace English refers to the English used at the workplace or industry; this terminology differs from that of English for Specific Purposes (ESP) such as 'English for Specific Purposes A learning-centred approach' (Huchinson & Waters 1987) and 'ESP - English for Specific Purposes'(Robinson 1980). On the other hand, there are terminologies such as English for Occupational Purposes (EOP), English for Economics, English for Secretaries, English for Technicians, and English for Teaching; Widdowson (1983, p. 8) specifically identifies EOP in terms such as English for Airline Pilots, for Waitress, for Secretaries, and so on. Thus, Workplace English is used interchangeably with English for Occupational Purposes.

Using the model for English Language Teaching (ELT) of Huchinson and Waters (1987, p. 17), it can be seen that terminologies such as 'English for Economics' and 'English for Secretaries' are found under the branch of EOP which is a counterpart of EAP.

According to the 'tree diagram' shown in Figure 2.1, EAP and EOP are branches deriving from ESS (English for Social Sciences), EBE (English for Business and Economics), and EST (English for Science and Technology); all under ESP as opposed to General English (GE) which together form English as a Foreign Language (EFL); EFL comprises a large part of English Language Teaching and differs from English as a Second Language (ESL)' and EMT English as a Mother Tongue (EMT). Kachru's division of English use (Kachru 1992) points out that EFL is mostly located in the domain of the 'expanding circle', while ESL can be found either in the outer or inner circle, especially for non-native English speakers living in an English speaking community.

Figure 2.1 Tree of ELT



Source: Huchinson and Waters (1987, p. 17)

A different model is proposed by Brown, H. D. (2001) who insists that EAP and ESP comprise two separate curricula, the former being a broad term for courses in pre-academic programs and the latter for courses in professional fields of study. Within this model, EAP and ESL may directly derive from ELT either within ESL and or EFL. Brown's suggestion is supported by the International English Language Testing System (IELTS) which has two different modules and purposes: IELTS Academic and IELTS general training module. The Academic Module is intended for those wishing to enrol in universities and other institutions of higher education. According to Centre (2011), the General Training Module is intended for those planning to undertake non-academic training or to gain work experience, or for immigration purposes.

English for Special Purposes is not necessarily based on a particular theory of learning. While behaviourism underpins the audio lingual method, and mentalism leads to the idea of transformational generative grammar, English for Special Purposes may take the combined principles of several learning theories. As Huchinson and Waters (1987, p. 57) suggest:

> You may choose a behaviourist approach to the teaching of pronunciation, a cognitive approach to the teaching of grammar and use affective criteria in selecting your texts.

Conversely, problem-solving is often undertaken by workers in their workplace; hence, Billett (1996, p. 2) asserts that 'a constructivist view of learning is advanced which emphasises problem-solving as a means to construct, organise, index and extend knowledge'; in such cases, constructivism should underlie the theory of EAP as opposed to behaviourism which puts forward knowledge for behaviour control and task completion of students (Kerka 2011).

English for Special Purposes relies heavily on the use of needs analysis as an approach to its course design; accordingly, cognitive and affective learning principles are often used. In fact, the needs can be divided into target needs (what the learners need to do in the target situation) and learning needs (what the learners need to do in the learning situation) (Huchinson & Waters 1987, p. 59).

English for Occupational Purposes deals mainly with target needs, the information of which can be gathered through questionnaires, interviews, observation, gathering texts, and informal consultations with sponsors, learners and others (Huchinson & Waters 1987, p. 58).

Dudley-Evans and John (1998) suggest a five-point continuum of English language teaching as depicted in Table 2.2.

Table 2.2 Five point continuum of English Language Teaching

1	2	3	4	5
General English	General Academic	General Business Purposes	Courses for Different Disciplines	Entirely Tailor-made Courses

Source: Dudley-Evans and John (1998)

The elements of the continuum are:

1. General English
2. 'Common core language and skills' used in English for general academic purposes
3. 'Common core language and skills' used in English for general business purposes
4. Courses for different disciplines
5. Entirely tailored made courses

The English language teaching associated with my study coincides with the fourth point of this continuum although it does not specifically investigate the perceived needs of students for a particular discipline or even tailored for a special course; rather, it investigates what the workplace English is like in the Indonesian setting.

The influence of globalisation on the use of English as the international language is obvious. One of the globalisation impacts is that international business requires English as a means of communication. In the following section, I will review how English is used in workplaces in many different countries, especially those with non-English speaking backgrounds.

Workplace learning

I am disposed to use Sutherland's (1998) definition of workplace learning as learning which derives its purpose from the context of employment. Furthermore, Evans et al. (2006, p. 7) differentiate between training and workplace learning:

> Training implies an intervention which is formally structured and involves the transfer of a body of knowledge; workplace learning is more encompassing and involves locating learning in social relations at work.

From this I deduce that training connotes a top-up approach that is intended to make the workers familiar with the operations and the environment, while workplace learning bears personal intent to familiarise with the works and situations around.

Consequently, it is my conception that workplace learning should comprise the whole scheme of learning in, through and for the workplace as suggested by Evans et al. (2006) These authors also suggest that learning, as part of social interactions happening in the workplace, are accessed as part of the employment relationship and learning opportunities.

Informal workplace learning

A number of researchers report findings that between 60 and 80 per cent of all workplace learning is informal: Livingstone (1999) found that while organisations spend billions of dollars each year on formal learning, more than 70 per cent of learning in the workplace occurs informally; Cross (2007) also found that 80 percent of workplace learning occurs by the informal means. Identified by Berg and Chyung (2008), informal workplace learning include self-directed learning, mentoring, networking, asking questions, and receiving feedback.

In contemporaneous research, Berg and Chyung (2008) enumerate ten formal factors that influence informal learning in the workplace: interest in current field; computer access; personality; professional capability; relationship with colleagues; job satisfaction; job itself; work environment; physical proximity; and monetary rewards. Earlier, Eraut (2004) in considering the informal end of the formal-informal continuum of workplace learning, including these characteristics: implicit, unintended, opportunistic and unstructured learning; the absence of a teacher. A study by Cunningham and Hillier (2013) provides me with a general framework of informal learning activities in the workplace such as learning relationships, learning opportunities

enlarging and redesigning the job, and. learning opportunities from enriching the job. Those three scholars provide me with an overall perception of workplace learning which may happen through informal learning as opposed to formal learning in a form of training which is usually provided by the company.

To sum up, my perception of workplace learning is: 'a learning process occurring in a workplace through informal and formal learning in order for individual workers to familiarise themselves with the daily work and environment faced in their workplace'.

English language competence and self-assessment of language proficiency

Communication is the first of the eight employability skills that employers seek in candidates applying for positions in their company no matter what those positions are. Employability skills are defined by Dwyer (2009, p. xxi) as the generic capabilities transferable from one occupation to another; they consist of communication, teamwork, problem-solving, initiative and enterprise, planning and organising, self-management, learning and technology.

English is the most commonly used language as a means of communication in the world of work. As mentioned before, in this global era, English is used not only in English speaking countries but in countries where English is used as a second or foreign language. Thus, it is advantageous that aspiring workers in these settings should possess an appropriate level of English competence so that they can both compete in their world of work and achieve the highest levels possible in their careers.

Competence and competency

Competence is related to what needs to be known by individuals within a particular community in order to function as a member in relation to certain shared values and norms (Nunn 2007). Nunn (2007) further asserts that competence is seen as a combination of the knowledge and the ability to use the knowledge

that underlies every performance. In relation to the use of ESL/EFL in the workplace, Nunn (2007, p. 78) states that competence implies 'the ability to handle general English to a high level of competence and to apply this within scientific and engineering discourse communities'; such discourse communities create a 'speech community', which Gumperz (1968, p. 114) describes as 'any human aggregate characterised by regular and frequent interaction by means of a shared body of verbal signs and set off from similar aggregates by significant differences in language usage'. In the area that I researched, the speech community consists of a multi-national company, a foreign company, a national company and a domestic company: in each case, the speech community is that group where communication or language exchange among workers takes place.

Smith (1996) differentiates between competence and competency; while 'competence' has a broader sense, 'competency' is narrower and is used to label a particular ability. Richards and Rodgers (2001, p. 144) agree: they suggest that competency consists of a description of the essential skills, knowledge, attitudes, and behaviours required for effective performance of a real-world task or activity. The National Training Board in Australia (NTB 1992, p. 29) defined competency as focusing on:

> …what is expected of an employee in the workplace rather than on the learning process; and embodies the ability to transfer and apply skills and knowledge to new situations and environments.

In industrial settings, the National Training Board (NTB, 1992, p. 29) distinguishes between competency and competencies, thus:

> Competencies are the specification of the knowledge and skills and the application of that knowledge and those skills across industries or within an occupation or industry to a standard of performance required in employment.

This is simplified in the Mayer Report (Committee 1992): 'competence focuses attention on the outcomes'.

With regards to language competence and competency, Trudgill (2003, p. 24) elaborates:

> All native speakers of a language also have to know how to use that language appropriately in the society in which they live. Non-native speakers also have to acquire communicative as well as linguistic competence when learning a foreign language, if they are to be able to use that language effectively and appropriately and to participate in cross-cultural communication.

This is consistent with Canale's (1983) much earlier framework of communicative competence which includes the following: grammar competence; sociolinguistic competence; discourse competence; strategic competence.

There are different types of competence that facilitate communication; according to Munby (1978), these are language competence aspects that are aided by 'communicative events' consisting of communicative activity and subject matter. Such communicative events, arising in the workplace, have been investigated by scholars and will be discussed in a later sub-section.

Self-assessment of language proficiency

In this current research, I used both interviews and questionnaires as instruments. Some questions in the instruments ask about perceptions of conditions of workplaces in relation to English language needs. Self-assessment on language proficiency was also undertaken to find out more about alumni perceptions on their English language skills.

Many researches on self-assessment mainly question the validity of self-assessment and correlation between self-assessment and formal/standardised language proficiency test. The research shows various results; most yield a positive, but moderate correlation in the range 0.2 to 0.5 (LeBlanc & Painchaud 1985; Ross 2006; Sinharay et al. 2009). Powers et al. (2009) 2009) found a higher correlation between self-assessment and standard test score:.60 for speaking, and.55 for writing tests.

From these findings, I conclude that self-assessment can be used as an appropriate tool to assess language competency in respondents. While self-assessment might not be suitable for a placement test, it was sufficiently informative for my research, especially as it was followed up with other

questions which were specifically related to English language tasks found in the workplaces of the respondents.

In the next section I will discuss the concept of 'bricolage' which, importantly to me, yields two emerging concepts as a method of inquiry and use of language.

Bricolage

The Oxford dictionary defines bricolage as 'construction or creation from a diverse range of available things'. It is originally from a French word which came in mid-twentieth century. As a French word, bricolage derives from bricoleur which refers to someone who 'does odd jobs and who undertakes repair' (Dictionary, O 2013). This is confirmed by the English-French translator (Linguistics 2013) which describes 'bricoleur' as to mean (variously): (in house) to do odd jobs, potter about; (with cars) tinker about; to knock up (infml), to cobble together. (Linguistics 2013). For my research, I take my definition of bricolage to be 'put together what is available and around to produce a unified research result. This is consistent with Steinberg's view (2012, p. 184) of a researcher as being a 'bricoleur': one

> …who employs bricolage who should be able to orchestrate a plethora of diverse tasks including interviewing and observing, to historiographical analysis, to self-monitoring and interpersonal understanding.

As bricolage derives from the idea of putting together 'bits and pieces', I extend its meaning to more than just a principle by which researchers might conduct their research: specifically, to how language users use and develop their language. Accordingly, the concept of bricolage, in my view, can be perceived as both a method of inquiry and a way of developing one's language; I discuss these ideas below.

Bricolage as a method of inquiry

The present research indeed applies the principle of bricolage in the gathering and processing of data. Steinberg (2012) refers to the principle of bricolage as an eclectic method by which an educational researcher might conduct a study – attributing, in particular, the much earlier work of cplines and traditions. Steinberg (2012, p. 184) suggests that the eclectic method as such is not just taking the best part of research values but as being:

> …pragmatic and strategic, demanding self-consciousness and awareness of the context from the researcher.

As a researcher who is confronted with a variety of research schemes, Verjans (2005) sees bricolage as a way of life which has the intention of improvisation but as irony in information systems. Tshabangu (2009) views the use of bricolage as presenting a challenge to researchers as it is not bound by rigid, orthodox methods developed outside the demands of the inquiry. In another instance, Kincheloe (2004, p. 1) suggests that

> The bricolage views research methods actively rather than passively, meaning that we actively construct our research methods from the tools at hand rather than passively receiving the 'correct', universally applicable methodologies.

Hence, through use of the bricolage, Kincheloe (2004) seeks to understand the research context by using previous experience and research methods that are appropriate to that context.

According to Denzin, N. K. & Lincoln, Y. S. (2011, p. 4) the researcher undertaking qualitative research may be seen as a 'bricoleur'. They indicate that there are many kinds of bricoleurs: interpretive; narrative; theoretical; political; furthermore, they suggest that the qualitative researcher who uses montage is like a quilt maker or a jazz improviser: the quilter stitches, edits, and puts slices or reality together.

My study uses semi-structured interviews – part of an ethnographic method as the main inquiry – together with multi-research methods: textual analysis, inductive data reduction, survey research, hermeneutics, phenomenology and

auto-ethnography. Thus, an elective method – bricolage and being a 'bricoleur' – has been applied in order to obtain the best possible outcome for the study.

Bricolage of language

My concept of a 'bricolage of language' in this thesis was inspired by the original meaning of bricolage as 'bits and pieces' which are put together; hence, bricolage is the use of pieces of another (foreign) language in a local language when communication is happening.

The initial use of a foreign language is initially involves 'hybridisation' – a mixture of two elements, for example of species of plants or of animals. Ackermann (2012) investigated the origins of hybridisation of three elements: borrowing, mixing, and translating. In language, those ideas trigger the concepts of acculturation, assimilation, and creolisation. While acculturation involves a subordinate culture adopting traits from the dominant culture, assimilation is the processes of cultural transformation in the course of migration. The term 'creolisation' refers to the situation in which a former *lingua franca* or pidgin develops a more complex structure as people begin to use it for general purposes, or even to learn it as their first language.

According to Sanchez-Stockhammer (2012, p. 135) hybridisation is defined as a process whereby separate and disparate entities or processes generate another entity or process (the hybrid), which shares certain features with each of its sources but which is not purely compositional. He differentiates different types of hybrids from the smallest parts of language: sounds, words, collocations and idioms, syntax, text, individual languages, and communication.

The bricolage of language used in my research adopts the literal meaning of bricolage in connection with the use of language in daily communication; it is different from hybridisation and code mixing of language which undergoes the process of change of language elements. In this instance, the idea of bricolage is simply the use or insertion of other language elements in their original form (especially foreign elements) in local language.

Research related to Workplace English

Workplace English competency is required, particularly, when non-English speaking people join foreign or multinational companies. In the English speaking community, the 'inner circle' – using Kachru's terminology (1992), the terminology of 'workplace English competency' is interchangeable with 'workplace literacy', as identified in the research of Castleton (2002) which concerned workers performance in the United States, Canada, the United Kingdom, and Australia. Castleton's research built on that of Baylis and Thomas (1994, p. 21) who identified three workplace contexts:

> English in the Workplace Framework describes language and literacy competencies in three differing workplace contexts, namely the job specific context, the enterprise context and the broad industry and training context.

Non-English speaking countries

Janet Holmes is a leading figure in workplace English. However, her research such as 'Assisting the development of sociopragmatic skills: Negotiating refusals at work (Riddiford, N & J. Holmes, 2014) and 'Analysing New Zealand English in the Workplace' (Holmes, 1999) is not appropriate for my study as it was conducted in the context of English learning and research in an English speaking country.

In non-English speaking countries, extensive research has been conducted to see how English language skills are used or what skills are required in the workplace. A summary of the research projects involving the Workplace English research discussed below – the references, objectives, locations and methodologies used – is contained in Table 2.1.

Table 2.2 Research projects on Workplace English

	Researchers	Objectives: investigating/analysing	Countries/ subjects investigated	Methodology
1	Al-Buainain et al. (2010).	English language needs by graduates	Qatar University	Survey
2	Aune, Huglen and Lim (2000)	The difficulties of use of Aviation English	Taiwan	Case study - Interview
3	Kassim & Ali (2010).	Investigating communicative events the communication skills where English would be used	Malaysia	Survey
4	Kaewpet (2009)	Communication needs including communicative events for engineering students in	Thailand universities	Interviewing 5 groups of stakeholders (employers, engineers, engineering students, and ESP teacher)
5	Li & Mead (2000)	Communication needs in textile and clothing merchandisers	Hong Kong	Survey, telephone interviews, text analysis and workplace visit
6	Al-Khatib (2010)	communication needs of tourism and banking personnel	Jordan	questionnaire, interviews, and analysis of authentic workplace texts
7	Ting (2002)	English language for support staff	Malaysia	Questionnaire and Interview
8	Waldvogel (2002)	The use of emails at work.	New Zealand	Questionnaire, Interview And Corpus analysis
9	Deneire (2008)	The need and use of English	France	questionnaires to graduates students and interviews among managers, employees, and workers
10	Kaneko, Rozycki & Orr (2009)	English language needs by computer science graduates	Japan	Survey
11	Gray, FE (2010)	Specific Oral communication required by new accountancy graduates.	New Zealand	Survey
12	Moody (1993)	Assessment of Language Needs for Technical Communication in a Multilingual Speech Community	Papua New Guinea	Survey

	Researchers	Objectives: investigating/analysing	Countries/ subjects investigated	Methodology
13	Loohiala-Salminen (1996)	investigated the contrast of business communication taught in classroom with that of reality	Finland	Survey and Interview
14	Qian (2009)	The use of English for workplace communication by novice professionals	Hong Kong	Survey and Interviews
15	Hart-Rawung (2008)	The needs of English by Thai engineers.	Thailand	Questionnaire to engineers, interviews with executive staff, foreign professionals and ESP teachers, and case studies

A study investigating English language needs by graduates of Qatar University in the workplace was undertaken by Al-Buainain, Hassan and Madani (2010). The study claimed to be able to provide educational policy makers with reliable information about the needs of vocational English. The study used a questionnaire survey involving 644 respondents (with 64 per cent return rate); it was said to have the benefit of bridging the gap between University English and graduate career opportunities. The study found that computer technicians, pharmacologists, and typists showed a higher level of need for English in their work than other employees. This research (1: the number refers to the research element reported in Table 2.2) indicated the vocational needs of a select group of fields in which career opportunities would be enhanced. While highlighting those workplace centres where there was a higher level of need, it did not link to the specific workplace needs of these graduates – the focus of my research. What is more, it used a quantitative, large scale approach unsuitable for my ethnographic mixed methods approach.

English is a vital component of the airline industry; there is considerable interest in non-English speaking countries in finding a best approach for teaching Aviation English. Using a case study methodology, Aune, Huglen and Lim (2000) investigated the difficulties of English language use encountered in

the industry by interviewing pilots and foreign flight instructors. They found that register, speed of communication, written designs and non-native English comprehension are considered the most difficult entities; as well, they found that poor learner attitude and lack of practice become impediments to successful language learning. This research (2) linked closely in a methodological sense to my study and focused on the difficulties encountered in English use in this very specific workplace; thus, it was relevant.

The use of communicative events in which English was used was investigated by Kassim and Ali (2010); the events included teleconferencing, networking for contacts and advice, and presenting new ideas and alternative strategies and communication skills; they placed greater emphasis on oral rather than written communication skills. The research, which investigated the use of English in multinational companies, found that 41 per cent of employees in the study regularly used communicative English. This study (3) emphasised the importance of oral communication skills and, thus, was relevant to my study. It was, however, limited to multinational workplaces and consequently lacked the broader approach of my study of four different types of workplaces. It raised the problem of undertaking a broader study as opposed to a narrow study; however, the finding that nearly half of the graduates used communicative English in the workplace was relevant to one of my target workplaces.

Communication needs, including communicative events for engineering students in Thailand universities, were also investigated by Kaewpet (2009). She found that the communicative events needed most were talking about daily tasks and duties, reading textbooks, reading manuals, and writing periodic/progress reports. The profiles of the communicative events were discussed further detailing the specific tasks and language features related to each event. The list of the events is similar to those used in lesson units included in the Indonesian polytechnic curriculum. Some of the English curriculum in Indonesian polytechnics consists of task-based activities which learners have to perform when learning the lessons (Setiawan 2003). The method involved interviews with five groups of stakeholders (employers, engineers, engineering

students, engineering lecturers, and teachers of English for Special Purposes) each group represented by five respondents; no details were provided on how respondents were selected. This study (4) was similar in scope to mine and provided a useful list of specific tasks and language features related to communicative events; hence, it was relevant to my teaching situation. It was, however, very sharply focused on the needs of engineers and so lacked the breadth of my study.

Communication needs in a more specific working place of textile and clothing merchandisers in Hong Kong were researched by Li and Mead (2000). This study was based upon a multi-faceted analysis which used a range of data collection methods including questionnaire surveys, telephone interviews, analysis of workplace texts, and visits to the workplace. The results showed that the greatest influence of the content of the communication courses involved the use of English in dealing with the following: customers; written activities (to describe products, follow up on an order, advice on updated order status, clarifying order queries); the use of authentic materials (audio visual or written materials which are meant for their own purposes rather than for English language learning). This was a real-world needs analysis, applicable to the particular conditions associated with the textile merchandising industry. As such, they appeared to fall in the fifth division of the five-point continuum contained in Figure 2.2, above. As for the previous case study, this study (5) closely relates to mine and provided an important set of findings that related to real-world needs of English in the workplace.

A similar study was undertaken by Al-Khatib (2010) who analysed the communication needs of tourism and banking personnel in Jordan. The study, which also used a range of methods, found that travel agency workers used much more English than did their banking counterparts. Both groups of workers, according to the study, would like an emphasis in their courses placed on increasing their corpus of specialised lexical items and technical terms (in their fields), and improving their writing, listening and speaking skills. Workers' attitudes towards English were also investigated in this study; the

outcome suggested that tourism workers had stronger positive attitudes towards English than did the banking group. The result may not be surprising because tourism anywhere in the world will deal with people from overseas, so English is obviously used in this area; it is a different case for banking workers. This comparison (6) of the different needs of groups in two fields – tourism and banking – was illuminating: tourist workers used a broader range of communication skills; at the same time, tourist workers had a more positive attitude to English than did bankers. Writing, listening and speaking skills were seen to be most important. The importance of studying different groups of using English in the workplace was highlighted by this study.

Investigation of language attitudes is an attractive part of workplace language study, because attitude and motivation have impacted significantly on learning achievement (Lleondari, Syngollittou & Kiosseoglou 1998; Luanna H. Meyer et al. 2009). Evans (2010) assessed such an impact, investigating these competing trends in the use of English in professional employment following Hong Kong's transition from a British Colony to a Chinese Special Administrative Region (SAR); he found that English remained important to the professionals there despite the change of this political status. The research, involving a large number of respondents, was seen to be appropriate especially when investigating local attitudes of the society to English – attitudes that might have an impact on educational policy. Such attitudinal research was not, however, particularly useful in my study; it was also a large-scale study and consequently, on both counts, it was not addressed any further.

English language for support staff has been scrutinised by Ting (2002) who was concerned with the English language needs of executives in Malaysia. The research found that there was a need for the staff to use English, but it failed to identify to what extent they used their English skills in the workplace. Consequently, this research (7) was seen to have little application in my study.

In a more specific aspect of workplace language, Waldvogel (2002) investigated the use of emails at work. As one of the most frequently used forms of communication nowadays, a feature of emails derived from the study is the

adequacy of informative English in English language teaching. This research (8) had impact on my study, in that email as a form of communication is growing in importance in Indonesia, but only in those with an international focus; thus it was of lesser importance in my study.

The specific oral communication needs of business graduate employees in the workplace were researched by Crosling and Ward (2002, p. 53). The most important forms of oral communication used, according to the study, were 'informal work-related discussions, listening and following instructions and informal conversations'. Some other of the most important forms or 'communicative events' useful in the job success and promotion were meetings, participation in discussion and formal presentations. While this study was conducted regarding Monash university graduates working in an English speaking country – Australia, this study is still informative as it was concerned with communicative events needed in the workplace regardless of where the graduates were likely to work. As a consequence of its specificity, however, it was not considered to be relevant to my study and consequently was not listed in Figure 2.2.

More specifically, Nunan and Burton (1989, pp. 37-8) developed a course outline for engineers that included topics such as casual conversation at work, letter writing, using the telephone, memo writing, instructions and explanations, and report writing. Although this course outline on English in the workplace was delivered in Australia, the course was intended for immigrants whose first language was not English; it placed ESL in the inner circle. In Dudley-Evans & John's (1998) continuum of English language teaching (see Figure 2.1, above) they placed ESL at the fifth level, i.e., the highest level of difficulty and most specific of tailor-made courses. Neither of these elements was included in my review of research related to workplace English: the former was a detailed course outline; the latter was a associated with measures of language learning complexity.

Using both quantitative and qualitative analysis, Deneire (2008) investigated the need and use of English in France's workplaces. He found that

English in the workplace is accepted by most French managers and employees if it happens in a 'reasonable' way; but people resist English when it is imposed from above, especially when and where the use of French is more efficient. While consistent with the survey method that I undertook, in conjunction with my ethnographic mixed-methods approach, this research (9) was subject to considerable cultural linguistic pressures – namely, the resistance to English usage in France. As a consequence, it was not found to have any direct application to my study.

Kaneko, Rozycki and Orr (2009) researched the English language needs of computer science graduates in Japan. The research found that the most frequent English-language tasks for computer specialists in the professional workplace in Japan are reading of manuals and instructions (for installation, etc.), and writing of emails, faxes, and business letters. The need for the English language arts of speaking and listening tasks were found to be lower than those of the English language arts of writing and reading. This research (10) focused, generally, on English needs of computer specialists in professional workplaces in Japan; thus, it only of general interest as it was non-specific to broader types of workplaces.

In another English speaking country, Gray (2010) investigated the oral communication skills needed by new accountancy graduates in New Zealand. The questionnaire contained a series of Likert-scale and short-answer questions. The most important finding from the research was the identification of five most highly valued skills, namely, conveying professional attitude of respect and interest in clients; asking for clarification or feedback from management; speaking on the telephone/making conference calls with clients; describing situations accurately and precisely to superior; conveying a knowledgeable and confident demeanour to clients. This provided very useful information for English curriculum developers in NZ, especially in the field of English for Accountancy. Once again, the specificity of this research (11) resulted in it being too focused to be of value in my study; what is more, it was undertaken solely as a survey and therefore lacked an ethnographic focus.

In Papua New Guinea, a country where English and Tok Piksin (a pidgin language) are both recognised, Moody (1993) investigated the language needs for technical communication in a multilingual speech community in PNG. The research found that English and Tok Piksin are the two most important languages for technical communication in the workplace. The study also suggested that common language use patterns for technical purposes should be developed. This includes practical, appropriate syllabuses, materials and methods for teaching languages for special purposes. This research (12) had close links to mine in that it related to a country in which two languages were spoken in the workplace: in this sense it mirrored the use of Bahasa and Sundanese in my study. The course materials produced were able to be used in my teaching institution.The use of facsimile transmissions ('the fax') as the medium of business correspondence lost its domination with the shift to e-mails in the mid-1990s. Loohiala-Salminen (1996) investigated the contrast between business communication taught in the classroom with that of reality in Finland. She advised that there was a need to update business communication courses because the language is changing. For example, with emails, the language used may be less formal, more to the point and more-speech like. This piece of research (13) points to the need in any study of English in the workplace to be mindful of technological changes that affect academic institutions and their programs such as those in business communication. Thus, it provided a cautionary note to be explored in my study.

In terms of the area and subjects under investigation (graduates of tertiary institutions), a study similar to my present research was undertaken by Qian (2009) who investigated the use of English for workplace communication by novice professionals in Hong Kong. The study was undertaken with engineering graduates; it compared workplace English usage of workers with those of employers. The study, undertaken using surveys followed up by interviews, yielded diverse results: the two groups (employers and novice workers) shared the view that English is important in the workplace but disagreed in other aspects. Significantly, they disagreed about the English

proficiency level of novice engineers and the aspects of their English competency that need to be addressed most urgently – while the employers thought they needed improvement in oral English ability so they can communicate more effectively with their clients (Qian 2009, p. 283). The findings of this research (14) and the methods employed impacted on my study, particularly in relation to selected graduates from Maung Polytechnic.

A similar study, undertaken by Hart-Rawung (2008), investigated the needs of English by Thai engineers. One of the findings of the study suggests that Thai engineers require English competence in the four skill areas – listening, speaking, reading and writing – in their day-to-day operations, with the biggest challenge being oral conversation. As a consequence, the study generated an integrated model of syllabus design that incorporated a balanced learner-centred approach, a communicative approach and a task-based approach. In this research (15), the methods used and the target subjects related well to my study; however, mine was broader in its target groups, but omitted interviewing foreign professionals and ESP teachers.

What emerges from the review of the related literature on workplace English above are various types of communicative events and communication skills needs, together with their frequency of use and importance in the workplace. None of the studies was carried out on the use of English by workers and how it is perceived by their supervisors. Such use is different from engineering employees whose work tends to occur mainly 'backstage' in the company. The literature I reviewed made a significant contribution to the approach that I took in my present study.

Those works have inspired me to conduct a special research in Indonesian context on the use of English in different types of companies. The result and findings of the great number of works reviewed contribute to the questions that I have made for interview as well as questionnaire which I have distributed to support the main method of investigation.

In the chapter on result and discussion, I have made some comparions on the result that I have found in my study with those in the research articles that I have reviewed.

Conceptual Framework

The present thesis of Workplace English in Indonesia is based on some fundamental theory and backgrounds. Globalisation and industrialisation has obviously made the use of English as the international language. In another account, development of English language teaching and training has expanded extensively from General English (GE) through to English for Specific Purposes (ESP) which then is elaborated to English for Business and English for Special Needs. In addition, the way people learn and use the language as a means of communication in their workplaces, hence also workers who use English, whether it is formally or informally and whether it supported or not by their company, have contributed to the complexity of English use in industry. The following is the summary of all aspects which influence the thesis on workplace English in Indonesia.

Globalisation, at present, has appointed English to become the most important language in the world: it is used as the lingua franca to conduct business (Graddol 2000, p. 8; Kirkpatrick 2002). Indonesia is one of the emerging countries that belongs to the 'extending circles' group (Bolton 2012; Kachru, B. B 1992; Kachru, Nelson & Kachru 2006); this places English as the most important foreign language learnt in Indonesian schools. In Indonesia, English is not only used in business when transaction is happening but also as a means of communication between speakers of different languages other than English in international settings (Ellis, R 2006).

As it is used in Indonesian workplaces for particular purposes, English in this circumstance is classified as 'English for Specific Purposes' (ESP); in this respect, it has special characteristics and is distinct from 'English for General Purposes' (EGP) (Dudley-Evans & John 1998).

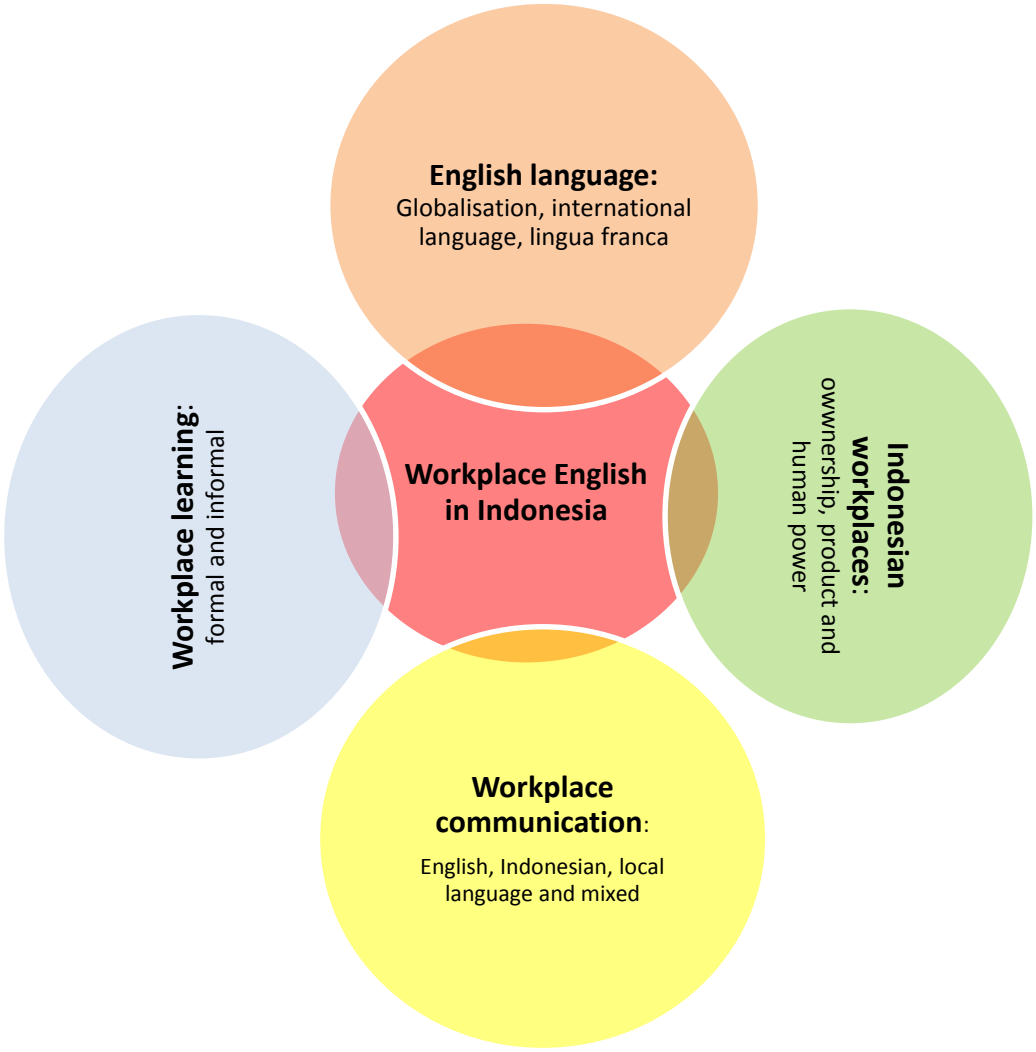
English is used in workplaces in all of the countries in the World. It is used in different conditions by vast variety of people for particular purposes (Al-Khatib 2010; Deneire 2008; Gray 2010; Kaewpet 2009; Kaneko, Rozycki & Orr 2009; Kassim & Ali 2010; Loohiala-Salminen 1996; So-mui & Mead 2000). In Indonesian workplaces, English use is subject to the conditions, purposes and corporate cultures of many different kinds of organisations.

Workplace English in Indonesia has typical characteristics of English that display particular features and distinctive attributes. It embodies a 'communicative competence' (Canale 1983) or language competence; it is concerned with specific 'communicative events' (Munby 1978, p. 78) in various Indonesian workplaces. Its particular competencies amalgamate those brought by workers from their former educational institutions as they face their world of work, integrated with existing competencies already in place. The progress of English in any institution is part of workplace learning – this is influenced by internal and external factors interacting within the workplace (Berg & Chyung 2008).

On the other instance, Indonesian workplaces vary in terms of their ownership, condition and other features. Outside the workplace, there are factors that influence the way Indonesians communicate with one another. All these contribute to the complexity of the language use in a workplace and especially on the English language use which I use as topic for invesgtigation in this thesis.

To sum up, Figure 2.2 depicts the framework of Workplace English in Indonesia – the four factors and their subordinate elements – that have had the greatest impact on this study.

Figure 2.2 Framework of Workplace English in Indonesia



Conclusion

In the beginning, it is globalisation that impacts on the standardisation and it happens to be English as the language for use in international relationship and business. As a consequence, English has become the most important language in the world, and an ever-growing number of people everybody seek to be capable of using it. With increasing number of people using English comes the

grouping of English users: inner, outer and extending circles – as distinct from the formerly known standards of British, American and Australian English. The existence of varieties of Globish (Global English) and World English tells us that English has become the current *lingua franca* of the World: it is the language currently able to connect people with different languages.

Indonesia is one of the countries that actively play an important role in international relations and business. It is a country which is affected by globalisation and by information and technological development. The requirement of English skills by most companies in Indonesia is in response to meet the demands of world standards set by the international community. As a consequence, English competency is likely to influence many workers in their career paths; its lack is detrimental to most careers; it enhances the prestige of people who use English even if they normally communicate in the local language.

The need for research on the use of English in Indonesian workplaces is growing – particularly as the demands of technology and culture are continuously changing – as is the demand for competence in English from the outset when seeking employment. It is of concern to me that this area of research has received little or no attention.

With constructivism underpinning my study, and its application of a bricolage of research methods, the present study will make a significant contribution to knowledge. The use of interview as the main method of inquiry, backed up by appropriate other qualitative and quantitative methods will hopefully present an accessible bricolage of research that provides useful findings for the improvement of education, generally, in Indonesia and especially in the area of English language learning and teaching.

CHAPTER 3

Methodologies and Methods

At the outset, I would like to clarify the meaning of methods and methodology as these two terminologies often overlap and confuse us. I will borrow the definitions of Brewer (2000, p. 2) who suggests that 'methods' refer to the tools that a researcher might use to gather data, for example, questionnaires, interviews, participant observation and so on, and the techniques by which the collected data are analysed, for example, close reading of text, content analysis, statistical inference and computer-aided qualitative data analysis. 'Methodology', on the other hand, is 'the broad theoretical and philosophical framework into which these procedural rules apply' (Brewer 2000, p. 2). My methodology, as described in the previous chapter is that of 'mixed methods': it is predominantly a qualitative methodology, with a simple quantitative element, as described in the previous chapter.

Rationale for the choice of methodologies used

There are two distinct types of research methodologies, namely qualitative and quantitative. While quantitative methodology uses deductive theory with measures using numbers that are submitted to statistical treatment, qualitative methodology generally uses inductive theory with measures that are non-numeric such as observation, words, pictures and descriptions.

Qualitative methodology

Qualitative researchers use ethnographic prose, historical narratives, first person accounts, still photographs, life history, fictionalised facts and bibliographical and autobiographical materials, among others. In brief, Lichtman (2013, p. 7) states:

> Qualitative is a general term. It is a way of knowing in which a researcher gathers, organises and interprets interpretation from human using his or her eyes and ears as filters. It often involves in-depth interview and/or observations of humans in natural, online or social settings.

The ten elements of qualitative research of Lichtman (2013) involve the following: description; understanding and interpretation of human behaviour; dynamic; no single way of doing something; inductive thinking; holistic; in depth study; words; themes and writing; and nonlinear. These ten elements represent the qualitative approaches that I undertook in this approach.

Quantitative methodology

Quantitative researchers use mathematical models, statistical tables and graphs and usually are written in an impersonal, third person prose. Denzin and Lincoln (2011a, p. 10) point out that the researcher is often quoted in the 'third person, passive voice' (unlike qualitative research that, increasingly over the past 30 years, is written in 'first person, active voice'). Lichtman (2013) points out that quantitative research relies heavily on hypothesis testing, cause and effect, and statistical analysis. For me, there is a simple summary: While qualitative research deals mainly with description using words, quantitative research is more concerned with numbers.

Nunan (1993) clearly differentiates between the two methodologies; he points out that they have contradictory characteristics. Qualitative research is concerned with understanding human behaviour from the actor's own frame of reference, naturalistic, subjective grounded, inductive, process oriented and less easily generalisable; quantitative research is based on facts that are often evaluated as the 'causes' of social phenomena, and approaches that are

objective, obtrusive, ungrounded and hypothetically deductive, outcome-oriented, and generalisable.

Mixed methods

There is now a trend of incorporating the two methods in the so called 'mixed methods', but the mixed methods approach to research is an extension rather than a replacement for the quantitative and qualitative approaches to research; two research approaches – quantitative and qualitative – will continue to be useful and important. It is based on the principle that both methodologies share the same intention of assisting in finding the answers to a set of research questions. Williams (2007, p. 70) suggests that the goal for researchers using a mixed methods approach to research is to draw from the strengths and to minimise the weaknesses of the separate quantitative and qualitative research approaches. This is further explained by Johnson and Onwuegbuzie (2004, p, 17):

> Philosophically, mixed research makes use of the pragmatic method and system of philosophy. Its logic of inquiry includes the use of induction (or discovery of patterns), deduction (testing of theories and hypotheses), and abduction (uncovering and relying on the best of a set of explanations for understanding one's results).

Williams (2007, p. 70) argues that the quantitative method provides an objective measure of reality, while the qualitative method allows the researcher to explore and better understand the complexity of a phenomenon. Additionally, Denzin, N. K. and Lincoln, Y. S. (2011, p. 3) suggest that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. It is this perception of the value of qualitative research that most strongly attracted me to its application in my study.

In addition, Denzin, N. K. and Lincoln, Y. S. (2011, p. 12) suggest that all qualitative researchers are philosophers, in a universal sense: they are guided by highly abstract principles which combine beliefs about *ontology* – What kind of a being is a human being? What is the nature of reality?; *epistemology* –

What is the relationship between inquirer and the known?; and *methodology* – How do we know the world or gain the knowledge of it?

The question: 'Qualitative or Quantitative?' is a matter of choice; however, this choice depends on the nature of the study, the way data is collected and most importantly on the research questions. Research, according to Nunan (1993) is a systematic process of inquiry that consists of three elements: (1) a question, problem, or hypothesis; (2) data; (3) analysis and interpretation of data. One of the techniques that I applied in data collection for my study was observation – which is one of the instruments used in ethnography. I will discuss this further in the following sub-section.

Impact of constructivism on the present study

The psychological theory underpinning my research is constructivism. The concept of 'constructivism', as developed by Piaget, is based on the principle that every human being is equipped with a knowledge-building capacity. It is, as explained by Schunk (2008, p. 236) 'formed inside people and learning happens through interactions'. This is supported by Glasersfeld (1990, p. 27) who points out that 'the human knower can attain some knowledge of a really existing world and can use this knowledge to modify it'.

Problem-solving is often faced by workers in their workplaces and Billett (1996, p. 2) advances the view that 'a constructivist view of learning emphasises problem-solving as a means to construct, organise, index and extend knowledge'. Similarly, Kerka (2011) suggests that constructivism, as opposed to behaviourism, should underlie the theory of English for Academic Purposes; the latter simply puts forward knowledge for behavioural control of and task completion by students.

Constructivism is in line with qualitative research which focuses on the participants in the ordinary everyday world (natural settings) (Croker 2009, p. 7). The present study explores whether or not this theory may be applied in workplaces: it places special emphasis on participants and their English use in workplaces in Indonesia.

Ethnography

Ethnography is defined by Pole and Morrison (2003, p. 16) as

> an approach to social research based on the first-hand experience of social action within a discrete location, in which the objective is to collect data which will convey the subjective reality of the lived experience of those who inhabit that location.

A definition by Silverman (1997, p. 10) suggests that ethnography is a hybrid approach characterised by two demands on researchers: one as observing a setting and gathering data; the other as directly involved in the setting under study, including the researchers, as themselves objects of inquiry. These two definitions are similar to that of Donan (1997), who suggests that ethnographic research is a form of study based on observation of human action, discourse, and self-perception, and is suggested as an appropriate form of research when experimental research is inappropriate, and when exactitude is not needed.

According to the characteristics which have been identified by the scholars above, I categorise the present study as an ethnography that, as its sub-ordinate also involves me in auto-ethnography. This is supported by Pole and Morrison (2003, p. 9) who, having described the 'richness of ethnography', draw the conclusion that qualitative methods are, in general, 'ethnographic' and, conversely, that ethnography is a qualitative method.

Auto-ethnography

Auto-ethnography is a research method that utilises the researcher's own experiences as ethnographic data (Maréchal 2010; Southerton 2011). Furthermore, Ellis and Bochner (2011) suggest that auto-ethnography is a process that came from the 'crisis of confidence' inspired by postmodernism in the 1980s: it combines the characteristics of both autobiography and ethnography. Ellis and Bochner (2011) also suggest that in writing ethnography, the author writes about past experiences. The author is also allowed to reflect on

their own experience, to combine this with interviews as well as consulting with texts such as photographs, journals and recordings to help with recall.

In my study I have used my personal experience as a worker in an organisation as well as the data resourced from observation, interview, printed materials and other sources that support my findings. My experience which helps strengthen the analysis for my thesis include my work with the American-based Save the Children foundation as well as work with the Australian-based Sagric and other local companies in Indonesia.

Naturalism

Observation of first-hand experience seems to be the key factor commonly found in the definition above. This is because ethnography is located within the approach of naturalism (Angrosino 2007; Kusenbach 2003; Pole & Morrison 2003, p. 5; Sangasubana 2011; Williams 2007); Kusenbach 2003; Pole & Morrison 2003, p. 5; Sangasubana 2011; Williams 2007) and naturalism is concerned with the setting and location within which social action is created and experienced.

Regarding the time taken to conduct research using a naturalism approach, Sangasubana (2011) suggests that the observation and the extent of the researcher's involvement with the subjects under investigation may take a relatively long period of time. Johnson (2009), for example, spent three years of data collection to research a language policy linking micro-level educational practices with macro-level language policies and discourse. Troman and Jeffrey (2007, p. 456) spent three years conducting a collaborative ethnographic study of how residents in five urban neighbourhoods in Hollywood, CA, perceive local problems, and how their daily activities and social interactions relate to those understandings. Quinlan (2008) spent several months undertaking an institutional ethnography study using 'shadowing', i.e., being present with subjects for extended periods of time on a regular basis, as the main method of observation for data collection.

Another characteristics which is commonly suggested by some scholars regarding ethnography is in the use of various methods of data collection besides observation which include interview, site documents and other supporting sources especially intended for triangulation (Angrosino 2007; Freebody 2003; Pole & Morrison 2003; Sangasubana 2011; Williams 2007).

Triangulation

Triangulation is the use of more than one approach in one study for the purpose of enhancing confidence in the findings. Denzin (1989, pp. 236 - 44) further elaborates four types of triangulation, namely data triangulation, investigator triangulation, theoretical triangulation and methodological triangulation.

For the purposes of triangulation, quantitative methods involving statistical calculation deriving from a survey tool, for example, are also permitted in ethnography as is suggested by Pole and Morrison (2003, p. 9):

> It is possible to use quantitative methods alongside qualitative methods in the context of ethnography as long as the quantitative methods adhere to the epistemological principles of naturalism in seeking to gather data with as little disturbance on the natural, everyday rhythms of the location as possible.

A further example provided by Stake (2006) suggests that triangulation may be used to gain assurance from a variety of sources. In a multi-case study, or a case study consisting of many sub-cases, the researcher is challenged to see what is common across the cases; triangulation will assist in making meaning across these cases.

In addition to interviews as one of the tools for data collection of the present research, I used observation, document analysis and survey. I used a survey especially to substantiate the findings in the interview. Both the interviews and survey enabled me to see how knowledge and experience were perceived by the subjects under investigation; in this sense, my research also involved a phenomenological approach and I further develop this approach in the following sub-section.

Phenomenology

Katz and Csordas (2003, p. 284) define phonomenology as an approach that seeks to reveal the foundation of a culture:

> Phenomenology is a natural perspective for ethnographic research that would probe beneath the locally warranted definitions of a local culture to grasp the active foundations of its everyday reconstruction.

This definition omits reference to experience and knowledge, which Lester (1999) suggests is a basic foundation of phenomenology: he asserts that phenomenology is concerned with the study of experience from the perspective of the individual, 'bracketing' taken-for-granted assumptions and usual ways of perceiving. In addition, he suggests that the purpose of the phenomenological approach is to illuminate the specific, to identify phenomena by the way in which they are perceived by the actors in a situation. Furthermore, he asserts that epistemologically, phenomenological approaches are based on a paradigm of personal knowledge and subjectivity that emphasise the importance of personal perspective and interpretation.

Phenomenography

At this juncture, I need to distinguish between phenomenology and phenomenography. The latter is an empirical research tradition that was designed to answer questions about thinking and learning, especially for educational research. Ornek (2008) suggests that phenomenography is the empirical study of the different ways in which people think of the world whereas phenomenology is 'the study of phenomena' associated with individual perspectives.

He argues that phenomenology and phenomenography are similar in that they are both fields of knowledge that is acquired by having experience as the subject of the study, but fails to elaborate further the differences between the two approaches.

Table 3.1 Relationship between phenomenography and phenomenology

Phenomenography	Phenomenology
The structure and meaning of a phenomenon as experienced can be found in pre-reflective and conceptual thought.	A division is claimed between pre-reflective experience and conceptual thought.
The aim is to describe variation in understanding from a perspective that views ways of experiencing phenomena as closed but not finite.	The aim is to clarify experiential foundations in the form of a singular essence.
An emphasis on collective meaning.	An emphasis on individual experience.
A second-order perspective in which experience remains at the descriptive level of participants' understanding, and research is presented in a distinctive, empirical manner.	A first-order perspective.
Analysis leads to the identification of conceptions and outcome space.	Analysis leads to the identification of meaning units.

Source: (Barnard, McCosker & Gerber 1999, p. 214)

From the research of Barnard, McCosker and Gerber (1999, p. 214) I have developed a comparison of phenomenography and phenomenology, the results of which are shown in Table 2.3. For me, the most interesting difference between the two research methods is that while phenomenography places emphasis on collective meaning, phenomenology places emphasis on individual experience. On this basis, I am able to categorise my research as being a phenomenological study that seeks out the knowledge of individuals regarding their use of English in the workplaces.

In terms of theory building based around lived experiences, Goulding (2005) suggests that phenomenology has its own unique characteristics and philosophy; he argues that this is both a beneficial and a useful approach to understanding how people experience events or phenomena. Based on epistemology which sees knowledge as a social construction (and not a correspondence with 'truth') and a theory that views learners as active constructors, Pring (2000, p. 348) and Hopwood (2004) argue phenomen-ology presents itself as an appropriate approach for investigating participants,

viewing them as people who interpret the world and their experiences, and who construct personal understandings of themselves suggests that phenomenology has its own unique characteristics and philosophy; he argues that this is both a beneficial and a useful approach to understanding how people experience events or phenomena.

Based on an epistemology which sees knowledge as a social construction (and not a correspondence with 'truth') and a theory that views learners as active constructors, Pring (2000, p. 348) and Hopwood (2004) argue phenomenology presents itself as an appropriate approach for investigating participants, viewing them as people who interpret the world and their experiences, and who construct personal understandings of themselves.

Hence, I conclude that a study can be considered as a phenomenology when it investigates an individual's experience and knowledge; consequently, I believe that my study fits precisely with a phenomenological approach.

Case Study

In terms of the subjects under investigation, the present study can be categorised as a 'Case Study'. A case study, according to Yin, RK (1994, p. 13), is 'an empirical study that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident'.

Taking an alternative position, Stake (2008) differentiates three types of case study, namely, 'intrinsic', 'instrumental' and 'collective'. Intrinsic cases studies occur when a study is undertaken because one wants better understanding of a particular case. On the other hand, instrumental case studies occur when a particular case is examined to provide insight into an issue or refinement of theory. Finally, collective case studies occur when researchers may study a number of cases jointly in order to inquire the phenomena, population or general condition.

Whether or not generalisation is possible from a collective case study is a cause for some argument. Stake (1995, p. 7) asserts that 'grand generalizations'

may be drawn from a case study, although he suggests that the real business of case study is 'particularisation', not 'generalisation' (Stake 1995, p. 8).

Yin (1994, p. 13) focuses on three aspects of the case study inquiry: coping with the technically distinctive situation, relying on multiple sources of evidence, and benefiting from the prior development of theoretical propositions. All these characteristics are accommodated in the present study as I have developed a case study with four sub cases; this, according to Yin (2003) enabled me to yield multiple findings that follow a 'replication logic' from which I was able to develop and build a theory through analytical generalisation and comparison of cases.

To summarise, of the three typologies of case study described by Stake (1995, pp. 3-4) – 'intrinsic', 'instrumental' and 'collective' – I describe my study as a 'collective case study' as it consists of four sub-cases which are instrumental in learning about the use of English in each of four workplaces. In terms of the sites under scrutiny, the present study is categorised as an 'ethnographically informed cross-case analysis' as four different sites, namely national private, national public, multinational and foreign companies have been observed and compared.

In the light of the above discussion on case study methodologies, I am now able to personally describe myself as an incipient 'bricoleur researcher', prepared and empowered to take 'bits and pieces' of information, using a variety of approaches, resources and methods in order to develop a most satisfying research project.

Instrument development

In this ethnographic study, a range of instruments was used with both the alumni workers and their supervisors. The main instrument was in the form of a set of questions that I used in the semi-structured interview sessions. I obtained other supporting data gained from observations, a survey, journal

records and personal notes of informal interviews that I maintained for the period of each of the four visits. A questionnaire was developed and distributed, either in their workplaces or online, to 200 randomly chosen polytechnic graduates.

Semi-structured interviews

Interviews are used to collect data because 'Interviews can provide insights into people's experiences, beliefs, perceptions, and motivations at depth that is not possible with questionnaires' (Richards, K 2009, p. 187). Semi-structured interviews are used as the interviewer has a clear picture of the topics which need to be covered but is prepared to allow the interview to develop in unexpected directions. This view is supported by Nunan (1993, p. 149) who suggests that in a semi-structured interview, topics and issues rather than questions determine the course of the interview. Open response questionnaire items, as 'one of the techniques used to collect qualitative data' (Croker 2009, p. 4) are used because they can produce a wide range of rich and often surprising responses (Browns 2009, p. 216).

Questions for the semi-structured interviews were in a form of open but guided questions that followed the principles outlined above. The questions included issues and items specifically oriented towards answering the research questions. The questions and some spontenous questions can be found in Appendix 1 in the sample summary of the main data.

The followings two figures, Figure 3.1 and 3.2, show draft original questions which are not yet added with some spontaneous questions:

Figure 3.1 Questions for alumni workers in semi structured interview

Questions for Alumni Working in a National Public, National Private and Multinational or Foreign Company

I. Personal Data Questions *(Pertanyaan Data Pribadi)*

1. Name and address: (Optional) and Gender:
(Nama dan alamat) (pilihan dan Jenis Kelamin:
2. When did you graduated from Polytechnic?
(Kapan Anda lulus dari Politeknik?)
3. What Study Program/Department in Polytechnic did you graduate from?
(Program Studi/Jurusan apa yang diambil di Politeknik?)
4. What level of diploma did you gain from Polytechnic?
(Jenjang diploma atau program apa yang diraih di Politeknik?)
5. Present company you work for:
(Perusahaan tempat kerja sekarang):
6. What area does your company deal with?
(Bidang apa yang dikelola perusahaan?)
7. How long have you worked for the present company?
(Berapa lama Anda telah bekerja di perusahaan sekarang ini)
8. Have you worked in another company before?
(Apakah pernah kerja di tempat lain sebelumnya?)

II. Entry to Employment *(Memasuki Dunia Pekerjaan)*

9. When did you first obtain your first job?
(Kapan Anda pertama kali dapat pekerjaan?)
10. What could be the main reason why you got your first job?
(Apa kemungkinan alas an Anda dapat pekerjaan tersebut?
11. Was English one of the requirements to apply for the job?
(Apakah Bahasa Inggris merupakan salah satu prasyarat dalam melamar kerja?)
12. Did you have to apply for the job in English?
(Apakah Anda harus melamar kerja dalam Bahasa Inggris dulu?
13. When you were interviewed, was it delivered in English?
(Ketika diinterview, apakah dilakukan dalam Bahasa Inggris?)
14. What English language skills and knowledge are needed to apply for the job?
(Keahlian dan pengetahuan Bahasa Inggris apa yang dibutuhkan waktu untuk melamar pekerjaan?)

III. Use of English to Perform Duties *(Penggunaan Bahasa Inggris untuk Melaksanakan Tugas Pekerjaan)*

15. What is your position now? Mention the name :
(Apakah posisi Anda sekarang? Sebutkan nama jabatannya:)
16. Main Duties and Assignments/What do you have to do at work?
(Apa tugas utama Anda?)
17. Additional Duties and Assignments/What additional duties do you have to do at work (If there are)?
(Apakah ada tugas tambahan talin? Apakah tugas tambahan lain itu kalau ada sebutkan?)
18. How relevant is your work with your study?
(Seberava relevant pekerjaan Anda dengan bidang studi?)
19. Do you have to use English at all in your company?
(Apakah Anda harus menggunakan Bahasa Inggris di tempat kerja?)
20. Do you deal with any documents written in English to perform your job? What are they?
(Apakah Anda menggunakan dokumen yang ditulis dalam Bahasa Ingggris untuk melaksanakan pekerjaan? Dokumen apakah itu?
21. Do you have any difficulties in understanding the documents?
(Apakah Anda punya kesulitan dalam mengerti dokumen dokumen itu?)
22. Who do you think created or designed the documents/templates?
(Siapa kemungkinan yang membuat atau mendesain dokumen/templatnya?)
23. Do you correspond with anybody in English to perform your job?
(Apakah Anda melakukan korespondensi dalam Bahasa Inggris untuk melaksanakan pekerjaan?)
24. How do you correspondent in English?
(Bagaimana Anda melakukakan korespondensi dalam Bahasa Inggris itu?)
25. What English language skills and knowledge are needed to perform duties at work?
(Keahlian dan pengetahuan Bahasa Inggris apa yang dibutuhkan waktu untuk melaksanakan tugas pekerjaan?)

IV. Self Evaluation On Your English *(Evaluasi Diri tentang Bahasa Inggris Anda)*

26. How good was your English when you were in Polytechnic?
(Sebaik apa Bahasa Inggris Anda ketika di Polteknik?)
27. How good is your English now?
(Sebaik apa Bahasa Inggris Anda sekarang?)
28. Why do you think it is <u>better</u>?
(Kenapa Anda kira lebih baik?)
29. Why do you think it is <u>worse</u>?
(Kenapa Anda kira lebih jelek?)

30. If there is no change, why do you think it has happened:
(Apabila tidak ada perubahan, kenapa mungkin terjadi seperti itu?)

V. Others *(Yang Lainnya)*

31. Why do you think an employee at your workplace gets promoted to higher position?
(Mengapa menurut perkiraan Anda seorang pekerja di tempat kerja Anda dapat promosi ke posisi lebih tinggi?)
32. Is English one of the requirements to get promotion?
(Apakah Bahasa Inggris merupakan salah satu syarat untuk dapat di-promosikan?)
33. How do you cope with English language difficulty at work?
(Bagaimana Anda mengatasi permasalahan Bahasa Inggris di tempat kerja?)
34. Have you been provided with any English training program by the Company? If Yes, how long was it and how was it conducted?
(Apakah Anda pernah disediakan pelatihan Bahasa Inggris oleh Perusahaan) Apabila ya, berapa lama dan bentuknya bagaimana?
35. Have you ever been suggested to learn English by the Company (your supervisor)? If Yes, how did you do that? Please explain:
(Apakah Anda pernah disarankan untuk belajar Bahasa Inggris oleh Perusahaan /supervisor Anda? Apabila Ya, bagaimana Anda melakukan itu? Tolong jelaskan.)
36. Do you have any comments/suggestions about the use of English at your workplace?
(Apakah Anda punya komentar atau saran tentang penggunaan Bahasa Inggris di tempat kerja Anda?)

THANK YOU FOR YOUR ANSWERS

Figure 3.2 Questions for company representatives in semi strauctured interview

Questions for Representative of a National Public, National Private and Multinational or Foreign Company

I. Personal Data Questions

1. Name and address: (Optional) and Gender:
(Nama dan alamat (Boleh dijawab atau tidak) dan Jenis Kelamin)

2. When and where did you graduated from ?
   (Kapan dan dari mana Anda lulus?)
3. What Study Program/Department in did you graduate from?
   (Dari studi program apa Anda lulus?)
4. Present company you work for:
   (Perusahaan tempat Anda bekerja?)
5. What area does your company deal with:
   (Bidang apa perusahaan Anda bergerak?)
6. How long have you worked for the present company?
   (Berapa lama Anda telah bekerja di perusahaan ini?)
7. Can you tell me about the structure/organisation of the company?
   (Bisakah Anda menceriotakan mengenai organisasi dari perusahaan ini?
8. How many people work in this company? In what departments are they?
   Berapa orang yang bekerja di Perusahaan ini? Dan di bagian mana saja?
9. How many people are in the top management, middle management and operators/technicians?
   (Berapa orang/persentase yang bekerja di management atas, menengah dan operator/teknisi?
10. Berapa lama biasanya orang bekerja disini sampai mencapai puncak karirnya atau pensiun?
    (How long can a worker work here until he/she reaches his/her highest career or retires?)

II. Entry to Employment

11. How did you recruit your workers?
    (Bagaimana Anda merekrut/menerima pekerja baru?)
12. What is the procedure to recruit workers from beginning (when identified there is a vacancy) until the workers begin their employment?
    (Langkah-langkah apa yang dilakukan oleh perusahaan untuk merekrut pekerja baru dari permulaan – saat kebutuhan pekerja baru teridentifikasi – sampai para pekerja baru itu memulai bekerja?)
13. Did you advertise the job vacancy in English?
    (Apakah Anda mengiklankan lowongan pekerjaan dalam Bahasa Inggris)
14. Was English one of the requirements to apply for the job?
    (Apakah Bahasa Inggris merupakan salah satu syarat untuk melamar pekerjaan?)
15. Did you ask the applicants to write all documentation for job application in English?
    (Apakah Anda meminta pelamar pekerjaan untuk menulis semua dokumen untuk melamar pekerjaan dalam Bahasa Inggris?)

16. When you interviewed the applicant, was it delivered in English?
    (Ketika Anda mewawancara para pelamar kerja, apakah itu dilakukan dalam Bahasa Inggris?)
17. What English language skills and knowledge are needed to apply for the job?
    (Keterampilan dan pengetahuan Bahasa Inggris apa ynag dibutuhkan dalam melamar pekerjaan?)

III. Use of English to Perform Duties

18. Do you ask or encourage your workers to use English at all in your company?
    (Apakah Anda meminta atau mendorong para pekerja untuk menggunakan Bahasa Inggris di perusahaan Anda?
19. How frequent is English used in your company?
    (Seberapa sering Bahasa Inggris digunakan di perusahaan?)
20. Who usually uses English in your company?
    (Siapakah yang biasanya menggunakan Bahasa Inggris di perusahaan Anda?)
21. When is English used in your company?
    (Kapan Bahasa Inggris digunakan di perusahaan Anda?)
22. Do you provide English language training for your workers? How?
    (Apakah Anda menyediakan pelatihan Bahasa Inggris untuk para pekerja? Bagaimana caranya?)
23. Do you ask or encourage your workers to improve their English?
    (Apakah Anda meminta atau mendorong para pekerja untuk mengembangkan kemampuan Bahasa Inggris?
24. Do workers have to deal with documents written in English to perform their jobs? What documents if there are?
    (Apakah para pekerja harus berhubungan dengan dokumen yang tertulis dalam Bahasa Inggris untuk melakukan pekerjaannya? Dokumen apakah itu?
25. Who created the documents/templates?
    (Siapa yang membuat/mendisain dokumen tersebut?)
26. Do workers have to perform any correspondence to do their jobs? How if there is?
    (Apakah pekerja harus melakukan korespondensi untuk melakukan pekerjaannya? Bagaimana hal itu dilakukannnya?)
27. What English language skills and knowledge are needed to perform duties at work?
    (Keterampilan dan pengetahuan Bahasa Inggris apa yang digunakan untuk melakukan tugas pekerjaanya?)

IV. Evaluation On Workers' English Proficiency in Company

28. In average, how do the workers use English in your company?

(Secara umum /rata-rata, bagaimana para pekerja menggunakan Bahasa Inggrisnya di perusahaan?) What level of English is needed by the workers in your company?
(Level/tingkat Bahasa Inggris apa yang diperlukan oleh para pekerja di perusahaan Anda?)

29. Do you see any difficulties faced by the workers in using English?
(Apakah Anda melihat permasalahan yang dihadapi oleh para pekerja dengan Bahasa Inggrisnya? How do you provide solutions to their problems in English?
(Bagaimana Anda menyediakan solusi terhadap permasalahan dalam Bahasa Inggris? Is there any incentive if workers can show their excellent English language proficiency?
(Apakah ada insentif apabila para pekerja dapat menunjukan kemampuan Bahasa Inggrisnya dengan baik?)

V. Others

30. What are the reasons for an employee at your workplace gets promoted to higher position?
(Apa alasan bagi seorang pekerja di perusahaan Anda untuk mendapatkan promosi?)
31. Is English one of the requirements to get promotion? Why/why not?
(Apakah Bahasa Inggris merupakan salah satu persyaratan untuk mendapatkan promosi? Mengapa/mengapa tidak? What are other requirement besides English for job promotion?
(Apakah ada persyaratan lain disamping kemampuan Bahasa Inggris untuk promosi ini?)
32. Do you have any comments/suggestions about the use of English at your workplace?
(Apakah Anda punya saran atau komentar lain tentang penggunaan Bahasa Inggris di tempat kerja di Indonesia?

THANK YOU FOR YOUR ANSWERS

I carried out some limited piloting of the questions: I involved a non-English speaking adult living in Melbourne prior to my embarking on the visits to Indonesia; this piloting focused on the clarity of the language and instructions for the semi-structured interviews.

Equipped with materials such as consent forms and an audio recorder, I travelled to Indonesia and visited the four venues where the interviews were conducted. I was fortunate that all of the interviews proceeded according to plan; I noted an accommodating atmosphere of the 11 interviews; the digital sound recordings were loud and clear.

As the nature of semi-structured interview is open to modification, I was able to direct 'spontaneous questions' to participants particularly when I needed clarification of, or further information about the matters concerned. I undertook a literal transcription of each of the 11 recordings: I realised that I was working with a 'bricolage' of spoken English, Indonesian and sometimes a mix of both Indonesian and English; this was faithfully recorded in the written transcripts.

Observation

I made informal as well as formal contacts with people inside the companies. In doing so, I became acquainted with and met personally many Maung poly-technic alumni whom I had originally contacted via the Facebook social network. This was very useful as one of these people became both the initial, and later, the contact person for me when I undertook the company visits.

Of the four companies contacted while in Australia, only Angkasa SOC had provided me with formal approval to proceed with my visit – via an e-mailed letter – prior to my leaving for Indonesia. A contact person from Alatbesar FPC , who was a Maung Polytechnic alumnus, indicated that I was welcome to proceed; I completed these arrangements to meet by telephone once I was in Indonesia.

I had previously acquired information in Melbourne about companies that I might visit in Indonesia through the office of a company industry link of Maung Polytechnic. A staff member of the Office informed me a contact person of a most desirable foreign company which has been a dream place for Maung polytechnic alumni to work: I realised that this was a very much sought-after company where many best Maung polytechnic alumni work is a place I should

not avoid. I accordingly contacted her through telephone and emails; as a result of this networking, I was able to arrange my visit.

My contact with Kendaraan PC was initiated by a friend who happened to be an acquaintance of a Maung polytechnic alumnus working in a private company. A visit to this company enabled me to complete the four prerequisite types of companies for the present multi-case study.

The following is a brief description of how the data collection was conducted: the sequence represents the order in which I visited the companies.

A visit to the friendly Angkasa SOC

My first visit was to the state-owned company, Angkasa SOC. The site occupied a very large area; there were many large buildings – some workshops, and some used for administrative purposes. The buildings and workshops looked old; many were empty. In its heyday, in the nineteen-eighties, I imagine that all the buildings and workshops there were busy and fully occupied; now, the number of employees has been halved.

As my interest lay in the use of English in workplaces, I first concentrated on English use in instructions and notices. I noticed that some were written in English; there was a description relating to a model aeroplane displayed there that was written completely in English. Due to the company regulations, no photographs were allowed to be taken around the company as it is one of strategic national significance. I also had a chance to see a worksheet which was fully written in English. Signs such as toilet, male, female, no smoking, Do not run, etc. are all English. They are written as such as the workers there know the meaning of those words. All descriptions written on placards written in front of aeroplane models are all written in English. This is because the descriptions contain many English terminologies which are hard to be translated.

I did not hear, however, any English. This suggested to me that English was not used there for daily oral communication. The exception to this would be when employees had to meet and negotiate with customers from foreign countries.

On my first day in Angkasa SOC, I was introduced to a contact person in the training division; here, I was invited to accept an identity card which allowed me access to Angkasa SOC for one month. I was also asked to meet an employee in the aero-structure division, the place where I probably was going to observe and to do my interview. On my second day, I met a personnel department representative who prepared an ID card for me. I completed the form and was asked to submit a passport-size photograph.

On the third day I went to collect my ID card; subsequently, I was introduced to the alumnus who had agreed to be the respondent for my interview; we spoke briefly and made an appointment for an interview. On this occasion, I took the opportunity to ask, informally, how the company would normally receive a foreign visitor. I was informed that if there was a foreign visitor – who, usually, would be a customer of Angkasa SOC – he would be directed to a high-ranking English-speaking officer. I was able to reach the conclusion that, even at reception, receptionists hardly ever had the chance to speak English with a foreign visitor.

Hence, a foreign officer, if he/she is a customer of the company, is usually directed directly to the marketing department where the staff can speak English. While the receptionist mainly serves local visitors and they do need to speak English, but they may speak little English.

During the fourth day, I reviewed my prepared questions for interview, taking the opportunity to refine them in the light of the experiences of the previous three days. I also checked that my digital audio recorder was operating correctly.

On the fifth day, I had an interview with DO (a pseudonym, for ethical reasons) later identified as SOwa, a polytechnic alumnus worker there. I also asked him to send questionnaires to his friends of the same polytechnic. After that, I made an appointment with a HRD manager for an interview to be held the week after.

In the second week in Angkasa SOC, I came for an appointment with a HRD manager to have an interview. I had revised and printed my questions and

checked my voice recorder; at the appointed time, I arrived, fully prepared, at Angkasa SOC training centre office, where my contact person worked. After a moderate delay, I met an officer there who, unfortunately, told me that the HRD manager would have to postpone our meeting due to an urgent external commitment; we arranged a new time for an interview the next day.

That day, the second day of the second week, did not quite work out as I had planned. First, I went to see YN (pseudonym), the HRD manager, for our deferred interview. On arrival at her office, she obviously was not there; I was told that she had been called urgently to go to her home, but that she would return as soon as possible; I sat and waited. After some time had elapsed, I was approached by a staff member who suggested that it would be sensible if I went with him to speak to a more senior manager in the human resource division; unfortunately, he was not in his office. I was then introduced to a third manager from the human resource division who chatted informally to me about my research and Angkasa SOC; he was too busy for an extended interview. He led me to a fourth manager; the entire sequence was repeated. The fifth manager, a manager in communications, 'supposedly was involved in the use of English in work', said the fourth manager.

The fifth manager, CM (pseudonym), confirmed that English was used in his department because it was his responsibility to promote Angkasa SOC products mainly to overseas customers. He introduced me to a marketing manager, MM (pseudonym) – later identified as SOmn, whom he felt would be a more relevant person for my research. We spoke informally, after which I made an appointment for an interview later in the week; MM could not be interviewed any earlier than this as he was preparing for a planned two-day meeting with overseas customers. The interview with MM was then held as planned according to the time we had arranged before

A second interview with another alumni worker, later identified as SOwb, was conducted on another occasion before I ended my visits at Angkasa SOC.

I found a friendly working environment, despite my having to go through a security procedure when I was inside the company. The informal discussions

that I had with the number of managers whom I had met revealed that there was a lack of tension in the workplace and that there was a particularly friendly attitude displayed towards visitors. With regards to the use of English in the office, I heard no English spoken at any stage; at best, I found a few notices or written instructions in English. I realised, too, that gaining access to people in the name of research requires a degree of patience and persistence.

A visit to the high security Minyak MNC

The terms 'foreign' and 'multinational' when applied to companies may be overlapping. A foreign company literally means a company that comes from a foreign country. All foreign companies are multinational; all multinational companies come from foreign countries. A foreign company may, however, be mono-national, in that it is dominated by one country; a multinational company is likely to be spread, evenly, over many countries. In my study, I have chosen to differentiate the two on the basis of the different characteristics they display in terms of the corporate culture that impacts on use of English.

I visited two foreign or multinational companies; both are situated in Jakarta, the capital of Indonesia. The first company was MNC. Among the companies which have connection for employment purposes with Maung Polytechnic– the institution where I work – perhaps this is the company that most Maung polytechnic alumni would like to work in because it promises a very high income, career prospects and significant other benefits – travel, relocation in many different countries and a truly international outlook.

Jakarta is not the location of the headquarters of Minyak MNC, but the office gives visitors the impression that it might be: Minyak MNC is located on the twentieth floor of a major high-rise building in Jakarta. As I approached its precincts, I was immediately made much aware of its security demands; through the luxurious and imposing nature of the building, its power and its influence in Indonesia.

Once I arrived at the entrance on the ground floor of the building compound, I had to present my VU ID card and exchange it for a temporary

ID; I had to go through a laser scanner/check to ensure a security clearance. When I arrived at the company office unit, I was welcome by a receptionist who also asked to see my (new) ID card. I noticed that there were foreigners waiting as well seeking clearance from the receptionist immediately in front of me. I was asked to wait for a few minutes; I was then escorted to my original contact person before being conducted to interviews with MI the HRD manager (later identified as MNmn in the interview record).

Most instructions and other writings on the wall inside the company offices were written in English. The receptionist spoke in Indonesian with me, but when she attended a western foreign visitor, she spoke English.

The interview with the manager was in English; he happened to have just come back from overseas duty for an extended time and he spoke very fluent English; however, very occasionally, Indonesian was used. A further interview with an alumni worker ran very well; it was held according to the original schedule. With her, we mostly spoke in Indonesian; occasionally, English was spoken.

A visit to lower security Alatbesar FC

As with entering Minyak MNC, before reaching the front office of Alatbesar FC, I was first required to report to the security office to go a security procedure before being led to the division of the company that I intended to visit. I was then further directed to a receptionist in the division office building, asked whom I wished to see – my initial contact – and then asked to wait.

After I had met with my contact person, I had a series of interviews: the first with a general manager; the second and third with two Maung polytechnic alumni working there. There were fewer foreigners present than I had experienced at Minyak MNC; some of those present, who might have been Japanese, were speaking English to others of foreign appearance.

It was a slightly more relaxed situation compared with that at Minyak MNC. The security was tight; however, I felt less tense than when I was in the

domain of the multinational company. I especially noticed that of the instructions and writings on the wall some in English and some in Indonesian.

A visit to the friendly Kendaraan PC

The last company that I visited in the course of my research was Kendaraan PC, a national private company. It might not be a purely national company as it has a link with a Japanese-owned car company; but is a real national company in the sense that it is owned by an Indonesian conglomerate.

This company has branches throughout Indonesia. Even in my hometown of Bandung, not a big capital city, it has many branches with over 1000 employees in total. The company is a dealer for selling cars manufacture overseas; as well, it is responsible for maintaining these cars and for selling genuine replacement parts. As a consequence, there are three main divisions in the company: administration, sales and maintenance.

As my area of research was dealing with the use of English at work, I was involved more with people in the administration and sales departments, as I suspected that English was not used at all in the maintenance workshop. This suspicion was confirmed after I had observed people working in maintenance; I simply did not hear any English spoken, nor were any English signs on the walls. Just how English was used and why, and what English was required in the application stage could only be found out in the interviews.

Conclusions on these observations

I noted significant similarities, as well as differences, in the atmosphere and culture of the companies that I visited. Similarities were found in the security level required in both the multinational and foreign public companies; in each, I found that these companies have their own system of security; for each, the outcome is the same: it is meant to protect the company and its employees from outside intruders. The security in the multinational company was extra tight; it was a little less tight in the foreign national company. By comparison, security in the state-owned and private companies was not evident at all.

The corporate culture in each company was unique. The culture elements that engaged me included the following: the relationship and interaction among the workers; the physical condition of the buildings with their maintenance; the worker's performance. None of elements has a direct impact with the area of the present study; indirectly, it may have an influence in the use of English language in the workplace.

With regards to the use of English in the companies, I can conclude that English is used whenever it is necessary. So, whenever there is no foreign workers around, English will not be spoken. Accordingly, among the workers or with local visitors, they speak Indonesian or even local language such as Sundanese. However, when the workers have have to deal with foreigners, they are all ready to communicate in English.

Questionnaires administered to alumni workers

I distributed questionnaires to the polytechnic alumni in the four companies at the time when I visited. I also asked some other alumni to complete the questionnaires online via the social network. A copy of the questionnaire is attached in Appendix 2. The total number of returns was 36 – a small but sufficient number for descriptive data analysis.

The content of the questionnaires was similar to the questions in the interview; it was intended to strengthen the findings of the qualitative analysis. Additional questions were added relating to the types of language skills needed and the perceptions of importance of the language skills in their workplaces.

The questionnaires and semi-structured interview questions were pre-tested by a group of graduate students at Victoria University Melbourne prior to my departure for Indonesia in February 2012. In particular, the pre-test focused on ensuring that the items in the questionnaire were clearly understood and to determine the approximate time taken to complete it. Further discussion of how I treated the responses to the questionnaire is contained in Chapter 9.

Collection of data from the company's documents and records

I have already drawn attention to the high level of security in at Minyak MNC and Alatbesar FPC; in particular, the ban on the taking of photographs in the offices of these companies meant that I was unable to obtain copies of any instructions that were written in English.

One of the workers interviewed clearly indicated that the documents produced by the company cannot be shown to anybody as they are confidential. The following dialogue that took place between me as researcher (R) and one of the workers interviewed who happen to speak English (F):

> R: Do you deal with any documents written in English to perform your job?
>
> F: Yes.
>
> R: If I can have a look at the documents?
>
> F: But actually this is a little bit confidential because this is tender.

It was suggested to me by the contact person at Alatbesar FPC that I should access their website, all of which is written in English – a general type of English which is intended for information – to find out how English is used in the company. I chose not to follow this suggestion: I argue that the English used in a website is unrelated to the English that would be used in a workplace.

I was, however, able to collect some documents written in English as a result of my email correspondence with the company. I was also able to make a judgment of English capability from the questionnaire responses, as some comments in the questionnaire responses were written in English. As I care only about the contents of the comments, I do not see the relation between the quality of English they produced and the self assessement.

Ethical requirements

The interviews involving all respondents including the alumni workers and managers of the four companies visited met the required ethical requirements of Victoria University Melbourne Australia.

Each respondent was asked to sign a consent form before the interview was held. All interviews, which were conducted essentially in Indonesian, were digitally audio- recorded, transcribed and translated into English. Due to the limitation of space, the full transcriptions are not attached. All respondents were given the option of including their given names on their questionnaire. Some included their names; however, their names did not appear at all in the thesis – instead, alpha-numeric pseudonyms were used. Similarly, the names of the companies where respondents worked and names of the educational institutions where they went are not mentioned in the thesis. Their names which are written in this thesis are identified by pseudonyms. Names and companies which appear in the figures of this thesis are blacked out also to meet ethical requirements.

Research venues

There is a great variety of workplaces where polytechnic alumni work – ranging from small retail shops to large supermarkets, from non-government offices to government agencies, and from self-owned to multinational companies. The four types of company, namely private national, state owned, foreign and multinational companies, that became the subjects for my study, are those in which alumni seek to be employed.

These four company-types are typified by common characteristics: a standard salary and a higher standard of living especially for foreign companies; they are established and cannot be easily toppled by global economic crises; they have an obvious human resource regulation system. These elements make workers feel safe and secure both for the present and the future. The following is a brief description of condition of the four types of companies with which I associated:

'Angkasa SOC' (a pseudonym, for ethical reasons) is a state-owned company in the area of manufacturing and producing commercial aircraft. It was established in the late nineteen seventies and it had its heyday in the

nineteen eighties, with more than 10 000 employees employed at that time; now that number has been reduced to around 5 000.

'Minyak MNC' (a pseudonym, for ethical reasons) is a foreign-owned, multi-national petroleum company with branches in many continents around the world; it is engaged in providing consultation services to oil companies. According to the manager that I interviewed, the main office is located in Houston, USA; there are five other headquarters in France, Dubai, Kuala Lumpur, Rio de Janeiro and Moscow.

The third company is 'Alatbesar FPC' (a pseudonym, for ethical reasons). It is a foreign private company affiliated to a Japanese company which holds more than 50 per cent of the shares. The company produces heavy equipment such as bulldozers, front-end loaders and tractors. It is situated in an outer-suburban area suburb of Jakarta where it occupies a large area of land. It employs more than 1000 workers involved variously in production, administration, management, marketing and management production.

'Kendaraan PC' (a pseudonym, for ethical reasons) is a private Indonesian company that has links with a car company that operates in Japan. The company deals with the marketing of the company's vehicles in Indonesia. It has branches all over Indonesia and it is a sub division of Kendaraan PC, which is a private-holding national company.

Target population

The target population for this study were alumni of Maung Polytechnic College (pseudonym) who graduated within the five years ranging from 2007 to 2011 and who had been working between 0 and 4 years. Accordingly, they may be considered as fresh graduates, beginners or novice professionals in the world of work.

Sample

The sample was taken from the target population who were working in one of the four venues described above: state-owned; multinational; foreign-owned; private. The sample also included employer representatives. They also had different and varying duties in administrative, service, secretarial and technical positions. The choice of sample was not just intended to represent the population but to maximise what I could learn (Stake 1995, p. 4); furthermore, he asserts:

> If we can, we need to pick cases which are easy to get to and hospitable to our inquiry, perhaps for which a prospective informant can be identified and with actors (the people studied) willing to comment on certain draft materials.

Information about the number of subjects under investigation, and the types of companies involved, is contained in Table 3.1:

Table 3.2 Source and number of participants

Subjects	Pseudonym and Type of Company				Total
	Angkasa SOC State-owned	**Minyak MNC** Multinational	**Alatbesar FPC** Foreign-owned	**Kendaraan PC** Private	
Alumni workers	2	1	2	2	7
Company representatives/managers	1	1	1	1	4
Total	**3**	**2**	**3**	**3**	**11**

The following sub-section contains summary descriptions of the managers whom I interviewed.

Managers as representatives of companies

The first representative was a marketing manager from Angkasa SOC, a state-owned company in Bandung. He graduated from a private university in Bandung, majoring in Industrial Engineering. He had been working there for 32 years.

The second was a human resource manager from Minyak MNC which has offices in most countries in the world. He graduated in mechanical engineering from Kembang Institute, Indonesia. He had been working there for more than 12 years, and he had recently returned from overseas assignments.

The third was an administration manager from Alatbesar FPC, a heavy equipment manufacturer in Jakarta; he also graduated from a mechanical engineering institute in Kembang in 1992. He had been working there since 2007.

The final representative was a sales manager from Kendaraan PC, a private company in Bandung; prior to this appointment, he was a supervisor/manager in customer relations. He graduated from a university in Bandung in 1996 and he has worked at Kendaraan PC since 1996.

There are four managers altogether and they are not polytechnic graduates. Their suggestion regarding the use of English in their workplaces including the role of English for the workers' career and entry to the company is very useful to help formulate the thesis. Their position is not linked with the fact that the polytechnics graduates are more eagerly sought after than others. However, they have a right contribution to state that English plays a role in enhancing the workers career and it is obviously found in the polytechnic graduates.

Polytechnic alumni workers

Within the four companies in which I carried out the interviews for my research, there were seven polytechnic alumni employees who agreed to be interviewed by me: two from Angkasa SOC; one from Minyak MNC; two from Alatbesar FPC; two from Kendaraan PC foreign company. Here is a little information about them.

I identified the two alumni workers from Angkasa SOC as DO and YU respectively. They were introduced to me by my initial contact person – a staff member in SOC's human resources department. DO is a graduate of Maung Polytechnic majoring in electrical engineering; he had been working at

Angkasa for three years at the time of interview. Prior to this appointment, he freelanced in another company soon after he graduated from Maung Polytechnic in 2005.

I identified the only alumnus working at Minyak MNC as MNwa. She graduated in chemical engineering of Maung Polytechnic in 2003. Her position now is a tender administrator; she was a laboratory technician when she first joined Minyak oil service Company in the same year as she graduated from the college.

The two alumni working in the foreign company are FCwa and FCwb. FCwa is the only graduate from the English Department of Maung Polytechnic. He graduated in 2009 and joined the company of heavy equipment manufacturer 2 years ago. His position now is a Human resource training junior staff member whose duties include preparing monthly training and annual training plan.

FCwb is another staff from the heavy equipment manufacturer company. She graduated from Business Administration of Maung Polytechnic in 2010, and a week after she joined the company. As a matter of fact, she was recruited while she was still a student. She is now an industrial relations junior staff member with duties like handling travel documents and other travel assignment issues.

The two alumni working in the private company are PCwa and PCwb. PCwa graduated from Maung Polytechnic in 2005 majoring in Business Administration. He has been working there as an admin staff member for one and a half years and he had worked in some other companies before he joined the present company. PCwb graduated from a marketing department and the job as a marketing staff member suited him perfectly.

Data analysis

Among other areas of applied linguistics, Crocker (2009, p. 4) mentions two that are significant for my research:

- language analysis;

- contexts and experiences of language use.

As the former is usually dealt with second language acquisition (SLA), the present research falls in the second area – contexts and experiences. As Croker (2009, p. 5) points out, the nature of qualitative analysis entails collecting textual data; that data is examined using interpretative analysis

As the main data for my present research was obtained from interviews, I have focused the following discussion on how that data might be analysed. In the following sub-sections I address several steps that I undertook as part of my data analysis: transcription; translation; tabulation; coding; inductive data reduction method.

Inductive Data Reduction (IDR) analysis

I used a qualitative method of inductive data reduction (henceforth abbreviated as IDR) to analyse the data that I collected as a result of my field work in Indonesia. The data were collected 11 semi-structured interviews: four interviews with individual managers and seven polytechnic alumni working within the four companies under study.

One of the strengths of the qualitative methodology is the rich data it possesses (Denzin, Norman K. & Lincoln, Yvonna S. 2011b), and it has been confirmed in the present research. The data which are tabulated within Chapters 4 to 7 and in Appendix 1 of this thesis are specifically related to the topic of my research: the use of English in the workplace. No expressions of opinion, questions or statements from any conversation which were part of familiarisation or warming up purposes are included in the analysis of data.

My data analysis sequence, using an Inductive Data Reduction (IDR) approach, follows the chronological order in which the visits were made to the four companies: Angkasa SOC, Minyak MNC, Alatbesar FPC and Kendaraan PC.

Procedure of inductive data reduction analysis

In this section, I carry out a complete description of the approach that I took to the IDR approach. The steps undertaken (see Ling 2012) were as follows:

Transcription

As the nature of spoken language is often full of unfinished sentences, ungrammatical statements, interjections and intonation which can be an indicator that the statement is important, surprises or other expressions, the researcher should be able to interpret whether a particular set of words spoken is an independent statement which then should be treated as a single sentence. I considered both minor (short expressions) and major sentence (complete sentences with a subject and predicate) types of sentences to be 'single sentences'[2] (Crystal 2010).

Transcription also requires adequate knowledge of terminologies or words spoken as the interviewees did not spell out every word spoken. Failure to do this may result in incomprehensible phrases or words which are meaningless. In the thirteen interviews I found a few words which were uncertain but then were interpreted according to context such as the abbreviation of TSOC which were thought to be 'Toyota Sales Operation'. For the uncertain words as such, I included the question mark besides the uncertain words or terminologies.

I transcribed – in Indonesian – the original audio-tape recordings of the two semi-structured interview responses, entering them in a column headed 'Comments' in a MS Excel spread-sheet. I recorded the identity of each respondent, using a code, in the adjacent left-hand column. Due to the word limitation on this thesis, I cannot present a complete transcription of the interview in this thesis: this would take approximately 60 pages to present in full; hence I have presented samples of the data in Appendix 1.

[2] Crystal does not specially mention 'major sentence types' in his book (Crystal 2010). He asserts, however, that words like 'Yes', 'Gosh' 'Good evening' are considered as 'minor sentence types' as opposed to 'complete expressions of a single thought' grammatically completed with a 'subject' and a 'predicate'.

Coding

Coding, which appears in the first column of the each table resulting from IDR, is made in such a way that it is easy for me to separate the table when necessary or sort the data according to the grouping that I want to analyse.

The first two letters such as FC, SO, MN and PC represent the types of company. FC stands for Foreign Company, SO represent State-Owned Company. MN for Multinational and PC stand for Private Company. They are all written with capital letters. Next to the two capital letters are two small letters that represent the interviewees: these are 'wa' and 'wb' (representing 'workers') and 'mn' (representing the 'manager').

The numbers next to the four letters (two capitals and two small) represent the comment number; this equates to the question number in the interview draft. If the letter 'm' appears next to the letter, this means that the comment or question comes from the draft question for the manager, while the letter 'a' means that the question is additional, not found in the draft question of the interview. One coding example is as follows: FCwa.10.2. FC means foreign company; wa worker (the first one, wb is the second alumni worker); the number 10 represents the comment number, and 2 is the second statement in the comment.

This coding system was intended for my use in readily tracing the comments back to the original version found in the table; it also provided an 'audit trail' for anyone seeking clarification and confirmation of the verity of the original comment.

Translation

I translated the comments that I deemed essential for this analysis into English directly below the Indonesian transcription, using italics to distinguish the English translation; I was able to undertake this task as I am bilingual. My experience as a freelance translator for an extensive period of my life meant that I had no difficulty in translating from Indonesian to English. The translation that I made was not a 'word for word' translation as might be found in a

computer- or Google/Bling-translation: such translations may result in the loss of meaning of the translated words. Mine was a 'translation of ideas' deriving from statements expressed in sentences: the sense of the language is retained, thus preserving semantic and stylistic equivalences (Bell 1991).

Classification and tabulation of data

The first step of tabulation is putting all the transcribed and translated interviews in a single column; Ling (2012) advocates the use of a spreadsheet for this task, especially when the number of respondents is less than 20. I established five columns in my initial table with the headings: code, comments, constructs, concept, topic area and organising theme. As part of this initial tabulation, I entered the comments – translated into English where necessary – according to the topics of the interview; this was in accordance with the numbering of the questions that I had used in the interviews.

I deconstructed the comments into sentences: these represented individual statements regarding a particular topic. As the first part of the inductive data reduction (IDR), I analysed each individual statement or sentence to create a 'construct' in the adjacent column; this was my perception, in a reduced form, of the respondent's comment. Subsequently, I used a combined mental process of evaluation and synthesis to generate a further reduced statement: the 'concept' that I believed was being addressed in the original comment to the construct column. I then sorted the rows alphabetically according to common concepts to create clusters of a 'topic areas'; a second sorting of the topic areas allowed me to create a set of 'organising themes' – usually four to six in number. The four steps of IDR – each involving the subjective process of induction – led to a progressive reduction of the original comments, by applying increasingly higher order thinking skills (after Bloom (1956) in the sequence analysis, evaluation and synthesis, and creating – ultimately 'creating' a new set of emergent themes (Ling 2012).

In summary, my process of data classification was as follows:

1. I identified, in a process of personal reflection, what I interpreted to be the English construct contained in the initial comment and entered it into a cell in the column headed 'Construct'. This was the first step in the process of 'deconstruction' that (Ling 2012) suggests 'produces a new subjective construct'.
2. I engaged in a further reflection on the many constructs that were listed, to produce, initially with the support of my supervisor, a set of new, emergent 'Concepts'. Ling (2012) describes this reflection as producing a 'bricolage': 'it encourages processes that are inductive and emergent a mix of praxis and theory' that results in 'an interpretation of reality, a reconstruction, a new beginning'.
3. I clustered sets of the emergent reconstructed concepts, using the 'Sort Data' facility in MS Excel, to produce a set of themes that, in this instance, I chose to describe as 'Topic Areas'. Ling (2012) points out that this is a particularly difficult step requiring the highest order thinking skill (after Bloom (1956)

   > It requires us to bring to bear our knowledge, experience and deep understandings of the issue under consideration; this requires practice and rehearsal, preferably with a mentor skilled in the technique.

4. Finally, using 'Sort Data' facility in MS Excel, into what I have designated the emergent 'Organising Themes'.
5. I transferred the data (samples of which are contained in Appendix 1), inductively reduced and sorted, into a MS Word file, created a single identifier for each of the concepts and topic areas and used the organising theme as the headings for each sub-section.

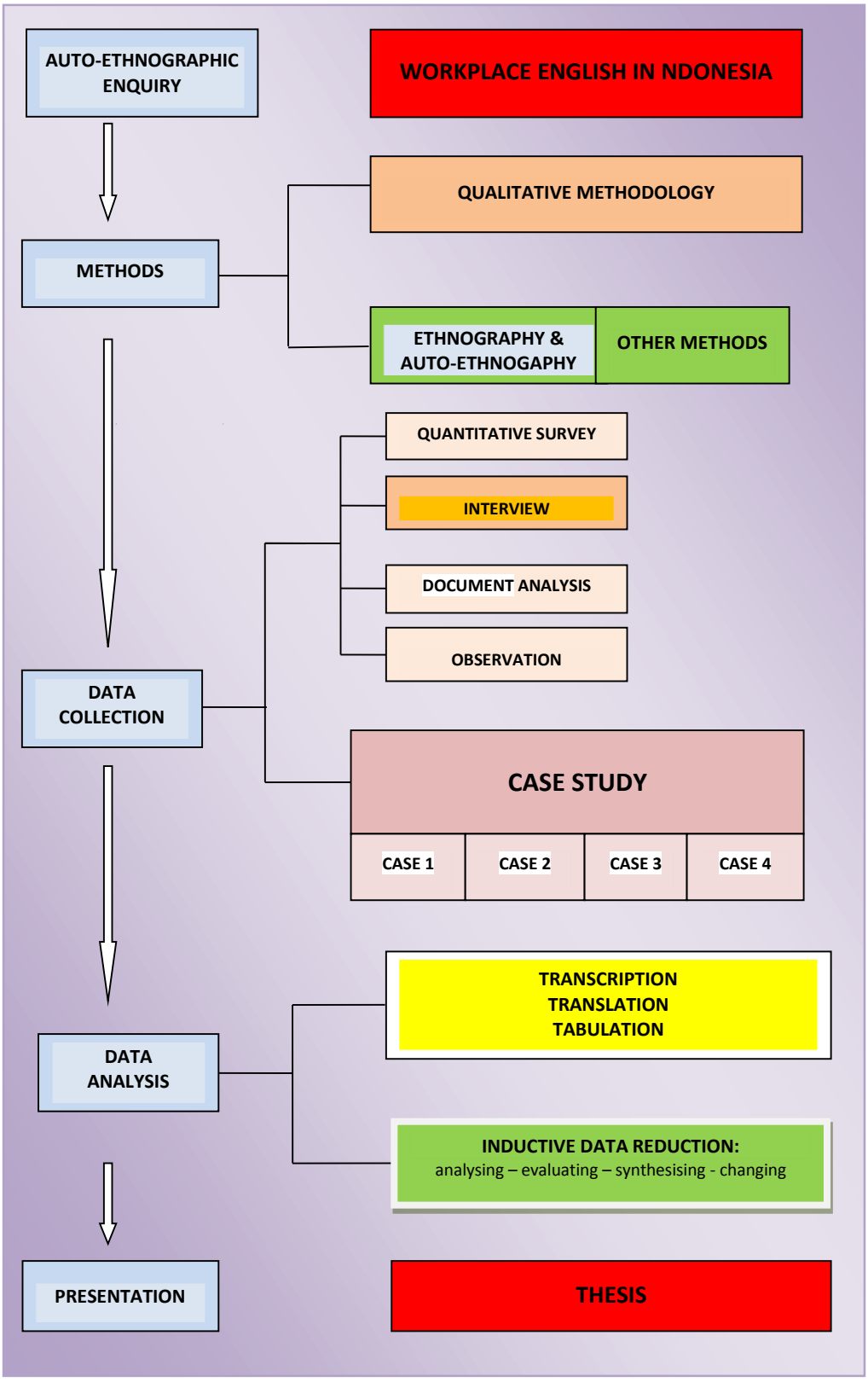
This was a time-consuming and demanding procedure for me: inductive thinking, resulting in the creation of emergent themes, demands the highest of higher order thinking; the outcomes, however, were extremely gratifying.

Conclusion

The main data for my study derived from 11 individual semi-structured interviews; other methods – observation, surveys and document analysis – I regard as support methods used to authenticate the findings from the interview data.
My study consisted of a cross-case analysis of four types of companies: one national private; one national public; one foreign; one multi-national. Observation was integral to this study and the four types of companies contribute their own sub-case studies. Each sub-case was ethnographically informed by informal and formal interviews, observations; simple questionnaires were completed at each of the four sites. Ethnography was the main research method. Inductive data reduction, that enabled the creation of emergent themes, was the main method used for data analysis. Overall, the study involved a qualitative methodology, supported by quantitative data that augmented qualitative data.
The diagram in Figure 3.3 indicates the phases of the methodology that I employed; my research enquiry was directed by a query relating to workplace English in Indonesia. Using a predominantly qualitative methodology, my study employed ethnography as the main approach; I used other methods such as phenomenology and naturalism as support for rationalising the employment of individual the knowledge and experience of correspondents interviewed in the four different venues under investigation; this informed the independent but integral sub-cases. I conducted semi-structured interviews in the field in Indonesia; these interviews constituted the main method of data collection. For the purposes of triangulation, this data was supported by the following: my own observations and reflections that took an auto-ethnographical approach; an analysis of documents; responses to a questionnaire. Data from the semi-structured interviews were transcribed, translated and tabulated and finally analysed using an inductive data reduction (IDR) approach which involved analysing, evaluating, synthesising and changing.

The concluding components of my thesis consist of a cross-case analysis, an analysis of the present and future needs of English in Indonesian workplaces, and my personal reflection on my experiences and observations

Figure 3.3 **Phases of the methodology**



CHAPTER 4

Case 1: English Use in a State-owned Company

In this chapter, I am concerned with developing a case study relating to the use of English in Angkasa SOC, a state-owned company in Indonesia, engaged in the area of manufacturing and producing commercial aircraft. I commence with an introduction to state-owned companies, in general, in Indonesia; I then consider the company under investigation, report in detail on the emergent themes arising from the set of interviews that I undertook in January-March 2012, and conclude with a discussion of these themes in terms of the research questions associated with this research.

State-owned companies in Indonesia

All state-owned companies in Indonesia are known as Badan Usaha Milik Negara (BUMN) and are defined as such, according to Law No 19 Year 2003 stating that 'BUMN are companies in which most or all of the shares are owned by the state through direct ownership which comes from a separate country's wealth' (BUMN 2012).country's wealth' (BUMN 2012).

State-owned companies in Indonesia are divided into three categories: Perusahaan Perseroan (open limited companies – LTD), Perusahaan Perseroan Terbuka (unlimited companies – ULC) and Perusahaan Umum (state-owned entities – SOE). BUMN companies cover different industrial sectors that

are divided into 13 categories. These categories are listed in Figure 4.1 (BUMN 2012).

There are hundreds of state-owned companies in Indonesia. The company that I visited for the present research is categorised as an open limited company (OLC) that is involved in processing. There are approximately 30 companies in this category in Indonesia; they have all or many of the following characteristics:

- they are 'high tech' and 'heavy weight' industries;
- they are large companies, each employing thousands of workers;
- they supply goods and services to other companies, and do not deal directly with the public;
- many deal with overseas businesses and customers.

Figure 4.1 Industrial sectors within BUMN

1. **Agriculture, forestry and fishery**
2. **Mining and drilling**
3. **Processing**
4. **Electricity, gas and steam**
5. **Water supply, waste and recycle management**
6. **Construction**
7. **Retailing, car and motorcycle Repair and maintenance**
8. **Transportation and warehousing**
9. **Accommodation and food provision**
10. **Information and communication**
11. **Finance and Insurance**
12. **Real Estate**
13. **Professional, scientific and technical service**

Source: BUMN, 2012

State-owned companies are some of the most desirable places in which university alumni seek employment. Ekonomi (2012) reports from a list of the 20 most-favoured places to work in Indonesia, five are state-owned companies. This survey suggests that employees choose such companies because of their salary, reputation and level of achievement. In general, state-owned companies have the following characteristics:

- they provide either a standard or higher than ordinary income;
- they are established and provide secure jobs for their employees;
- they offer promising career paths.

A sample advertisement (Admin 2011) posted on the world-wide web by a state-owned company in Indonesia is shown in Figure 4.2. A second sample

Figure 4.2 Sample advertisement 1

Lowongan Kerja Terbaru 2011: PT Bank BBB Syariah *) (Persero)

by admin on December 8, 2011

Forging the 1997 financial crisis proved the toughness of Islamic banking system. Shariah principles with 3 (three) pillars are fair, transparent and beneficiaries are able to answer the needs of people in the banking system more equitable. With based on Law No.10 of 1998, on the date 29 April 2000 established Sharia (UUS) BNI with 5 branches in Yogyakarta, Malang, Pekalongan, Jepara and Banjarmasin. Next UUS BNI continues to expand to 28 branch offices and 31 branch offices.

Job Position on *Lowongan Kerja Terbaru 2011: PT Bank BBB Syariah*) (Persero)*

In order to develop business in 2012, Anglasa, Bank BBB Syariah *) opens career opportunities for IPB alumni to fill the position of Assistant (Teller, Customer Service, or Back Office) with the following requirements:

1. Male / Female, age max 26 years, maximum born December 1, 19852.
2. Well dressed, for women willing to wear jilbab
3. Status of workers: permanent employees (probation 1 year); retirement at age 35 years
4. Status: single (not married)
5. Education: D3/S1 all majors
6. GPA: min. 2.75
7. Placement: Jakarta, Cilegon and Karawang

Send Application to Lowongan Kerja Terbaru 2011: PT Bank BBB Syariah (Persero)

For those of you who meet the above requirements, please fill out the form.
Form filling time limit on our website no later than December 22, 2011 at 16:00.

Only applicants who meet the criteria that will be processed

* covered for ethical reasons

advertisement from one of the most-favoured state- owned companies in the oil-sector (Pertamina 2012) is shown in Figure 4.3. Sample advertisement 1 in Figure 4.2 was originally written in English; that in Figure 4 3 was written in Bahasa Indonesia. This implies that English competency is required at SOC. It also tells me that to join a state-owned company, university or other tertiary college alumni need to meet a strict set of requirements; they face stiff competition from their peers in order to gain a position. The set requirements are as follows:

1. age (between 20 to 40);
2. being graduates from a prestigious university;
3. having a grade point average (GPA) over 2.75 out of 4;
4. competency in English;
5. satisfying internal tests of health and psychology;
6. satisfying internal tests of mathematics, Indonesian language and English.

A second sample advertisement from one of the most-favoured state-owned companies in the oil-sector (Pertamina 2012) is shown in Figure 4.3.

Figure 4.3 Sample advertisement 2

Detil Lowongan Senior Analyst Power Generation - Gas & Power (E-GASPRE1)
Perusahaan: PT ppppppp *) (Persero)
23/05/2012 - 30/05/2012

Job Description

1.Mengendalikan, mengarahkan dan mengevaluasi perumusan rencana strategi dan kebijakan pemasaran Power.
2.Mengendalikan, mengarahkan dan mengevaluasi strategi serta kegiatan pengembangan usaha baru terkait Power Generation.
3.Mengendalikan, mengarahkan dan mengevaluasi hubungan bisnis antara perusahaan dengan key account customers dan mengidentifikasi kebutuhan-kebutuhan bisnis pelanggan dan encari tahu bagaimana perusahaan dapat memenuhi kebutuhan kebutuhan mereka.
4.Mengendalikan, mengarahkan dan mengevaluasi kegiatan suplai dan distribusi Power dalam pemenuhan kebutuhan pelanggan melalui perencanaan yang efisien dan efektif.

Job Requirement

Pendidikan: -S1/S2 Teknik Listrik
Kemampuan dan Kompetensi:
1.Mampu Memberikan rekomendasi dari hasil pengelolaan riset, pengembangan dan evaluasi teknologi-teknologi baru dalam pengadaan bahan Power Generation.
2.Mampu mengarahkan usulan rumusan kebijakan standarisasi teknologi Power Generation yang akan digunakan.
3.Mampu merekomendasikan tindakan yang harus diambil untuk memitigasi risiko dari hasil pemantauan terhadap kebijakan-kebijakan (dalam dan luar negeri) yang berhubungan dengan Power Generation, serta dampak – dampak yang harus ditanggulangi.
4.Memiliki Score Bahasa Inggris (TOEFL >500)
Pengalaman:
Memiliki pengalaman minimal selama 8 tahun di Bidang Engineering/Maintenance/ Manajemen Proyek/Operasi Kilang LNG/Gas.

* covered for ethical purpose

Figure 4.4 The translated version of sample ad 2:

Detailed vacancy of analyst senior of Power Generation – Gas and {Power PT …… **Job description:**
1. Control, direct and evaluate strategic plan and Power marketing policy. 2. Manage, direct and evaluate strategy and new business development related to Power Generation. 3. Control, direct and evaluate business relation between the company and account customers and identify the needs for customers as well as identify how company fulfil their needs. 4. Control, direct and evaluate supply and distribution activities of Power in fulfilling the customer needs through effective and efficient planning.
Job Requirement
Graduates of Bachelor and Master's program on Electrical engineering Capability and Competencies: 1.Able to supply recommendation based on research, development and evaluation on new technology of Power Generation. 2. Able to direct suggestions on technological standardization of the Power Generation which will be used. 3. Able to recommend actions to mitigate the risks from result of the policies performed (inside and outside the country) in relation with Power Generation as well as impacts that have to be handled. 4. Have the score of English TOEFL over 500 Experience: Having experience minimal 8 years in engineering/maintenance/project management/Gas or LNG Plant operation

Most of the advertisements regarding vacancies in state-owned company can be found on the internet and in the printed media such as newspapers and magazines. In order to eradicate corruption, collusion and nepotism in Indonesia, the opening of the vacancies must be made public through various media to reduce corruption; this is especially important for positions that relate to a state-owned company.

Whether it is used or not in their workplaces, English has become one of the requirements for entry to employment in such a company as can be seen from the above advertisements. If there are entrance tests for employment, English will be included as one of the subjects.

State-Owned Company IDR analysis

I identified eight emergent organising themes from the case study involving the Angkasa State-Owned Company (hereafter, referred to as SOC or just SO). The items that follow are listed according to the frequency of their occurrence:

1. English communication skills
2. Job requirement
3. Selection process
4. Career enhancer
5. Workplace learning
6. Bricolage of language
7. Globalisation
8. Employment matters

In the following subsections I have produced a description of each organising theme deriving from the inductively reduced data. This analysis is based on data presented in Appendix 1.

English communication skills

There were eight topic areas that emerged from my inductive data reduction (IDR) process:

1. All English Language skills,
2. Reading and Writing skills,
3. Speaking skill,
4. Writing skill,
5. Reading skill,
6. Sufficient skill for reading
7. Admitted passive skill, and
8. Language element.

The concepts and construct of these eight topic areas are shown in Table 4.1.

Table 4.1 English communication skills

Respndt	Comment	Construct	Concept	Topic area
SOmn.19.1	Yes, and actually it is used every day, but as I mentioned it can be active or passive.	English is used every day whether it is active or passive.	Active and passive English is used.	All English Language skills
SOmn.14.3	But in Engineering area, if he is an engineer, or in marketing area, he/she should have an active skill.	An engineer and a marketing people need an active English skill.	Active skills mean writing and speaking.	
SOmn.14.4	He/she should not just be able to write or read an advertisement, but to speak English well.	Reading, writing and speaking skills are needed.	All English skills are needed.	
SOwa.25.1	Almost anything - skill and knowledge of English.	Almost all language skills are needed.	Almost all language skills are needed.	
SOwb.32.1	Because one of our assignments as far as I know in English	English is one of the skills needed to do assignments.	English as a necessary skill	
SOmn.19.4	Communication, reading, writing and communication [are used].	Communication, reading, writing and communication are used.		
SOmn.25.3	For marketing, we have to master all: reading, writing and communication - speaking].	Marketing people need all: reading, writing and speaking skills.	English for marketing people	
SOmn.32.3	For example, in marketing, we should have the ability to communicate through e-mail, do presentation and negotiation - in English.	Marketing people should have the English ability to communicate through e-mail, do presentation and negotiation.		
SOmn.27.2	But in marketing department, some are very active because we have to communicate through email and also telephone.	Marketing people use more active English. It is skills as in speaking and writing.		
SOwa.14.3	Yes, [English is needed] especially for the test.	English is needed for the test in the stage of job application.	English for the test	
SOmn.20.1	Yes. All work [assignment] sheets are written in English.	Work sheets are all written in English.	Work documents are	Reading & Writing

Respndt	Comment	Construct	Concept	Topic area
SOmn.20.2	Assignment or worksheet and the drawing and technical documents including test documents are all written in English.	Most business documents are in English	written in English	
SOwb.23	For or with customer, yes, [we use English to correspond with customers]	They use English to correspond with customers.	English for correspondence	
SOmn.19.5	Just for instance that communication with customers, we usually use English because we have to send emails and so on.	When they communicate with customers, they use English.		
SOwa.23	There is correspondence, but internally we use Indonesian language, Sir. If we correspond with foreigners, we use English	They use Indonesian to correspond with Indonesian colleagues, but English with foreigners.		
SOmn.25.2	[The language skills and knowledge to perform duties] In engineering line, some in reading and also writing, because they have to prepare the documents in English.	Engineering people need reading and writing.	English for engineering people	
SOwa.36.1	Suggestion for Polytechnic, we have to learn the conversation, as in here, for TI P alumni	Suggestion: Polytechnics should teach conversation as it is found useful.	Conversation is useful for work.	Speaking
SOwb.10.1	First maybe at that time, the interview was in English	The interview was in English	English for interview	
SOmn.27.3	Sometimes, we have to negotiate or present in a seminar which is in English.	They have to negotiate or present in a seminar in English.	English for negotiation and presentation in a seminar	
SOwb.14	Actually, all [language skills] are needed, but at least we have to be able to speak.	All skills are needed and speaking is the most.	Speaking as the upmost importance	

Respndt	Comment	Construct	Concept	Topic area
SOmn.22	Templates ya depend on the areas. If it is engineering then created by engineering guys, but in the quality control department, then the quality guys created the documents.	Engineering people write engineering documents, and the quality control people write their own documents.	The documents are written by different people depending on the area.	Writing skill
SOwa.12.2	But when they apply for the job, they are usually asked to write in English.	Job application should be written in English.	An applicant is asked to write the application in English.	
SOwa.22	Here is he -the writer of the document- Mr. A---- He is the head of the lab here.	The writer of the documents is the head of the lab in the company.	Worker writing the documents in English	
SOwa.25.3	The emphasis is on reading, Sir.	The emphasis of the language skills needed is on reading.	Reading is especially needed	Reading skill
SOmn.14.2	If he/she is a mechanic, only passive English -such as reading- is needed.	Mechanic only needs a passive English skill.	Reading for mechanics	
SOmn.27.1	I mentioned before that in the production line, they use English passively, which means only reading.	Production people use passive English.	Reading for production people	
SOmn.25.1	Yes, I said earlier, in the production line, the emphasis is on the reading ability	The production people need reading ability most.		
SOmn.36.4	But, in here the main foreign language used is English, as I mentioned before, all the documents are in English, so English ability is demanded.	The main foreign language used in the company is English as found in documents which are all written in English.	All documents written in English.	
SOwb.19.3	So, we speak in Bahasa, but work documents are written in English, but the memo is written in Indonesian.	Work documents are written in English, although the memo is in Bahasa.	English is only meant for business.	
SOwb.19.2	Because of quality management system, the documents there are in English.	The quality management system forces them to use English written documents.	The quality management system requirement	

Respndt	Comment	Construct	Concept	Topic area
SOwa.36.4	We may get them from Japan; the references are still in English.	Although the products come from Japan, the manuals are written in English.	English as an international language.	
SOwa.14.2	It's about reading, which whether we can understand the reading passage. So, comprehension means reading.	Candidate workers are given an English test in a form of reading comprehension test.	Reading comprehension test	
SOmn.13.m	Yes, job advertisement is written in English.	Job advertisement is written in English.	Reading for Job advertisement	
SOwa.36.3	Now, the manuals are mostly in English.	Manuals are written in English.	Reading for Manual	
SOwa.19	Yes. [English is needed especially for reading] Manual.	Workers use manual which is often written in English. It is a guide for workers to use machinery.		
SOwa.21	No, Sir. [There is no problem in understanding documents written in English].	There is no problem in understanding documents written in English.	No problems in understanding documents in English.	Sufficient skill for reading
SOwb.26	[My English is] Good enough.	His English is good enough especially for reading manuals.	Sufficient skill for reading	
SOwb.21	For me [there is] not really a problem in understanding the documents written in English]. But for the others, I do not know.	There is no problem in understanding the documents written in English for her, but she doesn't know with the other workers.	Each worker has different capability and different duty.	
SOwa.36.2	They can use English well, but when they have to converse, some have difficulty. They can listen - understand -, but they cannot speak.	Workers can listen and understand English, but they cannot speak what they want to speak.	Poor application of communication skill.	Admitted passive skill
SOwa.25.2	The grammar [is needed especially] when we communicate.	The grammar is needed especially when we want to communicate well.	Grammar knowledge needed	Language element
SOwb.25.2	When we learn in school, the English language learnt is standard, but when we meet customers, their pronunciation - how they speak - there are individual differences	The English language learnt at school is different from that found in reality.	Real English is different from standard English.	

Respndt	Comment	Construct	Concept	Topic area
SOwb.25.1	[When] speaking, then as far as I am concerned in English there are some differences in pronunciation.	There are differences in how people speak English.	Varieties of English	
SOwb.25.3	So, we have to adjust. In Sudanese, we have a dialect like Ciamis or others. In English, they also have different dialects].	There are different dialects that English speakers use, and she has to adjust to that.		

All English language skills

The all English language skills theme includes active and passive English skills. While active skills which are also known as productive skills comprising writing and speaking, passive skills are also known as receptive skills and include listening and reading skills. Both active English and passive English skills needs were identified by SOmn.19.1:

> Yes, and actually it is used every day, but as I mentioned it can be active or passive.

Two respondents focused on English language skills from the perspective of their position or duty:

> But in engineering area, if he is an engineer, or in marketing area, he/she should have an active skill (SOmn.14.3)

> He/she should not just be able to write or read an advertisement, but to speak English well (SOmn.14.4)

Another respondent SOwa.25.1 pointed out that, essentially, all languages skills are needed:

> Almost anything - skill and knowledge of English

One respondent (SOwb.32.1) recognised English as one of the skills needed to do assignments:

> Because one of our assignments as far as I know in English

What she meant here is that one of the assignments that she made should be written in English.

Another respondent (SOmn.19.4) mentioned communication, reading and writing as necessary skill which the workers used in the organisation.

> Communication, reading, writing and communication [are used].

While, the following comments specified some language skills used by marketing people in SOC such as reading, writing and communication:

> For marketing, we have to master all: reading, writing and communication - speaking].

The importance of English in the marketing area of SOC was mentioned by these two respondents. One of the comments (SOmn.32.3) is displayed below:

> For example, in marketing, we should have the ability to communicate through e-mail, do presentation and negotiation - in English.

In addition, SOwa.14.3 emphasised the need of English skill for test in the stage of job application.

> Yes, [English is needed] especially for the test.

All respondents mentioned the importance of the four language skills in the company, the use of English, whether as active or passive skills. Some identified the specific use of English in different areas, e.g., Engineering and marketing. Others specified the use of English language skills for different purposes such as undertaking assignments and doing tests.

Reading and Writing

Reading and writing is a combined language skills used for correspondence, especially with foreign customers at SOC. These are mentioned by three respondents. One of the comments from SOmn.19.5 can be seen below:

> Just for instance that communication with customers, we usually use English because we have to send emails and so on.

One of the reasons for the use of reading and writing skills in SOC is that it is a common practice: work documents are written in English. These are identified by two respondents, one of which is seen below from SOmn.20.2:

> Assignment or worksheet and the drawing and technical documents including test documents are all written in English.

Another respondent SOmn.25.2 emphasised the need for reading and writing skills for engineering people in the organisation:

> [The language skills and knowledge to perform duties] in engineering line, some in reading and also writing, because they have to prepare the documents in English.

The respondents mentioned the use and need of the combined reading and writing skills – particularly for correspondence with foreign customers. This is because the organisation dealt with foreign companies or people as their customers and it has become a common practice that work documents are written in English. This particularly happens in the engineering section of the organisation.

Speaking

Speaking, including conversation and talking, is a language skill which cannot be separated from listening as one cannot speak without listening ability. In the theme of all language skills, speaking has been considered as the utmost importance and has to be mastered by all workers in the organisation as identified by a respondent SOwb.14:

> Actually, all [language skills] are needed, but at least we have to be able to speak.

It is useful for job interview when one looks for a job as mentioned by SOwb.10.1

> First maybe at that time, the interview was in English

It is also needed during negotiation and presentation in a seminar as recognise d by SOmn.27.3

> Sometimes, we have to negotiate or present in a seminar which is in English.

Overall, speaking is suggested to be mastered by all polytechnic alumni as it is considered as useful for work as identified by SOwa.36.1

> Suggestion for Polytechnic, we have to learn the conversation, as in here, for TI P alumni

All in all, speaking is considered important and useful in the organisation. It is used for job interview as well as for negotiation or presentation in a seminar. It is a skill which is suggested to be mastered by all polytechnic alumni.

Writing skill

Writing as an individual skill belongs to an active communication as it is one of the productive skills in language. First, it is useful for all alumni especially when they apply for a job as identified by SOwa.12.2

> But when they apply for the job, they are usually asked to write in English.

In the organisation, it is used by engineering and quality control of SOC as identified by SOmn.22

> Templates ya depend on the areas. If it is engineering then created by engineering guys, but in the quality control department, then the quality guys created the documents.

However, SOwa.22 stated that the head of the lab also wrote the documents which are in a form of work sheets:

> Here is he -the writer of the document- Mr. A----.He is the head of the lab here.

The respondents suggested that writing skills are required at a variety of levels. Writing is used to apply for a job; while working, it is used by engineering people and those working in the quality control area of SOC. It is also used by a worker to write work sheets as a type of written work report.

Reading skill

Reading is a skill which is emphasised for use in SOC as mentioned by SOwa.25.3

> The emphasis is on reading, Sir.

This opening of the theme shows us how important is the reading skill at SOC.As a passive skill, reading is needed by people in the production line as

well as mechanic in the organisation. This is stated by respondents as in one of the comments by SOmn.27.1 below:

> I mentioned before that in the production line, they use English passively, which means only reading.

The respondents indicated that reading is the language skill especially needed by people in the production line and mechanics engaged in maintenance services. Reading is especially used for understanding documents as many of them are written in English as stated in one of the following comments from SOmn.36.4:

> But, in here the main foreign language used is English, as I mentioned before, all the documents are in English, so English ability is demanded.

The respondents indicated that work documents and references are all written in English although some of them are from Japan. This tells us that reading skill is obviously useful at SOC.

While reading comprehension which is often found in an English test was identified by SOwa.14.2. All candidate workers are given an English test in the form of a reading comprehension test when they apply for a position.

> It's about reading, which whether we can understand the reading passage. So, comprehension means reading.

In the stage of job application process, reading is also needed especially for reading advertisement as mentioned by SOmn.13.m

> Yes, job advertisement is written in English.

Another use of reading, which is meant for understanding manuals, was acknowledged by the respondents, one of whom (SOwa.36.3) commented:

> Now, the manuals are mostly in English.

All respondents indicated the need for reading skill in English as many documents are written in English. In a test during the job selection process, there is an English test and reading is especially emphasised in such a test. Job advertisements and manuals are also written in English. Reading a job advertisement may not be as complex as reading comprehension or other

types of reading; however, this skill needs special training. Reading to understand manuals requires a particular skill as the language features of manuals is different from that found in other types of reading.

Sufficient skill for reading

Reading skills relating to understanding of manuals or other types of English documents workers in the company seem to present no problems. These are commented by the three respondents; one of the comments from SOwa.21is shown below:

> No, Sir. [There is no problem in understanding documents written in English].

The respondents indicated that they have sufficient and adequate skills in reading to enable them to understand manuals and other English documents.

Admitted passive skill

A passive skill, such as reading, means that the skill the workers have is sufficient for them to read. When it comes to other skills in the use of English language, the workers in the SOC faced some difficulty. This is acknowledged by SOwa.36.2

> They can use English well, but when they have to converse, some have difficulty. They can listen - understand -, but they cannot speak.

The respondents indicated that most workers in the company can only use English language passively. The productive type of language skills may only be possessed by certain people in the organisation.

Language element

This topic area came with different concepts. First, grammar knowledge is needed to be able to communicate well. This is identified by SOwa.25.2

> The grammar [is needed especially] when we communicate.

Respondents indicated that grammar is not just a matter of knowledge but it has to be applied and becomes a skill added when we communicate. Some respondents are concerned with the dialect or variety of language, which is the next concept, especially in spoken English. One comment by SOwb.25.2 is shown below:

> When we learn in school, the English language learnt is standard, but when we meet customers, their pronunciation - how they speak - there are individual differences.

Indications are that customers coming from other countries who speak English with different accents. People speaking English may not speak Standard English as in British, American or Australian English anymore, but they use their own English as in Japanese English, Korean English etc known as World Englishes (Kachru, Nelson & Kachru 2006).

Two language elements were detected to be required: grammar and language style. While grammar is needed when we communicate in written or spoken forms, language style as in a form of dialect is needed to be made aware of as English now develops to be more than just Standard English.

Summary

The importance of all language skills is realised by all respondents for different purposes or for doing assignments and tests. For those, however, who are employed in the engineering and marketing departments, respondents felt the necessity of all four English language skills in order to facilitate communication. In particular, corresponding, which mainly involves reading and writing skills with foreign customers, is very important.

The English language skill of writing, alone, is required when applying for the initial job interview and for negotiation or presentation in a seminar. For engineering and quality control people, writing skill is used to conduct their duties. For other workers, it is used to write work sheets as a written work report.

Speaking is needed in a special occasion, especially when they meet a foreigner (which happen in a marketing department); one respondent suggested that all polytechnic alumni should be able to master this skill in order to ensure success at work.

Reading as a passive skill is especially needed by workers in the production line and mechanics of SOC. This is because work documents and references are written in English although the machines come from Japan.

In the job application stage, reading skill is required for reading job advertisements and doing the test as the candidate workers are given an English test in a form of reading comprehension test.

Reading manuals is the reading skill required by most workers at SOC. Although, it is not a high level skill, it requires special training as it deals with particular language features.

As most workers in SOC use the language passively as in reading, many employees are unable to speak English fluently. It is a particular requirement that personnel in the marketing and engineering departments can communicate in English actively.

Job requirement

There were four topic areas that emerged from my IDR process:

1. English as a requirement
2. English is a requirement for job promotion
3. English is a requirement to apply for a job
4. English language level

The concepts and construct of these topic areas are shown in Table 4.2.

Table 4.2 Job requirement

Respndt	Comment	Construct	Concept	Topic area
SOwa.11	Ehm, as a requirement, yes it is. Even, when we work, we use it.	English is required both in the application stage as well as at work.	English is re-quired both in the application stage as well as at work	English as an implied requirement

Respndt	Comment	Construct	Concept	Topic area
SOwa.32	No, Sir, [English is not a just requirement for promotion], because all workers should know English.	English is not a just requirement for job promotion because everybody has to know English.	English as a requirement for job promotion and for work	
SOmn.32.1	I think so. [English is required for job promotion].	English is a requirement for job promotion.	English is a requirement for job promotion	English is a requirement for job promotion
SOwb.11	Yes, it is one of the requirements [to apply for a job].	English as one of the requirements to apply for a job.	English is a requirement to apply for a job	English is a requirement to apply for a job
SOmn.12	The application may not be in English. It is in Indonesian, but the applicants are asked to attach their ability -certificate- on their English.	The application does not have to be written in English, but the applicant should attach the certificate of English skill.	English is a requirement, although it is just a piece of paper.	
SOmn.27.4	Also, when we talked about the company, it is large, from the mechanic until the Director. I think in the managerial, it's got to be in above the TOEFL level of 500.	The management should have above 500 points of TOEFL.	500 points of TOEFL score is high enough.	English language level

English as a requirement

English as a requirement for every worker in the organisation is identified by two respondents. One of the comments from SOwa.11 is seen below:

> Ehm, as a requirement, yes it is. Even, when we work, we use it. SOwa.11

What the respondents tried to say is that English is not just a requirement in the application stage but also when they work. Everybody has to know English.

English is a requirement for job promotion

Specifically, SOmn.32.1 suggested that

> I think so. [English is required for job promotion].

The respondents indicated that before a worker is promoted, they need to have an adequate skill of English.

English is a requirement to apply for a job

English as a requirement to apply for a job in SOC is stated by two respondents:

> Yes, it is one of the requirements [to apply for a job]. SOwb.11

> The application may not be in English. It is in Indonesian, but the applicants are asked to attach their ability-certificate on their English. SOmn.12

What the respondents stated was that English is a requirement, although it appears just as a piece of paper. The application does not have to be written in English, but the applicant should attach a certificate of English skill.

English language level

In terms of the level of English which is required by the manager or higher position in SOC, SOmn.27.4 stated:

> Also, when we talked about the company, it is large, from the mechanic until the director. I think in the managerial, it's got to be in above the TOEFL level of 500.

This means that those who are in a managerial position should have the TOEFL score of above 500 points, which is high enough – the equivalent to high school intermediate level English.

Summary

Initially, English is a requirement in an application stage in the form of a certificate that shows one's ability in English. In reality, it was admitted that everybody has to know English because it is used; moreover, when a worker is promoted, they should be able to demonstrate proficiency in English.

Selection process

There were three topic areas that emerged from my IDR process:

1. Job Application process
2. Promoting workers
3. Valuing

The concepts and construct of these topic areas are shown in Table 4.3.

Table 4.3 Selection process

Respndt	Comment	Construct	Concept	Topic area
SOmn.12.m.3	Then, they send their application. Then there is a test.	A test to follow the application.	A test is one way to screen candidate workers.	**Job application process**
SOmn.12.m.1	The process is the same. There is application process, from the company there is announcement.	The application process begins with an announcement.	Announcement can be in any form from.	
SOmn.12.m.2	The announcement can be placed on a board, through workers here, and can also be through radio, newspaper, and so on.	Announcement is done in different ways.	Board, radio, newspaper and mouth to mouth are how announcement is made.	
SOmn.31.1	In job promotion actually there is an ideal and a non-ideal way.	To promote a worker can be in an ideal or non-ideal way.	Two types of promoting a worker: ideal and non-ideal way.	**Promoting workers**
SOwb.31.1	[The reasons why a worker can get promotion is] because of one specific skill and length of service.	Specific skill and length of service are reasons why a worker can get promotion.	A combined seniority and achievement lead to higher position.	**Valuing**
SOwb.31.3	So, one is skill, ability and then if he is competent, he can be promoted.	Skill, ability and competence make a worker promoted.	A worker's capability includes skill, ability and competence.	
SOmn.31.2	The ideal one is when a worker has his/her ability. He/she also has dedication. Having better work spirit. They are eligible to have a particular higher position. I think that is the most important.	To be promoted, a worker should have ability and dedication as well as work spirit.	This is an ideal way of promoting a worker: ability, dedication and work spirit.	
SOwb.31.2	What I see is a specific skill here cannot be obtained just like that, but it is related with other enrichments from ourselves.	A specific skill of a person means achievement or enrichment of a worker.	A worker's reputation is seen from his/her achievement.	

Job Application process

The first topic area of the selection process relates to the job application process. This tells us about how somebody can apply for a job in the company. One of the steps in the process is described by respondent SOmn12.m1.

> The process is the same. There is application process, from the company there is an announcement. SOmn.12.m.1

The job application process begins with an announcement which can be made through a posting on a board in a university campus or office, by radio, in a newspaper or by other means; then it will be followed with a test.

Promoting workers

The next topic area is about promoting workers. Here, I have found that there are two types of job promotion as commented by SOmn.31.1.

> In job promotion actually there is an ideal and a non-ideal way.

There are two ways of promoting a worker: ideal and non-ideal. The ideal way involves a process conducted formally within the company's organisation; the non-ideal way means that it occurs outside the rules of the organisation.

Valuing

The next topic area, which is about valuing, one of the aspects of affective domain in the Bloom taxonomy, was identified by SOwb.31.1:

> [The reasons why a worker can get promotion is] because of one specific skill and length of service.

What is valued most in the comment above is about one specific skill and length of service; while the next to be valued are skill, ability and competency as described by SOwb.31.3

> So, one is skill, ability and then if he is competent, he can be promoted.

SOmn.31.2 described the values of a worker more comprehensively; i.e., ability, dedication and work ethic.

> The ideal one is when a worker has his/her ability. He/she also has dedication. Having a better work spirit. They are eligible to have a particular higher position. I think that is the most important.

Finally, SOwb.31.2 sees a worker's value from a different angle – a personal commitment:

> What I see is a specific skill here cannot be obtained just like that, but it is related with other enrichments from ourselves.

From the comments above, we can find that to be promoted, a worker should have a range of attainment such as specific skill or ability, length of service, and work spirit.

Summary

The application process begins with an announcement from SOC in various ways and ends up with a test before a candidate is selected.

When it comes to the promotion stage, many aspects of a worker's attributes are considered such as skill, ability or competency, length of service, and a personal work ethic and commitment.

Career enhancer

There were two topic areas that emerged from my IDR process:

1. Certain position requires English skill
2. Higher position requires English skill

The concepts and construct of these topic areas are shown in Table 4.4.

Certain position requires English skill

English skill is used by certain position in a particular area in SOC as stated by SOmn.14.1.

> I think it depends on where the applicant will be posted.

Table 4.4 Career enhancer

Respndt	Comment	Construct	Concept	Topic area
SOmn.14.1	I think it depends on where the applicant will be posted.	The needs of English depend on where the applicant is posted.	Different skills for different workers.	**Certain positions require English skill**
SOmn.36.2	In certain levels; it is absolutely important; how can they do their jobs if they cannot communicate well, if they cannot write the documents, if they cannot present in English, and so on.	In a certain level, English is absolutely needed to communicate, to write documents and to present (in a meeting].	English is needed in a certain level.	**Higher position requires English skill**
SOmn.32.2	It has been mentioned, for example, from the level below manager, if he is promoted to be a manager, one of the considerations is English especially in particular areas.	English is a requirement for promotion as manager especially in particular area.	English necessary for manager's promotion	

This tells me that the need for English depends on where the applicant is posted. Those who speak English are more likely to be posted in a strategic position. It may not be a high position, but a position where a foreign worker might previously have been employed.

Higher position requires higher English skill

The idea that English is required in a higher position in SOC is no secret. This is because people in higher positions need to communicate with customers from other countries and also to write documents in English – as stated by SOmn.36.2:

> In certain level, it is absolutely important; how can they do their jobs if they cannot communicate well, if they cannot write the documents, if they cannot present in English, and so on.

SOmn.32.2 also indicated that English skill is also a requirement when one is promoted to a higher level such as a managerial position:

> It has been mentioned, for example, from the level below manager, if he is promoted to be a manager, one of the considerations is English especially in particular areas.

The respondents indicated that managerial or higher level position in the organisation requires higher order English skills. They need English to communicate with their customers from abroad both in spoken and written forms

Summary

English may not be needed (or used) in lower positions within the organisation but those who have proficient English may be advantageously placed in achieving strategic positions. All managerial or higher positions require English skills to communicate with SO's customers most of whom are from other countries.

Workplace learning

There were seven topic areas that emerged from my IDR process:

1. Positive Attitude
2. Autodidactic Learning
3. ESP - English for Special Purpose
4. Learning by doing
5. Learning process happening
6. Solution to problem
7. Sufficient English ability

The concepts and construct of these topic areas are shown in Table 4.5.

Table 4.5 Workplace learning

Respndt	Comment	Construct	Concept	Topic area
SOmn.35	Yes, [as one of the managers here I often encourage workers to improve their English]	As a manager, he often encourages his workers to improve their English.	One of the managers' jobs.	**Positive Attitude**

Respndt	Comment	Construct	Concept	Topic area
SOmn.19.2	And if I encourage them - to use English - I do, because the language - mastery- is a learning process.	The manager encourages workers to use English as part of learning.	English learning is a process.	
SOmn.19.3	The learning should be done every day. It should be practiced.	English should be practiced.	English learning should be practiced.	
SOwb.36.1	Actually, as long as we want to learn even if without training, we still can learn, as an autodidact.	We can learn on our own as an autodidact.	Workers can learn by themselves.	**Autodidactic learning**
SOwb.36.2	We just develop our ability. Without training, we still can develop our language ability.	Without training, we still can develop our language ability.		
SOwa.14.1	The need of English skill is on its technical part - English.	Technical English is needed more.	Technical English belongs to ESP	**ESP - English for Special Purposes**
SOwb.34.2	So, there is a training, but we are in technology area, there is a technical English training; then we plan to decide who should take the training	The training is emphasised on technology area, including English which is termed as technical English training.		
SOmn.30.m.2	Because [learning] English language is a process, when they began with low level, with every day learning and use through reading, they can develop their English step by step.	Learning the English language is a process, so workers can develop their skill through learning and use of the language.	Developing through learning and using the language.	**Learning by doing.**
SOmn.21.1	Problem, yes, of course everybody may experience difficulty. Because English mastery is a learning process, so in the beginning, they may have a lower level of capability,	Difficulties were found in the beginning of work.	General: This is a common problem of a new worker.	
SOwb.27	I think yes, there is some enrichment here, Sir, because we meet and speak directly which I found provides variety.	Her English is better because she learnt and used it directly.	Workplace as a place for learning by doing.	
SOwa.27	It's better, Sir. [My English now is better than that when he was in college].	His English now is better than that when he was in college.	Progress in English	**Learning process happening**

Respndt	Comment	Construct	Concept	Topic area
SOwa.26	[My English is] Good, Sir. From high school, then in college, we have progress.	There is progress in English ability.		
SOmn.30.m.1	Problem, yes, everybody has a problem in the beginning.	Problem is always faced by workers in the beginning.	General: Workers learn through problems.	**Solution to English language problems**
SOwa.33.1	[I use] Dictionary. General dictionary first. Then, we compare the word with its technical equivalence.	Using a dictionary to solve an English problem.	Sentence level: Compare the word with its technical equivalence	
SOwa.33.4	It is still general, and then we try to put it in context. What does it really mean then?	If the translation does not help, find the meaning in the context.	Sentence level: Looking at the word in a context.	
SOwa.33.2	I also see from the sentence. I cannot give an example unfortunately.	To see a word in the sentence context.		
SOwa.33.3	When there is a difficulty, we try to translate.	If he still cannot find the meaning, he translates the word.	Sentence level: Translating words	
SOwb.33	I use a thesaurus, I mean a dictionary]	She uses a dictionary to solve a language problem.	Sentence level: Using a dictionary	
SOmn.33.2	We also send them to training outside the Company as in Harvard - English college in Bandung -, in EEP or TBI.	Another solution is to send the workers to an English college outside the company.	External training: Outside Company training	
SOmn.34	We have our own training centre, so we have a training centre that provide English course.	There is a training centre in the company which provides English language course.	Internal training	
SOmn.33.1	There are some solutions. The easiest one is just send them to a training centre that we have here.	The easiest way to solve a language problem of the workers is to send them to a training centre in the Company.		
SOwb.34.1	The Company facilitates an English training, but there is a priority.	The Company facilitates an English training with priority.	The priority of training	

Respndt	Comment	Construct	Concept	Topic area
SOmn.21.2	But with learning, every day they have to use and read English, little by little their ability develops.	Because they learn and use English every day, their ability develops.	Using English to develop its skill.	
SOwa.35	[It has] never been suggested [by my supervisor to take a training course].	It has never been suggested by his supervisor to take a training course.	No training needed	**Sufficient English ability**
SOwb.35	Never. [It has] never been suggested by my supervisor to take a training course].	[It] has never been suggested by her supervisor to take a training course.		

Positive attitude

The attitude topic area as expressed below refers to employees' attitude towards English language learning. As a manager, SOmn.35 encouraged workers to use English as part of learning:

> Yes, [as one of the managers here I often encourage workers to improve their English]

With the concept of learning as a process, he (SOmn.19.2) stated:

> And if I encourage them – to use English – I do, because the language-mastery is a learning process.

Related to the concept learning as process, SOmn.19.3 also recommended that English should be practiced in order that they can use the language fluently. He suggested:

> The learning should be done every day. It should be practiced.

A positive attitude towards the English language was detected especially from the manager who has encouraged workers to learn through practice and to use the language every day. One way of practising the language is by using it every day.

Autodidactic learning

The autodidactic learning (self-initiated) topic area developed the concept that workers can learn by themselves. In this case, SOwb27 suggested taking personal responsibility for developing English facility:

> Actually, as long as we want to learn even if without training, we still can learn, as an autodidact.

Self-initiated learning of English emerged as an independent method of improving English language skills within the company

ESP – English for Special Purpose

English for Special Purpose (Huchinson & Waters 1987; Robinson 1980) is an approach to learning and teaching English which sees English as subject material that can be tailored for a particular intention. In this case, in an engineering company, technological English for Special Purposes that should be provided as SOwa.14.1 pointed out:

> The need of English skill is on its technical part – English.

This was affirmed by SOwb.34.2:

> So, there is training, but we are in technology area, there is technical English training; then we plan to decide who should take the training.

The English for Special Purposes topic area emerged in SOC: I found that it was necessary in the specialised area of engineering: in this case, technical English needs to be emphasised more rather than general English.

Learning by doing

The 'learning by doing' topic area began with the concept of common problem of a worker, that is, difficulties were found in the beginning; SOmn.21.1 expected that this would require patience on the part of all concerned:

> Problem, yes, of course everybody may experience difficulty. Because English mastery is a learning process, so in the beginning, they may have a lower level of capability.

Continuing on from the concept of learning as a process, SOmn.30.m.2 further suggested learning English can be developed through a step-wise learning process, using the language every day:

> Because [learning] English language is a process, when they began with low level, with every day learning and use through reading, they can develop their English step by step.

This was supported by SOwb27 who had experienced the daily use of English as part of the enrichment of her English learning:

> I think yes, there is some enrichment here, Sir, because we meet and speak directly which I found provides variety.

Learning by doing is one way of improving skills in a workplace. It emerged that the daily use of English use in the state-owned company is strongly encouraged.

Learning process happening

Learning process actually happened in the workplace, as SOwa27 admitted that:

> It's better, Sir. [My English now is better than that when he was in college].

Respondents indicated that positive learning of English had occurred progressively; the workers recognised that they have learnt to improve their English.

Solution to English language problems

This topic area begins with an expression from a manager (SOmn.30.m.1) in SOC who saw the problem of using English at work as a normal phenomenon that, initially, was always faced by workers:

> Problem, yes, everybody has a problem in the beginning.

Two distinctive solutions emerged: solution to problems at the sentence level; and solutions to problems at a more complex level that are intended to improve the language skills of workers, which I refer to as a course level.

At the sentence level, the two employees solved their problems by means of translation with the help of a dictionary; SOwa.33.1 summarised the process:

> [I use] Dictionary. General dictionary first. Then, we compare the word with its technical equivalence.

Often, they did more than just translating the word: they tried to put a sentence in a context to make sense of the word, as explained by SOwa.33.4:

> It is still general, and then we try to put it in context. What does it really mean then?

The manager's method of solving workers' language problem was different. SOmn.33.1 pointed out that the easiest way to solve language problems was to send them to a training centre in SOC:

> There are some solutions. The easiest one is just send them to a training centre that we have here.

Sending workers to a training centre was, however, not that simple; while there was a training priority for learning English. SOmn.34 noted that training times often conflicted with other activities:

> The Company facilitates English training, but there is a priority.

Another solution is to send the workers to an English language college outside the company; as SOmn.33.2 explained:

> We also send them to training outside SOC as in Kursus Biasa (pseudonym) –an English college in Bandung – in Kursusbagus or Kususmahal (both pseudonyms, for ethical reasons).

Generally, however, manager SOmn felt that on-the-job learning was to be encouraged: workplace learning of English is something that workers needed to internalise:

> But with learning, every day, they have to use and read English; little by little their ability develops.

In other words, the manager has an opinion that English should be used so that the skill can be developed.

Solutions to SOC's English language problems are required at both the word or sentence (lexical) level and in overall language skill improvement. At a lexical level, the use of a dictionary is a simple way to solve the language problem; for skill improvement, English language training undertaken either internally or outside SOC is undertaken – 'learning by doing' is strongly encouraged.

Having sufficient English ability

The sufficient English ability category – that individual English language skills were adequate – arose from the concept that no additional training was expected. This emerged from the comments of two alumni workers who shared the same opinion:

> [It has] never been suggested [by my supervisor to take a training course]. (SOwa.35 & SOwb.35)

Formal training may not be considered necessary when individual English skills and knowledge are found to be sufficient to enable workers to do their job effectively and efficiently.

Summary

Progress cannot be attained without there being apparent problems – particularly in the development of language expertise. At the early stage, language problems are found mainly at a lexical level; later they occur at a larger scale level. Problems at a low lexical level can be handled individually; problems at a higher lexical level need to be addressed by the organisation. In this latter case, SOC provides English language training inside and outside the company. The provision of ESP – English for Specific Purposes – has been effective in meeting the needs for specific improvement

A problem nevertheless remains: as priority in training provision is given to those deemed suitable for promotion, those employees with insufficient skills will not be prioritised.

Bricolage of language

There were three topic areas that emerged from my IDR process:

1. Code switching
2. Use of English terminology
3. Local language use

The concepts and construct of these topic areas are shown in Table 4.6.

Table 4.6 Bricolage of language

Respndt	Comment	Construct	Concept	Topic area
SOwb.32.2	Although we cannot communicate or just struggle to, at least he can understand, even just saying yes no doesn't matter	The most important is to be able to speak English although it is struggling.	A bravery to speak is needed for those with low skill of English.	**Code switching**
SOwb.13	I applied on Indonesian, but some of the interview was in English.	The application was in Indonesian; some of the interview was in English.	The use of mixed language to avoid misunderstanding.	
SOmn.13	I think some. Some of the interview was in English, and some in Indonesian.	Some of the interview was in English, and some in Indonesian.	Using bits and pieces of English in the interview	
SOwa.12.1	Regarding the advertisement, some in English and some in Indonesian.	The advertisement is in English or Indonesian or mixture of Indonesian and English.	Job advertisement in English or mixed Indonesian and English.	**Use of English terminology**
SOwb.12	At that time I applied on Indonesian,	Job application is not written in English	A Government company may not require an applicant to write in Bahasa.	**Local language use**
SOwb.19.1	In the Department -where I work in, we speak Indonesian	They speak Indonesian with their colleagues.	Communicating in local language is more comfortable than in foreign language.	
SOwa.13	No, Sir, [The job interview was] mostly in Indonesian.	The job interview is mostly done in Indonesian.	This may tell us that English is not used in the Company, although it's not a guarantee.	

Code Switching

Bricolage of English occurs when an incomplete English utterance is spoken during a communication or when a mixed language of English and Indonesian is used. This often happens in interviews at SOC as indicated by the two respondents; SOwb.13 commented:

> I applied on Indonesian, but some of the interview was in English.

The bricolage is also used when a worker is struggling to speak a complete use of English as pointed out by SOwb.32.2

> Although we cannot communicate or just struggle to, at least he can understand, even just saying yes [or] no doesn't matter.

Responses indicate that the bricolage of English is used through code switching mostly in the interview sessions.

Use of English terminology

In the company's job advertisements, some English phrases appear, giving a hint that the bricolage is, indeed, used in the company; SOwa.12.1 noted:

> Regarding the advertisement, some [was] in English and some in Indonesian.

A specific and regular use of the bricolage is accepted at SOC when a person cannot complete a spoken utterance in English.

Local language use

The local dialect or national language may be used when applying for a job, as identified by SOwb.12:

> At that time I applied on Indonesian.

Indications are that at SOC an applicant is not required to write their job application in Bahasa Indonesian: the local dialect may be used. Within the workplace, the local dialect as well as the national language is also used among workers, as acknowledged by SOwb.19.1:

> In the Department, where I work, we speak Indonesian.

Respondents indicated, however, that they are more comfortable speaking in the local dialect when communicating with local workers; interestingly, both the local and national languages may be used during job interviews for a job at SOC – as implied by SOwa.13:

> No, Sir: [the job interview was] mostly in Indonesian.

Either English or the national language may be used when alumni apply for a job in the organisation; this is also the case in interviews and within the workplace. Most workplace communications are in Indonesian; sometimes, however, English words are often heard or used as well.

Summary

The bricolage of English is used when workers communicate in a local language or Indonesian. In SOC, it is used in a form of code switching as in interview sessions and in written job advertisements.

The main languages used in SOC are either the local dialect or Bahasa Indonesia (Indonesian language). Bahasa Indonesia is used as the formal written language in an application; however, during an interview the local dialect may also be used. The local dialect may also be used when communicating at work with local workers. Within this mix, however, the English bricolage of words and expressions are sometimes used.

Globalisation

There were two topic areas that emerged from my IDR process:

1. Attitude towards English
2. International standard

The concepts and construct of these topic areas are shown in Table 4.7.

Table 4.7 Globalisation

Respndt	Comment	Construct	Concept	Topic area
SOmn.36.1	My suggestion is English as an international language is needed worldwide, so we can to communicate in English well.	English is an international language and it is used worldwide.	English needed for international communication	**Attitude towards English**
SOwb.22	The requirements for ANAS 1900. If other companies refer to ISOC, SOC runs in aerospace, aero manufacturer, so the requirements should be in accordance with ANAS 1900.	ANAS 1900 requires the documents written in English.	International standard	**Inter-national Standard**

Attitude towards English

The topic area of attitude in relation with the theme globalisation was commented by SOmn.36.1 who saw English is an international language that is used worldwide:

> My suggestion is English as an international language is needed worldwide, so we can communicate in English well.

The attitude of workers towards English is very important. Indications are that a positive attitude amongst workers will heighten their enjoyment (and perhaps pride) of using English in the workplace.

International standard

In another instance, SOwb.22 commented an idea which influenced the writer of documents in SOC in relation with the globalisation theme:

> The requirements for ANAS 1900: if other companies refer to ISOC, SOC runs in aerospace, aero manufacturer, so the requirements should be in accordance with ANAS 1900.

Globalisation has a major impact on standardisation which then results in the specifying of the language to be used; in this case, English is the specified international language.

Summary

Globalisation impacts not only on the business world but also on individuals within the business. In business, it has an impact on the use of English as the dominant international language. This flows on and affects individuals: people working in globalised industries now realise the importance of English and this creates a positive attitude towards the English language.

Employment matters

There were two topic areas that emerged from my IDR process:

1. Drive for employment
2. Interest in other languages

The concepts and construct of these topic areas are shown in Table 4.8.

Drive for employment

The topic area of drive for employment in the theme of other matters was identified by two respondents:

> For the first reason, I guess it was the relation. SOwa.10

> The second: it was related with the system: administratively, after I passed – I should go there. SOwb.10.2

Indications are that the reasons for their employment choice were influences in their lives: the impact and influence of relatives; their major at their college and being able to use this in the workplace.

Table 4.8 Employment matters

Respndt	Comment	Construct	Concept	Topic area
SOwa.10	For the first reason, I guess it was the relation.	Relation is why he can gain employment	Relation may play an important role for employment.	**Drive for employment.**
SOwb.10.2	The second it was related with the system: to work in administration, after I passed – I should go there.	She was also interested in administrative work.	Her interest in administrative work was a drive for employment.	
SOmn.36.3	There are some workers who learn French, German, but it is their personal interest.	Some workers learn other languages.	Personal interest to learn other foreign languages	**Interest in other languages**

Interest in other languages

The second other matter is related with interest of some personnel in other foreign languages outside English; this was pointed out by SOmn.36.3

> There are some workers who learn French, German, but it is their personal interest.

This is a personal interest to learn other foreign languages; however, the main foreign language used is English.

Summary

Personal reasons for wishing to join SOC included the influence of family, being able to apply learnings from a tertiary course and being able to follow an interest in learning and using languages other than English.

Conclusion from IDR analysis in the State-Owned Company

All of the four language skills, as well as significant language elements, were considered important by the respondents; however, the most extensive use of English is made by people in the engineering and marketing areas of SOC. English is used for correspondence (involving reading and writing skills) with

foreign customers and also for presentation and negotiation (involving listening and speaking skills).

Workers in Engineering department used English especially for reporting. This is a routine job when their work is done and need reporting and accordingly they use it often. The same thing happens in marketing department; and even more, there is sometimes a meeting with foreign customers and additional jobs such as writing a proposal and preparing presentation slides. This is more extensive than English used by ranking officers which use English whenever they meet their foreign visitors.

Reading is the only passive language skill needed and used by all workers in SOC as all technical documents are written in English. Reading skill is especially needed to read manuals, job advertisements (in the application stage) and other technical documents. As workers in SOC use a lot of reading skill as a passive language skill, many of them have difficulty in other language skills as in speaking. Only those working in the marketing and engineering department have the luxury to use the active language skills including the combined reading and writing as well as the combined listening and speaking skills.

When local workers communicate among one another, a local dialect or Indonesian is used. Sometimes, an English word or expressions is heard during the conversation; thus, 'bits of pieces', known as the bricolage of English, is used. The bricolage of English identified at SOC is develops when a dialect or Bahasa Indonesia is used together with 'bits and pieces' of English: it is a mixed language of Indonesian and English. It is used in a form of code switching in spoken language, and in a form of original English words or terminology introduced into written language.

English has become a requirement for entry to employment to SOC. It is required for passive use by workers on the production line, and it is used as an active language skill in the engineering and marketing departments. It is an essential requirement for those who are promoted to higher level or

managerial positions. Regardless of the position, a worker who has obvious English competency has an advantage when seeking initial employment or promotion within the company.

Workers learn and progress with their usage of English by seeking solutions to problems as and when they arise; these problems may be minor or major. Minor problems at the lexical level are often solved by individual workers; major problems, such as language skill improvement, are handled by SOC through training – although training preference is given to those who show aptitude in applying English in the workplace. When there is a need for workers to know more about English for specific purposes (ESP), or for them to become familiar with different styles of English language or upgrading their skills in writing, the organisation handles these needs by arranging training either within or outside the organisation.

Globalisation impacts on international communication between institutions or individuals. It triggers individuals to learn foreign languages either as a personal interest or a requirement of a job. The current language used internationally in this globalisation era is English.

To see how the themes are interconnected, the following paragraphs are presented.

Interconnection of themes in Case 1

Use of English in SOC has been considered within eight emergent themes: eight of these are directly related to the case; one is indirectly or insubstantially linked with the case. The relation among the themes is presented in Figure 4.4.

The major theme is English communication skills and is divided into two categories, namely active and passive communication. Active communication comprises writing and speaking skills, while passive communication in the case study only consists of reading. Active communication in the study can be found in a form of email correspondence and talking or conversing with customers who are mainly from foreign countries, while reading is only found

in the application of reading manuals and other technical documents. The theme also detected the need for grammar and variety of English. While grammar is considered to be important both in speaking and writing, variety of English is only associated with spoken language.

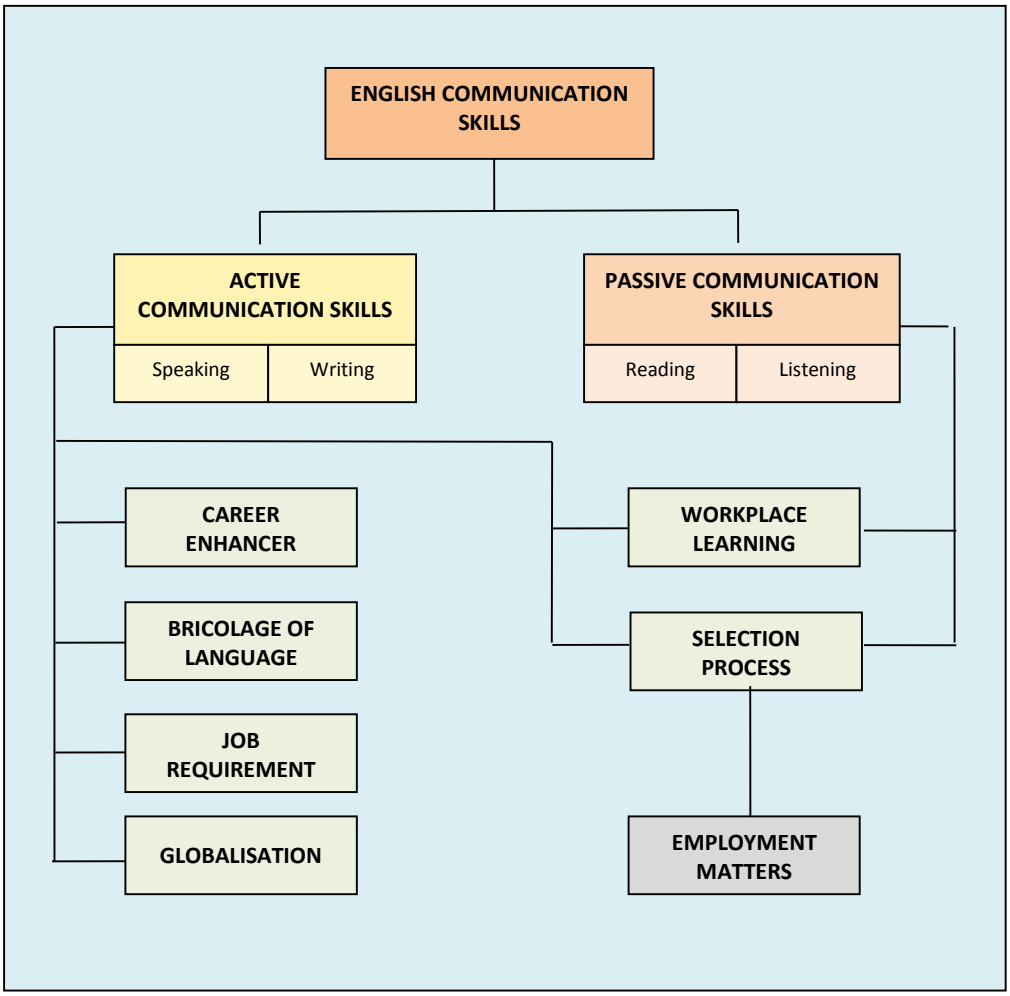
The bricolage of language yields special concepts: code switching, and terminology. It is noticeable only when non-full language of English or local language is used. It is suggested that bricolage is a stepping stone for a full proper use of English language. Local language is the language used to communicate among local workers. Hence, bricolage of English is detected.

The globalisation theme is closely linked with active communication; this is because, the globalisation actors require a high skill of active communication in a form of reading and writing skills as well as listening and speaking skills of English language as the only international language used in the era of globalisation.

The job requirement theme is associated with both active and passive language. Literally, it is stated in the advertisement that English becomes one of the requirements to apply for a job; in reality, passive communication in a form of reading manuals is an ability which all technicians have to possess, while active communication skill should be owned by marketing and engineering staff of the company.

In the selection process theme, active communication ability is an advantage; it is even an enhancer for one to be accepted and to gain a post in the company. However, as English test is one of the steps that have to be taken for a post in the company, both active and passive communication are applied. Even, the bricolage is heard when local language is used in the interview.

Figure 4.5 Interconnection of themes in Case Study 1



The workplace learning theme is associated with how workers in SOC improve their English language skill and how they solve their language problem. It is found that they go to a training centre for their English language skill development. They also learn by themselves to improve their skill. If it is necessary for them to solve a language problem at a single word or syntax level they consult a dictionary,

Employment matters, the external theme, are mostly related to personnel or personal matters which have to do with staff motivation in having and maintaining their position in the company.

In the following section, I indicate how the themes are developed to assist me in answering my research questions.

Developing the case

The case study of English use in state-owned company in Indonesia is connected with the eight organising themes listed at the beginning of this chapter. Each organising theme raised an array of different topic areas with a vast variety of topics. The answers to the research questions below utilised the data emerging from the organising themes. The first research question is a general question regarding the English language skills and knowledge needed by polytechnic alumni as the main respondents in their workplaces.

What English skills and knowledge do polytechnic alumni need in their workplaces?

All alumni worker respondents in SOC acknowledged that English was a requirement to apply for a job, one of whom indicated regular use of English at work:

> Ehm, as a requirement, yes it is. Even, when we work, we use it (SOwa.11) Yes, it is one of the requirements [to apply for a job] (SOwb.11)

As a requirement to apply for a job, one respondent pointed out that applicants had to attach a certificate of English when they apply for a job as stated by SOmn.12:

> The application may not be in English. It is in Indonesian, but the applicants are asked to attach their ability -certificate- on their English.

Each of the skills and knowledge of English needed in the workplace is elaborated further below.

All English language skills

The term ‘language skills’ is interchangeable with communication skills. Language skills consist of four major skills namely listening, speaking, reading and writing. Listening and speaking skills are always integrated – as are reading and writing skills – and are found when oral communication takes place,

e.g., in talking, seminar, conversation and other spoken communication exchanges. Similarly, reading and writing integration happens in written communication exchange as in correspondence, e-mailing, SMS (Short Message Service) or phone text messaging.

However, there are occasions when listening and reading as individual skills happen as in listening to radio, reading newspaper, etc. Accordingly, they are called 'receptive passive skills' as opposed to speaking and writing which produce a language utterance: the latter are known as 'productive skill' or 'active skill'.

The terms 'active' and passive' skills emerged when a respondent at SOC responded to a direct question whether they had to use English at all in the company: SOmn.19.1 answered:

> Yes, and actually it is used every day, but as I mentioned it can be active or passive.

More specifically, SOmn.14.3 mentioned the need for this to be an active skill – one that employees in the engineering and marketing areas at SOC should have:

> But in engineering area, if he is an engineer, or in marketing area, he/she should have an active skill.

He (SOmn.14.4) defined further the idea of active skill as the ability to write and read as well as to speak:

> He/she should not just be able to write or read an advertisement, but to speak English well.

When asked about what English language skills and knowledge are needed to perform duties at work, a respondent in the Organisation answer anything' – indicating an open field:

> Almost anything – skill and knowledge of English (Sowa.25.1)

Because people in the engineering and marketing department use English every day as mentioned before, the respondent undoubtedly confirm the implementation of the all skills as SOmn.19.4 commented:

> Communication, reading, writing and communication (are used].

Even, a respondent who happened to be posted in a production line in SOC stated the use of English to conduct his work:

> Because one of our assignments as far as I know is in English. SOwb.32.1

The four language skills are also known as macro skills, which mean under each language skill, there are minor skills or sub-skills which specify the details of each macro skill needed or used by workers at SOC. I will discuss these macro skills in the following sub-sections.

Speaking skill

Speaking was mentioned frequently by all respondents as I have indicated in Table 4.2.1: Active Communication. Speaking was considered to be of the upmost importance among the other language skills; SOwb.14 commented:

> Actually, all [language skills] are needed, but at least we have to be able to speak.

The interview provided applicants with the opportunity to 'show off' their English speaking skills in a semi-informal situation: although job interviews were conducted mainly in Indonesian, the alumni worker respondents stated that some parts of the interview were in English:

> I think some. Some of the interview was in English, and some in Indonesian. SOmn.13

> I applied on Indonesian, but interview some in English. SOwb.13

In specific areas, for instance in the marketing department, speaking as one of the four language skills is needed as employees have to negotiate or make presentations in seminars in English; SOmn.27.3 pointed out:

> Sometimes, we have to negotiate or present in a seminar which is in English.

Telephoning as one for of spoken interaction is also mentioned as a speaking skill used in the marketing department of SOC; SOmn.27.2 said:

> But in marketing department, some are very active because we have to communicate through email and also telephone.

Speaking skills in English are especially required by people in the marketing and engineering area of SOC. At interviews for employment in the areas, speaking skills are tested. So, here I have found three micro skills identified by alumni workers in SOC, namely, interviewing, negotiating and presenting in seminars.

Reading skill

Reading skill was an important passive language skill mentioned by the respondents at SOC. Despite the apparent passive nature of reading as a skill it is a particularly active brain process, particularly when critical reading is required

In the case of reading skill, there are many minor or sub-skills that describe specific objectives of reading items in a reading test (Lumley, 1993). In this case, however, the minor skills mentioned are not as many or as detailed as in a formal reading test. In the job selection process, the English reading skill required was that of reading and comprehending a job advertisement written in English, as pointed out by as mentioned by SOmn.13.m:

> Yes; the job advertisement was written in English.

In the selection stage, candidates are required to take an English test - mainly a test of comprehension, according to SOwa.14.2:

> It's about reading, which is whether we can understand the reading passage. So, comprehension means reading.

In their work, reading skills are needed by mechanics and employees working on the production line at SOC because the documents are written in English, as indicated by SOmn.14.2:

> If he/she is a mechanic, only passive English - such as reading- is needed.

Furthermore, English reading skills are absolutely needed because the work is assigned on so-called 'assignment sheets' (SOmn 20.1):

> Yes. All work [assignment] sheets are written in English. SOmn.20.1

Reading skills are also needed as workers in this company use manuals all of which are written in English –suggested by SOwa.19 and confirmed by SOwa.36.4:

> Yes; English is needed especially for reading manuals (SOwa.19).Now, the manuals are mostly in English (SOwa.36.4).

Reading is the language skill most obviously needed by mechanics or workers in the production line of SOC. It is especially needed by all alumni interested to apply for a job in SOC because the job advertisement is written in English so it is required to understand it. All workers in SOC need English reading skill because all work documents and work sheets/assignments are written in English. Reading skill is also needed to read manuals.

Writing

In the series of language skills, writing demands the highest ability that one can possess as it requires both the other three related language skills as well as non-related language knowledge such as grammar, spelling and punctuation. The need for writing skill in the case study emerged under the theme of Active communication.

At SOC, not all workers need English writing skills; on the other hand it is essential for those who correspond with foreigners, as noted by SOwa.23:

> There is correspondence, but internally we use Indonesian language, Sir. If we correspond with foreigners, we use English

SOmn.19.5 confirmed that written communication with foreigners is conducted in English:

> Just, for instance, in communication with customers: we usually use English because we have to send emails

In addition, for marketing people in SOC, writing skills are needed not just to write emails but also in the preparation of slides for presentation and to assist with negotiations (SOmn.32.3):

> For example, in marketing, we should have the ability to communicate through e-mail, doing presentation and negotiation - in English.

Writing skills are also required for by workers in the engineering line of SOC; this requires English language skills and knowledge in order to carry out and report on their assigned duties (SOmn.25.2):

> [The language skills and knowledge to perform duties] In the engineering line, some skills in reading and also writing, because they have to prepare the documents in English.

SOwa.12.2 confirmed, furthermore, that all alumni interested in working in SOC, need at least minimal writing skills to apply for a position there:

> But when they apply for the job, they are usually asked to write in English

While extensive writing skills may not be needed by all SOC workers, they are absolutely vital skills for people working in the marketing area and on the engineering line. Minimal writing skills remain necessary for all applicants for a position at SOC as they must be able to prepare an application letter written in English.

Varieties of English

English is now spoken by many people all around the World. When two people from different countries meet, English has become the common language by which they are able to communicate directly. This is experienced by workers at SOC, where customers are from overseas from both English and non-English speaking countries.

English is the language of trade or business which is used as a means of communication among people of different backgrounds is recognise d by a number of writers (Graddol, 2006; Kirkgöz 2009; Lazaro & Medalla 2004; Nunan 2003; Zughoul 2003). The front-line employees at in SOC find that the English they encounter on a day-to-day basis is different from that they learnt in school; SOwb.25.2 recounted:

> When we learn in school, the English language learnt is standard, but when we meet customers, their pronunciation – how they speak – there are individual differences.

Varieties of English should be seen as part of linguistic knowledge rather than as a skill. This means that the alumni should be aware that besides a well-established Standard English such as might be used by British, American and Australian speakers, there are many varieties of English that derive from non-English speaking countries. Kachru, Nelson and Kachru (2006) recognise that types of English spoken in accents other than the standard English above as an international language represent an expansion of use of English outside the inner circle where English is used as the first or mother language. *Chinglish* ('Chinese English') is an example of the emergence of a new variety of English. Although it is considered funny because of the sometimes scarily direct nature of the new meaning produced by the translation, Chinglish exists because people travel and the language travels with them (Radtke 2007). On the other hands,.Crystal (2003) sees the emergence of Chinglish, Singlish (Singapore English), Japlish (Japanese English) etc. as a mixed variety of English that will join with the local language through code switching; each becomes a new variety of the bricolage of English.

Grammar knowledge

Grammar is knowledge that every language user should be able to use when they want to communicate well; in this sense, it is different from the varieties of English that alumni workers should be made aware of as a piece of language knowledge. The importance of grammar was acknowledged by SOwa.25.2:

> Grammar [is needed especially] when we communicate

While the variety of English is mainly recognised through spoken language with its sounds, pronunciation and other vocal distinct characteristics, the grammar of Standard English is mostly similar, is mostly found in writing; however, to a lesser extent, in spoken language grammar is also required to make our utterances understandable.

Bricolage of English

When alumni graduate from their college, they may not be ready to communicate in complete English utterances. In this case, use of the bricolage is a good way to start practicing English, as noted by SOwb.32.2:

> Although we cannot communicate or just struggle to, at least he can understand, even just saying yes no doesn't matter

Bricolage may be used as an effective language both in interviews and in advertisements; thus, the bricolage is used as 'bits and pieces' of English or as a language switch. Oftentimes, the use of mixed language assists in avoiding misunderstanding.

From the accounts above, I can recapitulate the macro and micro skills of the language which are implemented in SOC and potentially required by alumni or those as candidate workers of SOC. These are summarised in Table 4.9.

The macro English language skills needed in SOC are language skills that may include listening, speaking, reading and writing; the individual lingual skills identified as necessary are speaking, reading and writing. The language skills, in turn, are divided into the active or productive skills of speaking and writing; the only passive or receptive skill identified in the study is reading. Listening is a passive element inherent in both active and passive components.

The micro skills needed are as follows:

- **Speaking**: job interviewing, negotiating with customers, telephoning and making presentations in meetings and seminars.
- **Reading:** reading a job advertisement, reading for comprehension as in a test, reading manuals and reading general English documents;

Table 4.9 English Language skills and knowledge needed by alumni workers in a State Owned Company

Macro skills	Speaking	Reading	Writing
Micro skills	Job interviewing Negotiating with customers Presenting in a seminar Telephoning	Reading a job ad Reading for comprehension as in a test Reading manuals Reading general English documents	Writing a job application Writing presentation slides Preparing documents Emailing Correspondence
Other skills and knowledge	Grammar Variety of English Bricolage of English in local language use		

- **Writing:** writing a job application, preparing presentation slides, preparing documents, and emailing or correspondence.

One of the findings above, making presentations, which is considered as necessary skill, differs from the findings of Morgan (1997) and Gray (2010) where the skill of giving presentations to peers was ranked least important.

My finding, however, agrees with that of Wardrope (2002), who found that the ability to make oral presentations was ranked highly by accounting academics who were department heads.

My findings relating to micro skills of reading such as reading a job advertisement, reading for comprehension, reading manuals and reading general English documents also differ from the sub-skills identified by Lumley (1993) namely, skimming and scanning, understanding grammatical reference and dealing with relatively uncommon vocabulary. While Lumley sees reading sub-skills as notion, my research perceives reading skills as more functional; in this, it is in agreement with Blundell, Higgens and Middlemiss (1982) and James (2001).

Other language elements such as grammar and varieties of English are also acknowledged as the English language skills and knowledge that are needed and applied in the organisation. Except for the bricolage of English which is linked closely with the local language use, all the language skills above are primary for proper use of English in the state owned company.

Under what circumstances are polytechnic alumni required to use English in Indonesian workplaces?

In the SOC under investigation, alumni from other polytechnics work on the production line or as mechanics. A small number may take front line positions such as marketing or as key engineering staff. While those working on the production line mostly require the passive skill such as reading, the front liners working as marketing or engineering staff require higher language skills as stated in the following; manager SOmn25 commented:

> For marketing, we have to master all: reading, writing and communication - speaking. SOmn.25.3

> The language skills and knowledge to perform duties) in the engineering line, some skills in reading and also writing, because they have to prepare documents in English. SOmn.25.2:

The application of all English language skills in marketing is emphasised by SOmn.27.2:

> But in marketing department, some are very active because we have to communicate through email and also telephone.

This happens because most company customers are from other countries and there are regular meetings, telephone conversations, correspondences and other oral and written communication exchanges between them, as observed by SOmn.32.3:

> For example, in marketing, we should have the ability to communicate through e-mail, do presentation and negotiation - in English.

As customers of SOC are mainly from other countries, front line staff have to correspond with foreigners; this requires English reading and writing skills, as noted by SOwa.23:

> There is correspondence, but internally we use Indonesian language, Sir. If we correspond with foreigners, we use English.

This observation was confirmed by SOmn.19.5:

> Just for instance that communication with customers, we usually use English because we have to send emails and so on.

Seminars or negotiations with customers which requires a high level of spoken English occur periodically, as observed by SOmn.27.3:

> Sometimes, we have to negotiate or present in a seminar which is in English.

From the accounts above, I have been able to identify a number of significant communicative events when English is used in the organisation. Those are events when, in particular, listening and speaking skills are required: telephoning, negotiating with customers and presenting seminar papers. The communicative events when reading and writing skills are needed consist of the following: emailing or correspondence' preparing documents; preparing slides for presentation purposes. While reading skills are essential in these communicative events, the only regular reading skills are reading documents and reading manuals.

A study in Hong Kong by Evans (2010) suggests that writing emails and fax, and letters, reading emails and letters instructions as well as speaking on the phone, in seminars, and job interviews are the major English-skill requirements. This finding is similar to the findings in my study, although there are variations in the terminology used. In my study, the language skills required at SOC including reading and writing emails, letters, and other correspondence form part of active written communication; the reading of instruction and manuals partially conforms with the importance found in Evans' (2010) study.

The findings in my study that reading of technical documents, together with emailing and the writing of specific documents, are all undertaken in English are similar to those of an investigation undertaken by Chew (2005) who found that most of the new entrants' reading was undertaken in English; oral activities and other language tasks were conducted in Cantonese unless the oral communication was with non-Cantonese-speaking participants.

The use of English as of communicative events in workplaces that were ranked 'important' in the Malaysian study undertaken identified by Kassim and Ali (2010) – formal presentation, following instructions and responding orally,

and participation in meetings – were similar to the regular type of communicative events that I found in my study: negotiating with customers, presenting papers in seminars and reading (read 'understanding') documents and manuals. My findings were also similar to those found in a Thai study by Kaewpet (2009); the latter suggested that four communicative events should be incorporated into his institution's English course: talking about daily tasks and duties, reading textbooks, reading manuals, and writing periodic and progress reports.

With regard to reading manuals and writing emails, the findings of my study are comparable with the results of Kaneko, Rozycki and Orr (2009) workplace investigation in Japan that indicated that the most frequent English-language tasks for computer specialists in the professional workplace were: the reading of manuals and instructions (for installation, etc.); the writing of emails, faxes, and business letters.

How well prepared are polytechnic alumni to cope with the required English skills in their workplace?

In answer to the question regarding the level of English skill they, as polytechnic alumni workers, had before they began working in SOC, the response was 'good'; they felt that they had adequate English competency before joining SOC:

> [My English is] Good, Sir. From high school, then in college, we have progress. SOwa.26

> [My English is] Good enough. SOwb.26

It was that adequate that it had not been suggested to them that they should take additional training courses to cope with any English language problems:

> [It has] never been suggested [by my supervisor to take a training course]. (SOwa.35 & SOwb.35)

SOC requires their workers to understand documents written in English; respondents similarly stated that there were no problems for them when it came to understanding documents written in English:

> No, Sir. [There is no problem in understanding documents written in English]. SOwa.21

When, however, it came to a higher demand to communicate in the form of speaking, alumni workers found difficulties, as hinted by SOwa.36.2:

> They can use English well, but when they have to converse, some have difficulty. They can listen - understand - but they cannot speak.

I observed a similar uncertainty in statements about the ability of other alumni colleagues to understand documents – although SOwb.21 was sure of her own ability:

> For me [there is] not really a problem in understanding the documents written in [English]. But for the others, I do not know.

She was also uncertain about the general level of communication skills the oral skills that others needed to master.

> Although we cannot communicate or just struggle to, at least he can understand, even just saying yes no doesn't matter.

This indicated to me that, while generally understanding what others say, many workers show a lack of productive skills: they cannot respond in English. This sense was confirmed by SOwa.36.2:

> They can use English well, but when they have to converse, some have difficulty. They can listen - understand - but they cannot speak.

That could be the reason why, at the end of our interview, SOwa.36.1 suggested that polytechnic alumni should learn more to converse:

> Suggestion for Polytechnic, we have to learn the conversation, as in here, for Maung PolytechnicTI P alumni

The indications are that Maung polytechnic alumni workers have insufficient skill in oral communication; this represents a lack of experience

in active communication: they can understand but they cannot respond. A similar oral communication problem was found in a study in a European company by Andersen and Rasmussen (2004) in which English was used as the 'corporate language of the firm'.

Those working as mechanics and on the production line in the company seem to have no problem with their English as it is intended for them to understand only English documents. This is an 'English passive skill'which they can master. If they were to be placed or promoted to higher levels in the marketing or engineering departments, where more sophisticated language skills, particularly in speaking and writing, they would encounter real difficulties; thus, their promotional possibilities are strictly limited.

How well do Indonesian companies provide ongoing support for English language skills development for their workers

By Indonesian standards, SOC is moderately large with thousands of workers occupying a large, industrial space. It has its own training centre which provides various types of training to upgrade the skills of the employees, including English courses; SOmn.34 commented:

> We have our own training centre, so we have a training centre that provides English courses.

Sending workers to a training centre is one of the solutions to problems with English that manager SOmn.33.1 at SOC has applied:

> There are some solutions. The easiest one is just send them to a training centre that we have here.

There is a priority procedure, however, that workers must follow; SOmn.34 commented:

> The Company facilitates English training, but there is a priority.

A need may arise, but there is no space available in training centres: others have higher priority for access; consequently, when absolutely

necessary, SOC sends its workers outside SOC to engage in external English training, as revealed by SOmn.33.2:

> We also send them to training outside SOC as in Harvard –an English college in Bandung - in EEP or TBI.

SOC's general support for personnel skill development is not just realised through the provision of training centre; SOC managers, e.g., SOmn.35, as company representatives, actively encourage employees to improve their English language skills:

> Yes, [as one of the managers here I often encourage workers to improve their English]

This manager has a positive attitude towards English, seeing it as a necessary element of life-long learning; SOmn.19.2 noted:

> And if I encourage them – to use English – I do [so] because the language-mastery is a learning process

To sum up, SOC has a positive and encouraging attitude towards the use of English as expressed in programs and resources that encourage the language learning progress and proficiency of their workers. SOC has its own training centre with its own special English program in which workers can be sent, as priorities permit, so that they might further the progress of their language learning. This in-house training is important as Harper's (1996, p.16) study shows: workers were certainly happy, more confident, and more sociable as a result of EWP': this EWP (English for Workplace Program) was provided for workers in a garment factory in Canada.

In addition, SOC has a policy to send their workers outside for the development of their language capability on a needs basis. Such training is made available by training providers: these are plentiful in Indonesia. In terms of English course provision, such providers can supply a range of types of English upgrading programs, including company-tailored English programs designed to suit the English language development needs of employers and employees.

Conclusion

At the commencement of this chapter, I discussed the requirements of English competency in the company based on a sample of advertisements. When an ad is written in English, this suggests that English competency is absolutely required, even if no such statement is written in the ad. In the middle part, based on the interviews with three people ion the company, I conclude that English was not actually spoken, but it was used mainly by most workers in the company for reading. However, some high ranking officers, especially in the marketing section, used English to perform most tasks such as presentation, meeting, and report writing. When an ad states that English is a requirement, while in reality it is not used frequently, I would suggest that this is the trend in Indonesian employment at present. The applicants with high skill of English have a high possibility of being accepted. Then when they work, their English may be used. The findings and analysis were taken from data on the interview. Analysis on the survey was done separately; a combined interviews and survey analysis is undertaken in Chapter 10.

In this chapter, the macro and micro English skills, as well as other knowledge components of English language needed and used at SOC, have been identified. They are all four major language skills which are divided into active or productive skill (writing and speaking) and a passive skill (reading); inherent in them all is the passive skill of listening. Each micro skill comprises sub-skills which are detailed objectives deriving from individual English major skills (speaking, reading and writing).

The communicative events which are defined as venues or situations where communication or language skills come into practice in SOC have been identified: telephoning; negotiating with customers and presenting papers in seminars, as well as emailing and other correspondence; preparing documents; preparing slides for presentation; reading documents and reading manuals – these are lists of topics that are useful information for curriculum development in educational institutions or training providers concerned with English for occupational purposes.

The alumni workers in SOC appear to have no problem with the reading skills required for the reading of manuals, reading documents and other types of reading normally found in workplaces; this is a passive communication skill that is required at SOC. However, when they are faced with more highly sophisticated language skills such as those found in active communication, they have difficulty. Suggestions and recommendations of ways to improve speaking – beginning from the time they commence college – is proof that the alumni take the acquisition of this skill seriously.

Fortunately, SOC's response to overcome the lack of specific English language skills is constructive. They send workers in need of skill improvement to their own training centre and, when necessary, they engage the service of external providers.

CHAPTER 5

Case 2: English Use in a Multi-national Company

In this chapter I develop my Case Study 2 which relates to the use of English in a multinational company (MNC) in Indonesia. I begin with an introduction to the Company under investigation, and it is then followed by a discussion of my findings.

Introduction to the Multinational Company

Minyak Pt (a pseudonym; henceforth, MNC) is a multinational company which represents oil companies or other giant companies such as Schlumberger, Caltex, Conoco and Total that offer high standard remuneration which can only be found in developed industrial countries. This is the company in which Indonesian university graduates dream about working. Who would reject the temptation of being paid an international standard salary to work in a country with low cost of living? The income of a new recruit in such company could reach 10 times that of their fellows working in a national private company. Their basic salary is much higher than that of their lecturers 'who have taught them in their university or colleges. The alumni's 'dream' to work in such a company was expressed by respondent MNwa.10:

> Because as I know the MNC is an established company and this is one of dreams to have a job in an oil company.

To make a company global, it also has to act local – *globalisation* and *glocalisation* (Kumaravadivelu 2006). This concept – 'think global, act local' – which is applied by many multinational companies such as Coca Cola, Toyota, and Unilever, does not directly apply to this company because the sector that it deals with does not 'touch' the basic needs of the people: MNC gives services to oil companies operating in Indonesia and only deals with those companies; it never deals directly with every day Indonesians.

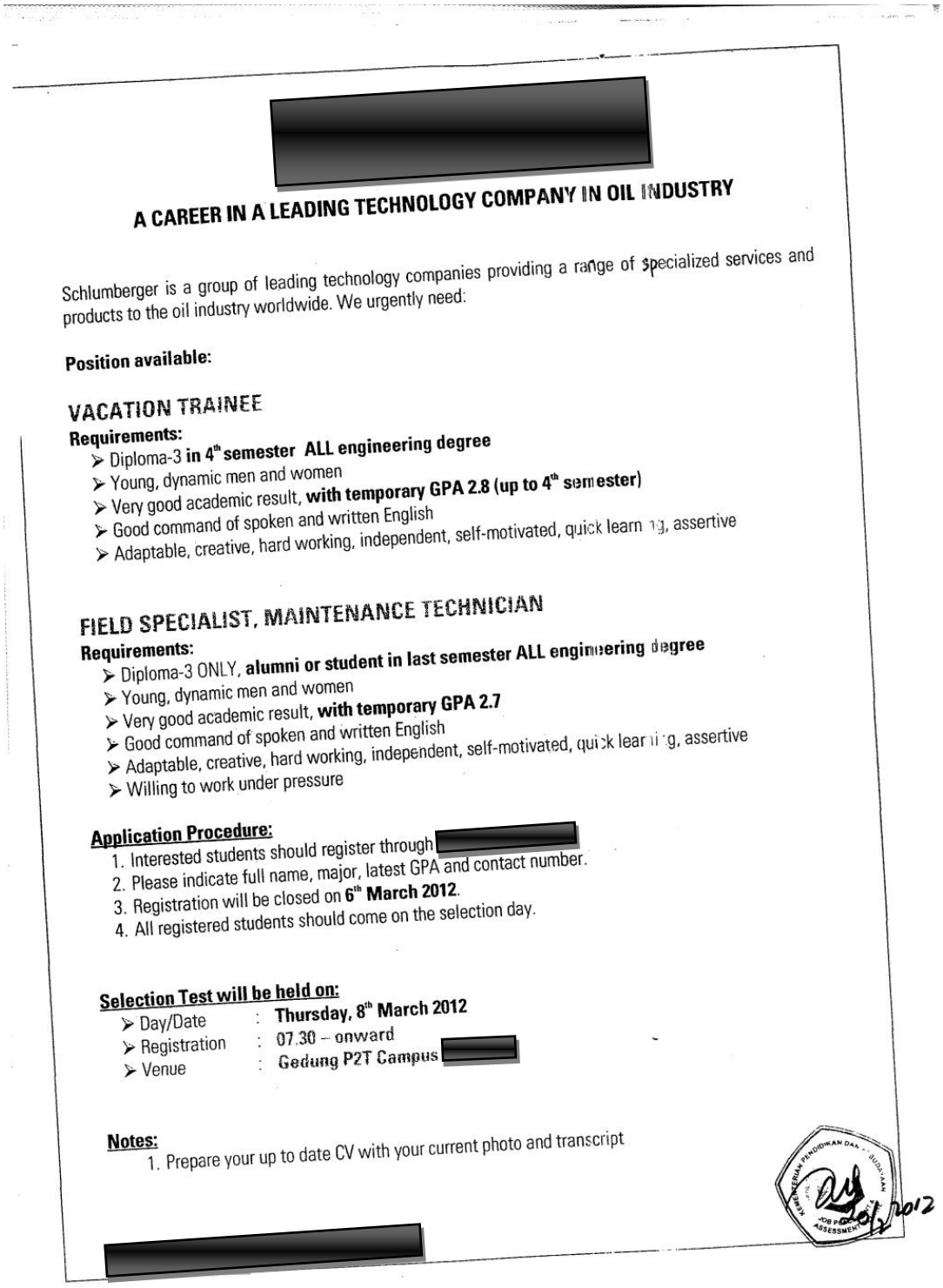
As the selection of workers is very tight in MNC, only a small number of alumni from Indonesian polytechnics work in such a company as noted by MNmn.36.3:

> We only hire the best graduate from the best university and I consider Maung Polytechnic is the best Diploma 3.

As a consequence, MNC demands a high academic achievement and excellent English language skill as can be seen from the advertisement, placed by a multinational oil company within tertiary institutions in Indonesia (see Figure 5.1). From this advertisement, it is clear that applicants need a good command of spoken and written English as well as a relatively high academic result (a GPA of at least 2.7 out of 4). The requirements indicated here can only be fulfilled by high-achieving and highly motivated students.

Despite the demanding selection criteria, a great number of alumni and final year students of university line up to work in a company such as MNC; this is one of the reasons why I chose this company as a venue in which to conduct my study of English use in an Indonesian workplace.

Figure 5.1 Sample job advertisement



[redacted]

A CAREER IN A LEADING TECHNOLOGY COMPANY IN OIL INDUSTRY

Schlumberger is a group of leading technology companies providing a range of specialized services and products to the oil industry worldwide. We urgently need:

Position available:

VACATION TRAINEE

Requirements:

- Diploma-3 **in 4th semester ALL engineering degree**
- Young, dynamic men and women
- Very good academic result, **with temporary GPA 2.8 (up to 4th semester)**
- Good command of spoken and written English
- Adaptable, creative, hard working, independent, self-motivated, quick learning, assertive

FIELD SPECIALIST, MAINTENANCE TECHNICIAN

Requirements:

- Diploma-3 ONLY, **alumni or student in last semester ALL engineering degree**
- Young, dynamic men and women
- Very good academic result, **with temporary GPA 2.7**
- Good command of spoken and written English
- Adaptable, creative, hard working, independent, self-motivated, quick learning, assertive
- Willing to work under pressure

Application Procedure:

1. Interested students should register through [redacted]
2. Please indicate full name, major, latest GPA and contact number.
3. Registration will be closed on **6th March 2012**.
4. All registered students should come on the selection day.

Selection Test will be held on:

- Day/Date : **Thursday, 8th March 2012**
- Registration : 07.30 – onward
- Venue : **Gedung P2T Campus** [redacted]

Notes:

1. Prepare your up to date CV with your current photo and transcript

[redacted]

Multinational Company IDR analysis

I identified seven organising themes arising from the case study in MNC.

1. English Communication skills
2. Selection Process
3. Globalisation
4. Workplace Learning
5. Job Requirements
6. Bricolage of language
7. Employment Matters

I will discuss each organising theme in the following sub-sections. This analysis is based on data similar to that presented in Appendix 1.

English communication skills

Within this organising theme I identified the following topic areas:

1. All English language skills, combined
2. Reading and writing skills, combined
3. Speaking skills, alone
4. Writing skills, alone

The constructs and emergent concepts within these four topic areas are shown in Table 5.1.

Table 5.1 English communication skills

Rspdnt	Comment	Construct	Concept	Topic area
MNmn.25.2	We do the interview in English and we do test written in English.	The interview is in English and the test material is also written in English.	English is the language used in interview and test.	**All English Language skills**
MNmn.14.1	The language skills and knowledge needed to apply for a job here is to be able to communicate.	The applicant should be able to communicate in English.	English to apply for a job.	
MNmn.20	Yes. Workers have to deal with documents written in English to perform their jobs.	Workers have to deal with documents written in English to perform their jobs	Common practice: work documents are	**Reading & Writing**

Rspdnt	Comment	Construct	Concept	Topic area
MNwa.22	There is a template already, but sometimes we receive [a new one] from a client…and we distribute it again.	The client writes documents in English and it is distributed.	written in English.	
MNwa.19.4	Yes, contracts, tenders, it's all in English. OK. That's all right.	They write contracts or tender in English.	Contracts or tender written in English	
MNwa.19.5	Even if we got the contract from Pertamina: usually Pertamina send us the contract in Bahasa, but we have to translate it in English.	They write contracts or tender in English; when it is in Bahasa, it should be translated into English.		
MNmn.13.a.1	We do all kinds of physics tests, mathematics tests. They are all in English also. [The tests are in] mathematics, physics and basic logic.	There are some tests such as logic, mathematics, and physics all in English.	'General tests' delivered in English.	
MNwa.13.a.1	There are some tests. The first test is a written test in logic; and tests in mathematics and basic physics.	There are some tests such as logics, mathematics, and physics and it is written in English.		
MNwa.23.1	Yes. I correspond with everybody in English to perform the job.	They correspond in English to perform the job.	Job correspondence in English.	
MNwa.23.2	[Correspondence is] mostly email. Email, fax letters are always in English.	Correspondence is mostly by e-mail, but all are always in English.		
MNmn.12	Yes, The CV is written in English, If they don't do it we ask them to change it.	Job application should be strictly written in English.	Job application is written in English	**Writing**
MNmn.23	Yes, we use English for correspondence.	They use English for correspondence.	English is used in written correspondence	
MNwa.19.1	Yes, everything when we write or send email it should be in English.	They write emails in English.		
MNwa.25.2	But sometimes if you send letters you have to know about the grammar. This is a writing skill.	Good Writing skills need wide knowledge of grammar.	Grammar in writing.	

Rspdnt	Comment	Construct	Concept	Topic area
MNmn.14.2	English screening is the primary on the communication.	English screening is intended to see how well the applicants can communicate.	First thing first: speaking.	**Speaking**
MNmn.30.m	No, normally in the first screening we normally try to find someone who can speak English.	In the beginning, they try to find candidates who can speak English.		
MNwa.14	I think for MN, the most required English skill to apply for a job is conversation. It's the most important thing.	Conversation is the most required English skill to apply for a job.	Conversation is the most highly prised English skill.	
MNwa.36.3	The most important thing is communication - conversation -.	Conversation is the most important skills of English.		
MNwa.25.1	[The language skill they need to perform duties at work is] mostly conversation,	The language skill they need to perform duties at work is speaking skill.	Speaking skills are the most prominent and useful language skill at work.	
MNmn.11	Not really written English. I mean, we require the candidates to speak.	English is an absolute requirement, especially speaking skill.		
MNmn.36.1	You need to speak English if you are workers here in this company.	You need to be able to speak English		
MNwa.19.3	It depends on my boss. My boss is from Egypt, so we have to talk in English.	Her boss is from Egypt, so she has to communicate in English with him.	English used to communicate with people of international background.	
MNmn.27	I think I've answered that English skill and knowledge to perform their jobs, it's for communication. I don't know the measure of English	English is needed for communication regardless of the level of employment of the workers.	Communicating or conversation ability is its measurement.	
MNmn.25.3	So, I do not know how can I measure, I mean when we feel comfortable with someone that can communicate with me, to me their level of English is OK.	The level of English is considered OK when they can communicate.		

Rspdnt	Comment	Construct	Concept	Topic area
MNmn.25.1	We don't really have standard measurement of English capability, so for engineering people we expect them to speak English,	They don't have standard measurement of English capability, but they expect their workers to speak English.		
MNwa.36.6	They had to debate. They had to communicate by speaking in English.	In a group discussion, was in English.	English is used in the staff selection process via a debate in a team building exercise	
MNwa.13.a.2	The second test is team building. We are divided into some groups. Then we are observed on how well we can manage the group; can we become a leader or not and can we also give suggestions to the group? We are assessed there.	Team building test in which candidates are divided into some groups to discuss a matter.		
MNmn.13.a.2	Yes, the interview was all in English. But we do not do like grammar and all kinds of English literature.	There are no English proficiency tests such as reading, but interview was in English.	English is used in the Interview test and group discussion.	
MNwa.13.a.4	No, there aren't any special English tests. No, reading test or the like, everything is conversation.	There is no English proficiency test such as reading.		
MNwa.36.8	In MN, there are no tests like TOEFL, but there are interview and group discussion. From there, we found out the candidates' abilities.	There is no English proficiency test, but the candidates' English ability is seen from interview and group discussion.	English is used in the Interview test and group discussion.	
MNwa.13	The job interview was done in English.	The job interview is done in English.	Job interview is done in English	
MNmn.13	Of course. [when there is an interview, it is done in English].			
MNwa.36.4	The obvious one is when we were interviewed which was when the decision was made whether we are accepted.			
MNwa.13.a.3	After the team building, we were given some problem-solving, then interviewed	Interview test is to follow team building test.		

Rspdnt	Comment	Construct	Concept	Topic area
MNmn.32	Yes, [English is required for job promotion and] again right from the beginning we recruit those who can speak English.	From the beginning of recruitment, English is needed; moreover for promotion.	English speaking skill is required for promotion	
MNmn.19.1	The office boys are not required to speak English, I mean the cleaner no, but most of them speak English, because we deal with a lot of expatriates here.	Everybody in the company speaks English.	Corporate Culture.	
MNwa.36.7	If I can suggest, there should be a conversation group in Maung Polytechnic, just to practise their English.	Conversation groups should be established in Maung Polytechnic.	Opportunity should be emphasised on conversation practices.	
MNwa.36.2	I suggest the Maung Polytechnic students should learn to communicate - in English.	Maung Polytechnic students should learn to communicate in English.		
MNmn.13.m	Yes. [job advertisement written in English]	Job advertisement is written in English.	Advertisement is written in English.	**Reading skill**
MNwa.21	No. [There is no problem in understanding documents written in English]	No problem in understanding documents written in English.	Sufficient English ability.	

All English language skills

The category ‘all English language skills required’ emerged in separate interviews with two respondents: the first focused on English being the language used at the interview; the second emphasised the total communication in English required by the company:

> We do the interview in English and we do test written in English (MNmn.25.2).
>
> The language skills and knowledge needed to apply for a job here is to be able to communicate (MNmn.14.1).

Both of these respondents emphasised that, from the outset of their contact with the company, the emphasis is on the primacy of English as the language of communication.

Reading and writing

Two respondents pointed out the application of reading and writing in their everyday work. One of the comments from MNmn.20 is seen below:

> Yes. Workers have to deal with documents written in English to perform their jobs.

Two respondents referred to the need to use English in finalising contracts or tenders. One of them even mentioned the need for translating the document as it may be written in Indonesian.

> Yes, contracts, tenders, it's all in English. (MNwa.19.4)
>
> Even if we got the contract from Pertamina: usually Pertamina send us the contract in Bahasa, but we have to translate it in English (MNwa.19.5).

Whether originally written in Indonesian (for local contracts or tenders), contracts are translated into English as the common language. The skills of reading and writing in English have high priority.

Two respondents referred to the application of reading and writing in connection with the general tests which candidates have to take as part of the application process. One of the comments from MNmn.13.a.1 can be seen below:

> We do all kinds of physics tests, mathematics tests. They are all in English also. [The tests are in] mathematics, physics and basic logic

This group of 'general tests' of logical thinking, mathematics and physical science all require English reading and writing skills. I was unable, however, to determine the level of English that was required as I did not have access to the test papers.

Finally, two respondents referred to the written correspondence that was regularly undertaken by them as part of their work:

> Yes. I correspond with everybody in English to perform the job (MNwa.23.1).
>
> [Correspondence is] mostly email. Email, fax letters are always in English (MNwa.23.2).

Written correspondence – mostly by email, but sometimes by fax – is undertaken in English. This requires high-level skills in reading and writing.

From the accounts above, I note that a high level of skill in reading and writing in English is required as a normal part of work in the organisation. This is a standard part of job correspondence (both among the workers, and between the workers and their customers) in processing contracts and dealing with documents. This requirement is evident from applicants' first contact with the company when they have to undertake selection tests in English.

Writing

The individual skill of writing was mentioned by MNmn.12 as a required skill in a job application process:

> Yes, The CV is written in English. If they don't do it we ask them to change it.

Two respondents confirmed that English is always used in written correspondence within the Company; MNwa.19.1 commented:

> Yes, everything when we write or send email, it should be in English.

Finally, MNwa.25.2 mentioned the need to know grammar in writing as she realised that good writing skills need wide knowledge of grammar.

> But sometimes if you send letters you have to know about the grammar. This is a writing skill.

Here the need and application of the writing skill – as in when they applied for the job there and when workers had correspondence – is emphasised. Obviously, a job application had to be written in English; otherwise, the application would have been rejected. I also note that this emphasises the need for a quite high level of grammar skills in their writing.

The importance of writing skills in English is emphasised by all respondents – from their first contact with the company (when they apply for a position) and continues in all on-going aspects of their work. A high level of writing skill is needed, with an emphasis on correct grammar usage.

Speaking

Initially, English screening is undertaken to see how well the applicants can communicate; this was indicated by two respondents. The comment from MNmn.30.m may be seen below:

> No, normally in the first screening we normally try to find someone who can speak English.

It was a common perception that conversation was the most highly prised English skill in the company. This is expressed by MNwa.14.

> I think for MNC the most required English skill to apply for a job is conversation. It's the most important thing.

Oral communication in English is of vital importance in the organisation; it is dependent on employees having highly developed English speaking skills. The prominence and usefulness of speaking skills were further emphasised by three respondents. Two of the comments can be seen below:

> [The language skill they need to perform duties at work is] mostly conversation. (MNwa.25.1)

> Not really written English. I mean, we require the candidates to speak. (MNmn.11)

The priority for employees to have good oral communication skills is clear in these comments.

There are many foreign workers in the company; thus, English is used to communicate with people of international backgrounds as stated by MNwa.19.3:

> It depends on my boss. My boss is from Egypt, so we have to talk in English.

The use of English as the current global language is immediately obvious in this comment: a native Arabic speaker from Egypt communicates with Indonesians and foreigners, alike, in English.

While the previous comment related to communication between a foreign manager and Indonesian staff, English is needed for communication regardless of the level of employment of all company workers. This was referred to by MNmn.27:

> I think I've answered that (English skill and knowledge to perform their jobs), it's for communication. I don't know the measure of English.

In this instance, a measure of the level of competence in spoken English was not addressed.

Two respondents indicated that the measure of adequate spoken English is that employees should be able to communicate in a conversational style. One of the comments from MNmn.25.3 is seen below:

> So, I do not know how can I measure, I mean when we feel comfortable with someone who can communicate with me, to me their level of English is OK.

Being able to converse in English that is communicable is the accepted measure of adequacy of the speaking skill of employees in this organisation.

Two respondents pointed out that the level of English language proficiency was addressed at the initial interview via group discussion activities:

> They had to debate. They had to communicate by speaking in English. (MNwa.36.6)

> The second test is team building. We are divided into some groups. Then we are observed on how well we can manage the group; can we become a leader or not and can we also give suggestions to the group? We are assessed there. (MNwa.13.a.2)

By means of a debate, and active engagement in a group building exercise, candidates' English speaking skills are immediately made evident at the initial interview. This active use of English as a test of proficiency was further emphasised by three respondents; two comments are shown below:

> Yes [the interview was] all in English. But we do not do like grammar and all kinds of English literature. (MNmn.13.a.2)

> In MNC, there are no tests like TOEFL, but there are interview and group discussion. From there, we found out the candidates' abilities. (MNwa.36.8)

It is clear from these, and earlier comments, that while there is no specific English language proficiency test, candidates' English ability is determined by observation throughout the course of the interview and, particularly, by their ability to participate in group discussion.

Specifically, the following comments emphasise the focus on English speaking skills in the job interview as being central to the job selection process:

> The obvious one is when we were interviewed which is the decision whether we are accepted or not. (MNwa.36.4)

> After the team building, we were given some problem-solving, then interviewed. (MNwa.13.a.3)

The primacy of the importance of English in all phases of the interview process is evident in these remarks. This primacy continues when employees seek promotion; it is embedded in the corporate culture:

> Yes, [English is required for job promotion and] again right from the beginning we recruit those who can speak English (MNmn.32).

Not only is English required in the recruitment phase: proficiency in English is essential if employees are to gain promotion: English, as MNmn.19.1 points out, has become part of the general workplace culture.

> The office boys are not required to speak English, I mean the cleaner no, but most of them speak English, because we deal with a lot of expatriates here (MNmn.19.1).

The general conclusion is that everybody in the company speaks at least some English in the workplace, even when it is not strictly required.

Finally, there was a strong suggestion from the alumni workers at MNC that conversation practice in English should be emphasised at Maung Polytechnic; a sample comment from MNwa.36.7 is indicative:

> If I can suggest, there should be a conversation group in Maung Polytechnic, just to practise their English

In the light of these responses, undergraduates aspiring to positions in multinational companies should be given extensive practice in active communication in English in a variety of contexts: in discussion groups that engage in normal conversation; in debates and structured activities; in the college providing a rich arena for learners to practise English conversation and thus to develop all four English language skills.

Reading skill

The topic area of reading skill initially emerged from MNmn.13.m who affirmed that only English was used in job advertisement for this company:

> Yes. [Job advertisement written in English].

As the company's job advertisements are always written in English, there is an implied need for alumni to be able to read English. Another respondent (MNwa.21) mentioned that applicants had sufficient English ability to join the company:

> No. [There is no problem in understanding documents written in English].

These comments indicates that the workers in MNC are already familiar with reading skill from the beginning. As they have been using English as an active communication skill, the ability read documents written in English is no longer a problem.

Summary

From the accounts above, I observe that speaking skills, especially conversation skills, are the most important language skill needed and applied in this organisation. It is required from the time when candidates apply for a position and are involved in interviews. Speaking skills have the top priority, surpassing all other language skills – though they are enhanced by listening, reading and writing. It has been suggested that speaking skills need to be mastered early, and certainly developed while students are still in their colleges. Speaking skills are measured by how well a person can communicate orally with other people in a series of practical exercises; they are not necessarily dependent on a standard proficiency test. As part of the corporate culture, English is spoken by every worker in the company regardless of their positions. In this series of interviews, I have found how vitally important the ability to speak English is in enabling college graduates to gain employment in this organisation.

English is obviously used as an active communication language in this organisation. It requires a high level of both written and spoken skills from the beginning as found in the job application writing, selection tests of English-written general tests, debates and in the final job interview.

At work, a high skill of English is also required, especially in processing contracts and dealing with documents which were written in English. A high skill of writing is required. This has two consequences:

1. As grammar plays a role, it is an element that needs to be mastered to facilitate better and more expressive writing.
2. As speaking in English has become part of the corporate culture of this organisation, speaking is the most important language skill to be used; it is needed by all alumni aspiring to join this company.

Speaking ability is measured on the basis of the real performance of the speakers and is not based on level as used in an English proficiency test; it is used from the beginning of employment; it has been suggested that a high level of mastery be achieved by all alumni interested in working in such a company. The workers in the Company have the necessary English reading skills from the outset.

Job requirement

Two topic areas were identified in the organising theme of Job Requirement:

1. English required for job promotion
2. English required from recruitment process

The concepts and construct of these two topic areas are shown in Table 5.2.

Table 5.2 Job requirement

Rspdnt	Comment	Construct	Concept	Topic area
MNwa.32	Yes I think so. [English is a requirement for job promotion].	English is a requirement for job promotion.	English required for advancement	**English required for job promotion**
MNwa.36.1	Yes, [my suggestion is] the recruitment from the beginning that the MN needed [the applicant to speak English].	From the beginning, the Company needed the recruits to speak English.	English required from recruitment process.	**English required from recruitment process.**

English required for job promotion

The topic area English required for job promotion emerged from the comment by MNwa.32 saying:

> Yes I think so. [English is a requirement for job promotion].

As English is used daily as a means of communication in MNC, English is of paramount importance from the outset at all stages of employment.

English required from recruitment process.

The topic area of English required from the recruitment process arose from the statement by MNwa.36.1 who confirmed that the requirement of English which was not just for promotion, but it from the beginning of employment:

> Yes, [my suggestion is] the recruitment from the beginning that the MN needed the applicant to speak English.

For me, this confirms that English is required by all workers in the Company in all stages of their work, not just for promotion or in the selection tests used at interview.

Selection process

The Selection Process organising theme raised the following topics:

1. Modes of announcement
2. Selection procedures
3. Indonesia's situation
4. Valuing

The concepts and construct of these four topic areas are shown in Table 5.3.

Table 5.3 Selection process

Rspdnt	Comment	Construct	Concept	Topic area
MNmn.12.m.2	We always have a website which is broadcast publicly, I mean, so everybody can go and apply there.	Using a website to recruit workers.	Website is an up to date method of publication.	**Modes of announcement**
MNmn.12.m.3	We also do a career fair, but certainly we cannot attend all career fair in one country, right?	Using a particular career fair to select candidate workers.	Career fair as a more focused mode to select workers.	
MNmn.12.m.6	So we attended a career fair and another thing we advertise through a newspaper.	Newspaper is also used to attract candidate workers, which is a traditional but effective way to attract candidates.	Newspaper as a traditional but effective way to attract candidates.	
MNmn.12.m.6	We can also do referral, we can get an employee to refer any good friends or any good candidates that they think are good to join us and then we're going to go through a screening process.	Referral is also used to gain candidate worker and is followed up with screening process.	Referencing as one way to select good candidates	
MNmn.12.m.4	I'm only a recruiting manager and assistant and there are only two of us actually covering Indonesia. We just try to pick the important career fair.	Only two of us who can do the selection of workers, so only important career fairs can be attended by limited number of recruiters	Only important career fairs can be attended.	**Selection procedures**

Rspdnt	Comment	Construct	Concept	Topic area
MNmn.12.m.1	There is a various kind or way for us to do the recruitment.	Company uses a various way to get a most suitable worker.	Various ways to recruit candidate workers.	
MNmn.12.m.7	So, there's a various kind of recruitment process.	Company uses various kind of recruitment process.		
MNmn.33.3	Indonesia for me: the number of people [who can speak English] is sufficient.	The number of people who can speak English in Indonesia is enough.	Better condition regarding English speaking people in Indonesia.	**Indonesia's situation**
MNmn.31	Workers get promotion because of their performance	Performance is a factor that can make a worker promoted.	Performance for job promotion	**Valuing performance and attitude**
MNwa.31.1	It's obviously how he/she performs in his/her work; if he/she can reach the objective, and there is a career path, that he/she can get.	Performance is a factor that can make a worker promoted.		
MNmn.36.4	We expect those who come to us are students with high responsibility.	The Company want graduates with high responsibility.	Responsibility is a personality trait which is needed by good workers.	
MNmn.36.5	Their parents are sending them to Maung Polytechnic or ITB to study and expect them to have responsibility to study hard.	Students learn to have responsibility to study hard in college.	Responsibility to study hard as education in character building.	
MNwa.31.2	Last time when I was a lab technician, there was a career path that I had to follow, because from there I could be promoted to get a higher grade. So, there is a career step there.	There is a career path to follow so a worker can reach higher position.	Career path should also consider performance and dedication.	
MNmn.36.3	We only hire the best graduate from the best university and I consider Maung Polytechnic is the best Diploma 3 university.	They only hire workers of the best graduates and from the best universities in Indonesia.	Company strategy to obtain a most suitable worker.	**Valuing performance and attitude**

Rspdnt	Comment	Construct	Concept	Topic area
MNwa.36.5	From the series of tests that I followed, there were friends with high GPA, they could answer the test questions, but when they came to the group discussion, they failed.	There is a case when an alumni with higher GPA who failed because he/she could not speak English well in a group discussion.	English skill is valued more	
MNmn.36.6	Of course we are not closing our eyes; the minimum requirement of GPA is 3.0.	The minimum requirement of GPA to be accepted in the Company is 3.0.	High standard of academic achievement.	
MNmn.36.2	Of course English is important but academic achievement is of course important too.	Academic achievement as well as English is important.	Both English and academic achievement are weighted.	

Modes of announcement

The topic area 'modes of announcement' emerged from four respondents: they considered concepts related to the forms of announcement that the Company made to find new recruits. Regarding a website to find a new recruit, MNmn.12.m.2 commented:

> We always have a website which is broadcast publicly, I mean, so everybody can go and apply there.

A career fair is a more focused mode of selecting workers; however, because of geographic limitations, potential employees cannot attend all career fairs held in the country as commented by MNmn.12.m.3

> We also do a career fair, but certainly we cannot attend all career fair in one country, right?

A more widespread approach is via the press: this is a more traditional and very effective way to attract candidates; MNmn.12.m.6 pointed out:

> So we attended a career fair and another thing we advertise through a newspaper.

The final mode, suggested by MNmn.12.m.6, was via personal referral suggested:

> We can also do referral, we can get an employee to refer any good friends or any good candidates that they think are good to join us and then we're going to go through a screening process.

From these accounts, I have identified successful methods of recruitment: use of websites, career fairs, newspaper advertisements and personal referral.

Selection procedures

Two respondents commented on the selection procedures: first regarding the various ways used to identify the most suitable workers; the second concerned with staffing restrictions experienced within the Company:

> There is a various kind or way for us to do the recruitment. I'm only a recruiting manager and assistant and there's only two of us actually covering Indonesia. We just try to pick the important career fairs. MNmn.12.m.4

A team of two, experienced in many ways of recruiting staff, is restricted to personal involvement at a small number of career fairs across the vast geographic extent of Indonesia. This is seen as a limiting aspect of their effectiveness.

Indonesia's situation

The topic area of Indonesia's current situation in relation to the English competency of the people needed for work was mentioned by MNmn.33.3:

> Indonesia for me English is the number of people [who can speak English] is sufficient.

This respondent (a manager) considered that, currently, there was an adequate pool of possible employees in Indonesia who have the requisite necessary expertise in English to meet the employment needs of the country. In this respect, Indonesia may be better placed in its English speaking capacity than many other countries where English is a foreign or second language.

Valuing performance and attitude

Two respondents shared similar views on performance as a key factor in determining suitability for promotion. One of the comments from MNwa.31.1 is seen below:

> It's obviously how he/she performs in his/her work; if he/she can reach the objective, and there is a career path, that he/she can get.

Four respondents considered different aspects: responsibility, career path, GPA and English skill. Responsibility, as considered by one respondent, is highly regarded personality trait that is expected of graduates at the time of recruitment:

> We expect those who come to us are students with high responsibility. (MNmn.36.4)

> Their parents are sending them to Maung Polytechnic or ITB to study and expect them to have responsibility to study hard. (MNmn.36.5)

At the same time, employees are aware that the company has a planned career path that employees are able to consider when deciding to join the company:

> Last time when I was a lab technician, there was a career path that I had to follow, because from there I could be promoted to get a higher grade. So, there is a career step there. (MNwa.31.2)

There is a reciprocal valuing of staff by the company who provides incentives for staff to perform at a high level.

A high GPA record, matched with the requisite English language skills, was emphasised by MNmn.36.6 as being a necessary requirement:

> From the series of tests that I followed, there were friends with high GPA, they could answer the test questions, but when they came to the group discussion, they failed

A high GPA alone, however, was not a sufficient indicator for a graduate to be of value to the company: from the outset, it had to be matched by facility in communication skills in English.

Respondent MNmn.36.2 believed that English and academic achievement are equally weighted.

> Of course English is important but academic achievement is of course important too

This weighting, together with favourable attitudes towards performance and attitude need to be combined, according to manager MNmn.36.3:

> We only hire the best graduate from the best university and I consider Maung Polytechnic is the best Diploma 3 university.

The company believes that these attributes can only be found in a good university.

It is company strategy to obtain the best and most suitable employees from such establishments. The attributes that this organisation values most highly are performance, dedication, responsibility, high standard of academic achievements and, significantly, English language skills.

Summary

The organisation advertises its staff vacancies using a variety of modes such as websites, career fairs, newspapers and personal referrals. As the number of recruiters is limited, only a small number of career fairs are attended. To ensure that only quality candidates are selected, these recruiters only attend the most important career fairs.

In selecting candidate workers, the organisation sets a high standard of individual attainment. In addition to English skill, the company values personality traits such as performance, dedication, and responsibility, as well as a high standard of academic achievement. Fortunately, with regard to recruiting Indonesian employees with high English language competency and the desired personality and attitudinal traits, the company is able to find suitable candidates from within the current human capital of Indonesia.

Table 5.4 Workplace learning

Rspdnt	Comment	Construct	Concept	Topic area
MNmn.33.6	…but there were some, in the past if you ask 20 years back we send a new recruit to UK to Australia to study.	In the past, the Company sent new recruits to English speaking countries to learn English.	Overseas English language training	**Solution to English language problems**
MNmn.33.5	In some other countries if we have some problems we have an online global English like a kind of course but using the internet.	They use online global English as a course program to solve an English problem.	Online English course	
MNwa.33	I cope with English language difficulty at work by myself.	She copes with English language difficulty by herself.	Coping with English language difficulty by self	
MNmn.34	No. We do not provide English language training for workers.	There is no English training for workers.	English Training is not needed.	
MNwa.35	No never. I have never been suggested by his supervisor to take a training course.	She has never been suggested by his supervisor to take a training course.	Sufficient English ability.	**Workers language competency**
MNwa.27	I think my English now is better because I can communicate with somebody else in English	Her level of English now is better than that when he was in college.	Progress through learning by doing.	**Learning by doing**

Workplace learning

The organising theme of Workplace Learning raised three topic areas:

1. Solution to English language problems
2. Workers language competency
3. Learning by doing

The concepts and construct of these two topic areas are shown in Table 5.4.

Solution to English language problems

Finding a solution to English language problems came with three different solutions: overseas English language training, online English courses, and self-coping with English language difficulties. A previous solution, indicated by MNmn.33.6, had been to send employees overseas,

> but there were some, in the past if you ask 20 years back we send a new recruit to UK to Australia to study (MNmn.33.6).

That is no longer current practice. In the current internet era, overseas training is no longer undertaken; instead the company asks its workers to take online English language courses, as suggested by MNmn.33.5:

> In some other countries if we have some problems we have an online global English like a kind of course but using the internet.

Alternatively, as indicated by MNwa.33, it is left to individuals to solve their own language problems:

> I cope with English language difficulty at work by myself. I just learn by myself. (MNwa.33)

Currently, there are two approaches to solving English problems experienced by company workers. If it involves a small scale issue at the syntax or word level, it is now handled by the individual worker. Broader language issues, previously solved by sending employees overseas for further English language training, are no longer a problem as the selection procedures as the company ensures selection of employees who already have the requisite English language skills. In answer to the question whether the Company provided an English language training course, MNmn.34 replied:

> No. We do not provide English language training for workers.

Because the company selected candidates who could speak English from the outset, no further English training was required. This suggests that the company is satisfied with the adequacy of its English selection tests.

Workers' language competency

The successful recruitment policy of selecting competent English speakers was emphasised by MNwa.35.

> No never. I have never been suggested by my supervisor to take a training course.

The English language competency of employees is emphasised: it comes as a result of the tight selection from the beginning and frequent use of English during work.

Progress through learning by doing

Employees are encouraged to progress their English language skills by constantly applying their communication skills: a case of learning by doing. MNwa.27 commented on how she was progressing her English skills:

> I think my English now is better because I can communicate with somebody else in English

By regular use, and especially by communicating in English with other people, English language facility is enhanced.

Summary

As the company only recruits those employees who are currently able to communicate in English – thus confirming that they have adequate English language skills – no further formal English language training is required. Previously, in order to upgrade the language skills of the workers, the Company used to send their workers to study English overseas. A major policy change occurred: the company now recruits candidates who speak English proficiently; hence, workers no longer receive any special English language training. When, however, there is a language problem – at a lower level (such as a word or sentence language problem) – I have found that employees readily solve their own problems. Independently, by using English directly at work, employees have taken responsibility for their own English language development.

Globalisation

The globalisation organising theme in the case study of multinational company in Indonesia raised five topic areas which consist of:

1. Company structure
2. Writers of documents
3. Other countries' problems

The concepts and construct of these three topic areas are shown in Table 5.5.

Table 5.5 Globalisation

Rspdnt	Comment	Construct	Concept	Topic area
MNmn.33.4	But we are not only operate in Indonesia we operate in all over the World.	The company operates all over the world.	Worldwide company	**Company structure**
MNmn.33.1	We do have I mean again I say we operate in a lot of countries right.	The company operates in a lot of countries.		
MNmn.22	It can be from.... I mean We are a big big company. It comes from wherever. We operate in over 100 countries, so not one document: we are talking about millions of documents, right.	Documents can be written by many kinds of people with different background as this is a global company.	Documents can come from anywhere around the globe.	**Writer of documents**
MNmn.33.2	Another country that may have a bigger problem like China like Russia.	Other countries that have a bigger problem of English are China and Russia.	Worse condition regarding English speaking people in another country.	**Other countries' problems**

Company structure

Two comments outlined the world-wide extent of the company

> But we not only operate in Indonesia we operate in all over the World. (MNmn.33.4)
>
> We do have, I mean, again I say we operate in a lot of countries right. (MNmn.33.1)

This is a truly globalised company: operating world-wide in a large number of countries. This condition certainly impacts on the use of English for communication among employees in the company.

Writers of documents

As a writer of documents, MNmn.22 pointed out that documents may come from anywhere around the globe:

> We are a big big company. It comes from wherever. We operate in over 100 countries, so not one document: we are talking about millions of documents, right.

As a result of my visit to this company I have found that documents can be written by anybody in the organisation and that these may be sent world-wide; in practice, however, this certainly is limited to people authorised for publishing the documents. This means that any worker in the organisation can write and send a document written in English as long as they have the authority: certainly, this requires a high level of English writing skills.

Other countries' problem

When comparing Indonesia with other nations operating globally, MNmn.33.2 suggested that other non-English-speaking countries might be worse off than Indonesia:

> Another country that may have a bigger problem: like China; like Russia.

Size and a greater variety of language groups in countries might well increase the problem of communication in English in a globalised community.

Certainly, I have found that this company has taken steps to ensure that if Indonesians can communicate in English in a globalised world, then, perhaps the Indonesian approach to teaching English as a foreign language might be applicable in the so-called English in expanding circles (Kachru, Nelson & Kachru 2006).

Summary

The 'globalisation era' has impacted on this organisation. As an international company operating world-wide, and with documents circulating extensively around the company, a very strong emphasis has had to be placed on the use of English as the international language used in all of its business operations. As a result, the company has had to find workers who can communicate actively in English. Fortunately, Indonesia's situation regarding workers with adequate English language competence may well be better than other similar countries operating in English in expanding circles.

Bricolage of language

The organising theme of bricolage of language raised a single topic area, that is, local language use. The concepts and construct of this topic area are shown in Table 5.6.

Local language use

The topic area of local language arose from a consideration of the language used when local workers socialise: they do not use English, just the local language. It is more comfortable to speak in the local language rather than English when we communicate with our local friends. That was the impression gained from the comment stated by MNmn.19.2

> When we go out for lunch then we speak our local dialect.

Table 5.6 Bricolage of language

Rspdnt	Comment	Construct	Concept	Topic area
MNmn.19.2	When we go out for lunch then we speak our local dialect.	It is more comfortable to speak in the local language.	To socialise with other local workers, they use the local language.	**Local language use**
MNwa.19.2	But when we talk to other persons, it's not in English.	When they talk to their Indonesian friends, they use local language.	English is not used all the time.	

It is a similar situation, as MNwa.19.2 pointed out, when company personnel talk to their Indonesian friends:

> But when we talk to other persons, it's not in English

In social situations, they use local language, so English is not used all the time. So, no matter how 'international' the company is, the local language remains the preferred and comfortable way of communicating when speaking casually to local workers and friends. It has commonly been my experience, however, that when local people speak either the local language or Indonesian, English words or expressions will be used frequently.

Summary

The local language continues to be used among the local workers as it is more comfortable to speak in the local language than in English as a foreign language. This is a phenomenon which is found in multinational organisations in countries where English is not spoken as a native language; this was reported previously by Deneire (2008) in his study.

Employment matters

The organising theme of other matters used raised two topic areas of:

1. Drive for employment
2. Personal efforts to gain achievement

The concepts and construct that emerged within these two topic areas are shown in Table 5.7.

Drive for employment.

This theme has to do with the personal ambitions of the workers in the Company. The first emergent concept was the drive for employment in an established, international company:

Table 5.7 Employment matters

Rspdnt	Comment	Construct	Concept	Topic area
MNwa.10	Because as I know that MN is an established company and that it is one of dreams to get work in an oil company.	The alumni's ambition to work in an established company.	The alumni's ambition to work in an established company.	Drive for employment.
MNwa.26	In first semester I got C, and then B and in the last semester I got A. Because I also took English course when I was in college.	There is a good progress in English subject.	It's how English is improving.	Personal efforts to gain achievement

> Because as I know that MN is an established company and that it is one of dreams to have a job in an oil company.

That this is a well-established company leads many university alumni to obtain and develop a career in the Company.

Personal efforts to gain achievement

The second topic area is regarding the personal effort to gain better English language level of the alumni workers which as stated by MNwa.26:

> In first semester I got C, and then B and in the last semester I got A. Because I also took an English course when I was in college.

Here, she describes her steady progress in English subject from semester 1 until the completion of her course: she was greatly assisted in gaining the highest grade by taking an additional English lesson outside campus. I note that this is a statement of personal experience of a worker who enrolled in an additional English course outside her main institution; however, it provides an insight into the value that many university alumni place on improving their English language competency in order achieve their goals.

To work in a well-established (foreign) oil company is an ambition that provides a strong incentive for many graduates. To realise their dream of prestigious employment, many university alumni prepare from the time when

they are in college; in particular, they develop their English language skills by taking additional language courses.

Summary

The employment matters found in this theme relate to personal ambitions of the workers in the company and personal efforts of the workers to gain the progress of her English skill. Both matters above are insignificantly connected with English language use in the company, although they have to do with how English was developed personally.

Conclusion from IDR analysis in the multinational company

All employees in this company can communicate in English regardless of the position they hold; thus, speaking becomes the most important language skill to be mastered by the workers there. Speaking is mainly an active communication skill of English; thus, employees should be able to use all English language skills which include listening and speaking skills as spoken language, together with reading and writing skills as paired written language skills.

All four English language skills are used in the job selection process, from writing an application through the selection process including English written general tests, debating and the job interview. The English writing skill is used for job correspondence, processing contracts and dealing with documents, while the spoken English skill is used among workers; in this way, daily communication in English has become part of the corporate culture of the company.

English as a requirement for job is not applied during the selection process: it is also implemented throughout the normal work period; it is seen as an essential element in achieving job promotion. High competency in English is so valued by the Company that has become an essential criterion for

recruitment of workers of equal importance to high academic standards, and strong personal attitudes.

As the Company only recruits those who can communicate actively in English, no English language training is now facilitated by the Company. With such a high standard of English skills demanded at entry, workers can improve their language skills by themselves through language use at work. With this high competency in English, they are able to solve English language problems by themselves – especially when these problems relate to minor grammar or vocabulary problems.

Although this is a multinational company where English is used in all work-related activities, a local language or Indonesian is still used among the local workers to communicate as they feel more comfortable to speak in their mother tongue.

It is a dream of university alumni to work in such a prestigious multinational company. To make that dream come true, aspirants prepare from the beginning, including the preparation of English competency in the four language skills on which they will be tested during the selection process, and which will continue to be used during their careers in the company.

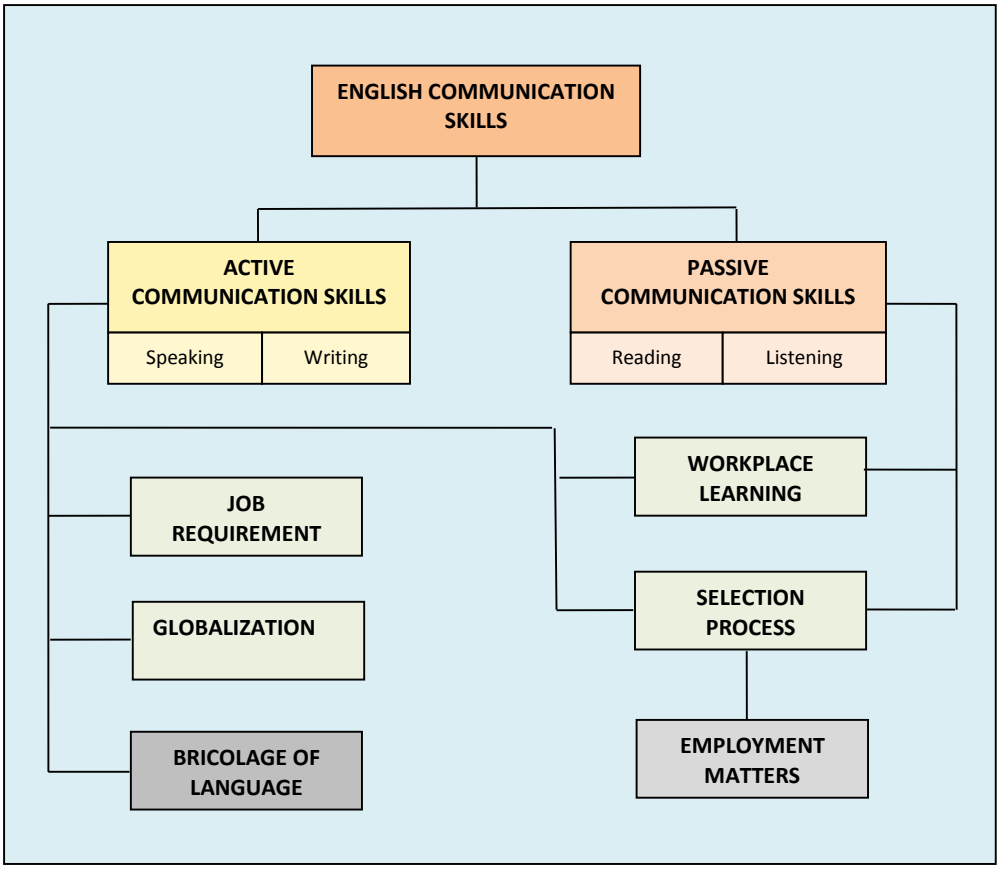
Interconnection of themes in Case Study 2

Use of English in a multinational company deals with seven themes; two of these are outside the domain of workplace English in Indonesia; however, they are substantially linked with the case. The relation among the themes is presented in Figure 5.2. The central theme is communication in English which is divided into two categories, namely active and passive communication. In this case, active communication comprises the pairs – reading and writing skills, and listening and speaking skills. The passive communication in the case study only consists of reading. Active communication in this case study dominates communication activities and exchanges in the organisation concealing the passive communication in a form of reading skill which is only applied in

reading test comprehension in the job selection process. The active communication skills can be found in the form of emails and other forms of correspondence, drafting contracts or dealing documents and talking expatriate colleagues from foreign countries.

The theme of globalisation is closely related to active communication and it is applied in dealing with documents which can come from branches originating in English from other countries around the globe. It also has to do with workplace learning as, considering workplace English as the area of the research; it is a worldwide company where communication between one branch with another is conducted in English.

Figure 5.2 Themes in Case Study 2



The theme of job requirement is associated with active communication and, to a lesser extent, with passive communication. English is required in an active communication format from the time a worker joins the company. The job advertisement is written in English; the interview tests and debates, as parts of the selection process, are undertaken in English; all communication, both written and oral, between workers and with their expatriate colleagues is undertaken in English. The only passive communication skill applied is in a form of reading comprehension that is part of the general tests that are written in English.

In the theme of the selection process, active language skills are a must. These are only mainly connected with active communication, except in the instance of the reading comprehension test of general matters. Even at the application stage, when the application letter might first be written in Indonesian, the applicant has to revise it and translate it into English.

The theme of workplace learning is associated with how workers in MNC improve their English language skill and how they solve their language problems. I have found that the company does not send its workers to a training centre for their English language skill development as their workers are already well equipped with their English skill from the beginning. When they find an English problem at a word or at the syntax level they solve it by themselves by consulting a dictionary.

The two themes outside the inner square – the bricolage of language and employment matters – are not connected with the inner themes. The employment matter themes are related either to personnel or personal matters which have to do with their motivation in having and holding a position in the company. The theme bricolage of language is not connected at all with all other themes; however, the local language reputedly remains in use, informally, as a means of communication among local workers; thus, a mixed language, that is, the bricolage of English and Bahasa Indonesia language is possibly applied, but this use was not directly detected by me in the present case study.

In the following section, I will show how the themes are developed to help answer the previously stated research questions.

Developing the case

In this section, I develop the case by linking the findings to the responses of the questions found in the first chapter of the thesis. The case study of English use in a MNC is connected with seven issues as mentioned at the beginning of this chapter: Each of the seven issues – described as organising themes – allowed different topic areas of wide diversity and variety to emerge. The first research question is a general question regarding the English language skills and knowledge needed by polytechnic alumni as the main respondents in their workplaces.

What English skills and knowledge do polytechnic alumni need in their workplaces?

The advertisement shown in Figure 5.1, above, suggests that, successful applicants will be expected to have adequate English skill to enter for MNC. The advertisement which is written entirely in English immediately implies that the first, fundament skill that the polytechnic alumni should have to join MNC is reading skill. In addition, a primary language skill that the alumni must have is speaking; quite specifically this must be a conversational skill. All respondents hint that English speaking skill is needed and is used in the company as can be seen from the one of the comments below; a manager pointed this out:

> …normally in the first screening we try to find someone who can speak English. (MNmn.30.m)

That manager went on to affirm:

> The language skills and knowledge needed to apply for a job here is to be able to communicate. (MNmn.14.1)

The next language skill needed is writing: to apply for a position, the application must be written in English. When the application is written in Indonesian, MNC will send it back and asks the applicant to re-write the application in English as indicated by MNmn.12:

> Yes, The CV is written in English, if they don't do it we ask them to change it.

I discussed the types of communication skills needed, and the level of English language skill to which polytechnic alumni workers must aspire if they are to achieve a position with the company the following sub-sections.

All English language skills

English language skills consist of four major skills – listening, speaking, reading and writing. Listening and speaking skills are always integrated as are reading and writing skills: all four skills and are applied when oral communication happens. In MNC, listening and speaking skills, known as spoken communication skills, can be found during the selection process in the job interview, including participation in debates, as stated by MNwa.13.a.2:

> The second test is team building. We are divided into some groups. Then we are observed on how well we can manage the group; can we become a leader or not and can we also give suggestions to the group? We are assessed there.

Spoken communication in English is also found in the conversations between expatriate colleagues in the workplace (MNmn.27):

> It depends on my boss. My boss is from Egypt, so we have to talk in English.

Reading and writing integration – known as 'written communication exchange' in MNC is found in correspondence, predominantly in e-mails, as commented by MNwa.23.2:

> Mostly email. Email, fax letters are always in English.

There are, as well, occasions when listening and reading as individual skills occur as 'receptive' or 'passive' skills as opposed to speaking and writing; these latter result in a language utterance that is known as a 'productive' or 'active' skill. I discuss these speaking skills in the following sub-section.

Speaking skills

Speaking in English, as suggested by MNmn.19.1, is part of corporate culture which is used by all workers at MNC:

> The office boys are not required to speak English, I mean the cleaner no, but most of them speak English, because we deal with a lot of expatriates here.

In fact, speaking is the most language skill applied and needed in MNC, which means that it is the language skill most often used by workers in MNC.

> I think for MN the most required English skill to apply for a job is conversation. It's the most important thing. (MNwa.14)

A measure of level of the speaking skill needed by the workers to perform the job is not specifically mentioned. The most important measure, as cited by MNmn.25.1, is that they can communicate and express their opinions in English:

> We don't really have standard measurement of English capability, so for engineering people we expect them to speak English.

There is, here, a high level of pragmatism associated with this attitude. As everybody in MNC speaks English, there is no possibility that any worker can avoid active participation: English is part of the corporate culture; it is culture to which everyone in MNC is bound. So, English speaking skill is not just an axiom that everybody believes it will be used in MNC, but it has been viewed and seen how it is used.

Reading skill

The reading skill topic area is listed in the organising theme as constituting part of passive communication; however, when it is combined with writing, it is the next most frequently cited topic area. It is clear that reading skills are naturally integrated with writing skill. When an email is responded, it has to

be read first; equally, when a document is written it also has to be read. Reading application alone is indicated when an applicant to MNC has to read a job advertisement written in English as indicated by MNmn.13.m

> Yes. Job advertisement is written in English.

In the selection process stage, reading skill is needed to be able to answer questions of general tests which are written in English; MNmn.13.a.1 point out:

> We do all kinds of physics tests (physical science tests), mathematics tests. They are all in English also. The tests are Mathematics, physics and some basic logics

Furthermore, reading skill is needed by workers in particular departments as they have to read contracts or tenders all of which are written in English; this was indicated by MNwa.19.4:

> Yah contracts, tenders, it's all in English. OK. That's all right.

All workers require above average reading skills because they have to deal with documents to perform their jobs as commented by MNmn.20

> Yes. [Workers have to deal with documents written in English to perform their jobs]

Finally, in an organisation where English speaking is a part of corporate culture, all documents, instructions, notice and announcements that are circulated by MNC are written in English. Furthermore, all signs and directions within the company precinct are written in English. The need for English reading skill in this organisation is real, necessary and obvious.

Writing skill

As in reading, writing application alone as a topic area is only mentioned three times in the English communication organising theme. Writing application which also means writing skill needed is found when workers have to engage in correspondence, most of which, according to MNwa.19.1, involves e-mails:

> Everything when we write or send email, it should be in English.

The level of English writing skill needed by the company is in fact very high. It is needed to draft contracts or tenders; MNwa.22 points out, there are templates provided to assist in drafting such documents

> It is a template already, but sometimes we got it from client. We got it from client and we distribute it again.

Thus, a sophisticated level of writing skill is still required.

Overall, a high level of writing skill is applied and demanded in MNC. It is not just used for correspondence through email; it is needed to draft the contracts, which is one of the most produced documents in the company as their clients are oil companies operating not only in Indonesia but in countries world-wide.

Grammar knowledge

Grammar skill and knowledge is especially required in writing. Writing practice found in many writing books is always associated with grammar exercises (Oshima & Hogue 2006; Wallwork 2013). As the respondent MNwa.25.2 in MNC produces a lot written documents, she realises the importance of grammar for her writing:

> …but sometimes if you send the letters you have to know about the grammar. It is [an essential] writing skill.

Grammar should be treated more than just a piece of knowledge; it must be applied. The application of grammar may be more apparent in writing, but standard spoken English also calls for a wide knowledge of grammar.

Translation

Another skill that cannot be ignored and which is deemed important for the local workers in SOC is ability in translation – both from and to English. This skill is often taken for granted, especially today with the existence of the 'Google translation' application available from the internet or by using other translation tools. The need to have translation skills was addressed by

MNwa.19.5; he points out that MNC deals with both local and national companies which send their documents in the Indonesian language; meanwhile, the official language or the language used by high officials at MNC is English:

> Even if we got the contract from Pertamina, usually Pertamina send us the contract in Bahasa, but we have to translate it in English;

Accordingly, translation skills are needed by the local workers and it is a great attribute for the workers to have this skill at MNC: research suggests that machine translation is still in need of human translators' assistance (Hutchins 2001; Ulitkin 2013).

To sum up, the macro English language skills needed in MNC, as I have summarised in Table 5.8, remain the four language skills: listening, speaking, reading and writing. The individual lingual skills identified as necessary are speaking, reading and writing. The language skills are divided into active or productive skills which include speaking and writing; the only passive or receptive skill identified in the study is reading.

The micro skills needed are as follows:

- **Speaking**: job interviewing, debating as part of selection process, and communicating with expatriate colleagues from overseas;
- **Reading**: reading a job advertisement, reading for comprehension as in a test, reading manuals, reading general English documents;
- **Writing**: writing a job application, preparing documents or drafting contracts, emailing and other correspondence

The present case study investigates the needs of skills and knowledge of English by alumni workers. I have found that these needs are set from the outset: reading the job advertisement; writing job the application; undertaking the job interview. This is similar to the findings of Hart-Rawung and Li (2008): advanced English communication skills are the most significant criteria.

Table 5.8 English language skills and knowledge needed by alumni workers in a Multinational Company

Macro skills	Speaking	Reading	Writing
Micro skills	Job interviewing Debating as part of selection process Communicating with expatriate colleagues from overseas	Reading a job ad Reading for comprehension as in a test Reading manuals Reading general English documents	Writing a job application Preparing documents or drafting contracts Emailing Correspondence
Other skills and Knowledge	Grammar Translation		

The high demand for spoken and written language skill matches the finding of a study by Riemer (2002): spoken language fluency and written language fluency are the significant English communication skill features required by global engineers.

The use of email for written communication reflects the most current means of correspondence undertaken in business communication. This is similar to the findings of Evans and Green (2003) in their study on the use of English by Chinese professionals in post-1997 Hong Kong; they found that that the use of emails was the most frequently written form of communication. These findings differ from studies reported at the turn of the millennium which found that, at that time, the fax was the most common form of written communication (Louhiala-Salminen 1996; So-mui & Mead, 2000).

My findings in this case study suggest that the English language skills and knowledge needed by alumni workers for work in a multinational company range across both the active and passive language skills; what is more, they include additional skills and knowledge such as grammar and translation that will be required in the post-selection phase.

Under what circumstances are polytechnic alumni workers required to use English in Indonesian workplaces?

One of the alumni workers whom I interviewed at MNC is appropriately named as a front-liner: she is the one who receives and drafts contracts for

customers who are representatives of oil companies using the services of the company under scrutiny. She sometimes accompanies managers who deal with customers to follow up business contracts. This is an administrative position that requires extensive knowledge of the business area of the company. Prior to winning this very important position, she worked in the field; MNwa.31.2 was a Polytechnic alumna who started as laboratory technician:

> Last time when I was a lab technician, there was a career path that I had to follow, because from there I could be promoted to get a higher grade. So, there is a career step there.

Such a position requires a high level of English skills. First, English speaking is absolutely required because this is how she communicates with her colleagues and, in particular, with her boss, as MNwa.19.3 described:

> It depends on my boss. My boss is from Egypt, so we have to talk in English.

She then emphasised that the language skills needed to perform her duties at work depend on her conversation and speaking skills: this is because MNwa.31.2 has to interact with foreigners either as colleagues or as company clients or customers:

> The [prime] language skill we need to perform our duties at work relies on conversation.

The most important communicative event found at MNC when English is used by alumni working as front liners is ‘talking with the boss’: this occurs in both informal and formal situations; it takes place in meetings and in daily encounters.

The next important skill that she uses to perform jobs is reading. It is required because MNwa.23.2 deals with documents written in English: emails, faxes and letters all of which are written in English; before she responds to them, a sophisticated reading skill is demanded:

> Mostly email. Email, fax letters are always in English.

Each communicative event, following the combining of reading and writing skills, requires the creation of an item of correspondence – normally,

an e-mail document. Follow-up activities ensue; always, there is correspondence has to be performed, in English, as MNwa.23.1 points out:

> Yes. I correspond with anybody in English to perform the job.

The culmination of these interchanges involves a set of complex procedures that lead to a most significant communicative event: drafting documents, especially contracts. If these are not in English, a translation of the draft document has to be executed as not all oil companies dealt with are from overseas. As MNwa.19.5 points out

> Even if we got the contract from Pertamina, usually Pertamina send us the contract in Bahasa, but we have to translate it in English.

The company identifies 'translation of documents' as a particularly important intermediate step prior to the conclusion of each individual communicative chain.

Thus, I have been able to identify the English language communicative chain within MNC when alumni are working as front liners: talking with their superior; generating correspondence, mainly emails; drafting documents especially contracts; translation, as required.

How well prepared are polytechnic alumni to cope with the required English skills in their workplace?

Initially, when alumni are applying for a post in MNC, they realise that a high level of English is required. This is first evident in the advertisement which is written in English and in which it is stated: 'a high level of English is required; the application must be written in English'. This makes the alumni aware that if they apply for a job in MNC, they have to prepare themselves to be particularly proficient in English. MNwa.26 outlines her progress in the additional English course she took in order to upgrade her standard of English:

> In first semester I got C, and then B and in the last semester I got A. Because I also took English course when I was in college.

It became clear to me that only those alumni with a high competency in English apply for positions in MNC; consequently, when they are accepted, they appear not to have problems with their English.

Later when they are called for a test and extensive interview, they will have to cope with all of the English language skills. As previously mentioned, the interview and group discussion that formed part of the selection process are conducted in English. No English proficiency test is required, but the test itself is written in English and has to be answered in English. MNmn.13.a.1 pointed out the following:

> We do all kinds of physics tests, mathematics tests. They are all in English also. The tests are Mathematics, physics [physical science] and some basic logics (sic).

The alumni realise the importance of English and anticipate that English language will be used for all formal communications within the company. Accordingly, when they are finally selected there is no problem with their English. When MNwa.21 was asked whether she had problems in understanding documents written in English, she was able to reply confidently:

> No. There is no problem in understanding documents written in English.

The company has confidence in this process: MNwa.35 reported that no English language training is required for him as he has no problems with his English, nor has any additional training been seen as necessary:

> No never. I have never been suggested by his supervisor to take a training course.

Employees confidently indicated that their English is improving because they need to use regularly English in their positions: MNwa.27 states:

> I think my English now is better because I can communicate with somebody else in English.

With such an adequate and ever-improving competency in English, MNwa.33 reports the ability to handle any English problems that might arise:

> I cope with English language difficulty at work by myself.

In addition, the company only recruits the best graduates from the best universities in Indonesia. This can be seen from the alumni academic

achievement, in which the company only accepts the alumni with a minimum GPA of 3.0 as indicated by MNmn.36.6:

> Of course we are not closing our eyes; the minimum requirement of GPA is 3.0

The polytechnic alumni working in the organisation have all been very carefully selected – from those working in 'front liners' positions, down. They are well prepared and can cope by themselves with the English skills required in their workplace positions. From the outset, they are aware that English is used as the common language in this company and they are well equipped both by their course work and additional personal learning initiatives to anticipate as meeting the English language challenges they will face in their new workplace.

How well do Indonesian companies provide ongoing support for English language skills development for their workers?

The multinational company under investigation is very careful, even cautious, in recruiting its workers; MNC looks to the best source of the best students, as a manager (MNmn.36.3) points out:

> We only hire the best graduate from the best university and I consider Maung PolytechnicTI P is the best Diploma 3 university.

Accordingly, when alumni workers take up their positions in MNC, they are fully equipped with anything needed to conduct their duties, including their English. No English training is required and in fact MNC does not provide any English training to their workers; again, MNmn.34 reports:

> No. We do not provide English language training for workers.

From the outset, MNC only recruits those who can speak English. The emphasis is on speaking, as pointed out by MNmn.30.m; speaking is used as the indicator of mastery of all of the English language skills.

> No, normally in the first screening we normally try to find someone who can speak English.

The idea that no English training is required comes from the fact that English has become a corporate culture in MNC; MNmn.19.1 is definite on this point:

> The office boy is not required to speak English, I mean the cleaner no, but most of them speak English, because we deal with a lot of expatriates here.

Consequently, staff in higher positions who have become the backbone of MNC are familiar with the consequences of such a requirement: manager (MNmn.36.1) succinctly sums up:

> You need to speak English if you are workers here in this company.

This manager encourages workers to use English and signals that there is no special English training provided by MNC to their workers. The manager (MNmn.33.6), however, indicated to me that off-shore training programs had been provided by MNC in the past in order to meet specific needs:

> … but if there is some, in the past if you ask 20 years back we send a new recruit to UK to Australia to study

The degree of competency amongst Indonesian university graduates in English competency appears to be improving. For this reason, university graduates with high English language capacity are sought by this company; manager MNmn.33.3 is satisfied with the number and quality of Indonesia graduates seeking employment:

> Indonesia for me: the number of people who can speak English is enough.

The suggestion is that the English language preparation for Indonesian graduates, at the highest level, is adequate for meeting the needs of multinational companies.

From what I have observed and discussed here, I can conclude that MNC provides a supportive climate for workers to communicate in English. This is evident from the initial recruitment of recruits with high English communication skills; no longer is there a need to provide any off-shore English language training as existed in the past. As the number of Indonesian graduates with sufficient English language skills is adequate, MNC finds no

problems in recruiting such university alumni with high GPA, who perform well with dedication, responsibility and positive attitudes.

Conclusion

At the commencement of this chapter, I undertook an analysis of the needs of English based on a sample of advertisements. Then, based on the interviews with the worker and manager in the company, I have found that English was absolutely required and was actually used there. In such a workplace, the local workers will speak English to their foreign co-workers. Among the locals, Indonesian and Sundanese will be spoken; and even a mixture of English or insertion of English phrases – which I term as bricolage of English, is used. It is certainly different from my conclusion in the previous chapter (see Use of English in a state owned company). The company did not provide English training for the workers. This is because the company has sought for candidates who have high competency of English. A tough selection based on English was conducted in the company; and according to the manager there, to find a worker with adequate English competency in Indonesia is not as difficult as in other non-English speaking countries such as China.

The language skills and knowledge needed by alumni working in multinational companies in Indonesia have been revealed in this case study. The major English language skills are categorised as oral skills; these include listening and speaking, and written skills that include reading and writing skills. The communication skills needed and used in MNC are mostly active communication skills which require the workers to use active language skills. The major passive language skill detected is reading which, in the job selection process, includes the ability to read and respond to an English language advertisement, and reading comprehension skills for a general test conducted in English.

The communicative events identified within MNC are talking and communicating with superiors, exchanging correspondence, drafting

documents – particularly contracts – and translating. To a certain extent such communicative events require the application, from a 'functional point of view of sub-skills of each of the four major skills (Brown, JD 1995), polytechnic alumni working in MNC have gone through a tight and thorough selection process that explores their English language ability, having first established that they are high academic achievers. They are a most fortunate group of top-quality graduates who have been chosen from a small cohort of candidates who have taken the brave step to enter a highly selective competition in order to gain a very demanding position in the company. Many of them have undertaken extra English language study in order to prepare themselves for a selection process; for many, this has prepared them for a life-long career.

With prominent attributes and valued attitudes, they come to the company fully equipped with a high-level of English language ability. No further formal language training is required; however, indirect workplace learning is provided via the conducive conditions that encourages all employees to use English in the organisation, thus supporting the growing notion of English as a lingua franca in the international business context (Nickerson 2005).

CHAPTER 6

Case 3: English Use in a Foreign Company

In this chapter I develop my Case Study 3 which is concerned with the use of English in a foreign company in Indonesia. I begin with an introduction to the company under investigation, and then a discussion of my findings.

Introduction

The company to be investigated in this case study is a foreign company, henceforth, referred to as 'FC'. The terminology of a 'foreign company', as has been discussed earlier, is very similar to a multinational company in terms of the characteristics of ownership; specifically, most of the shares are owned by a foreign company – a company outside Indonesia. The difference is that while a multinational company has its own national headquarters, it has branches in most countries in the world; the foreign company in this research is a company from overseas that has a license to operate in Indonesia. The company under investigation was initially established in Indonesia as a limited liability company.

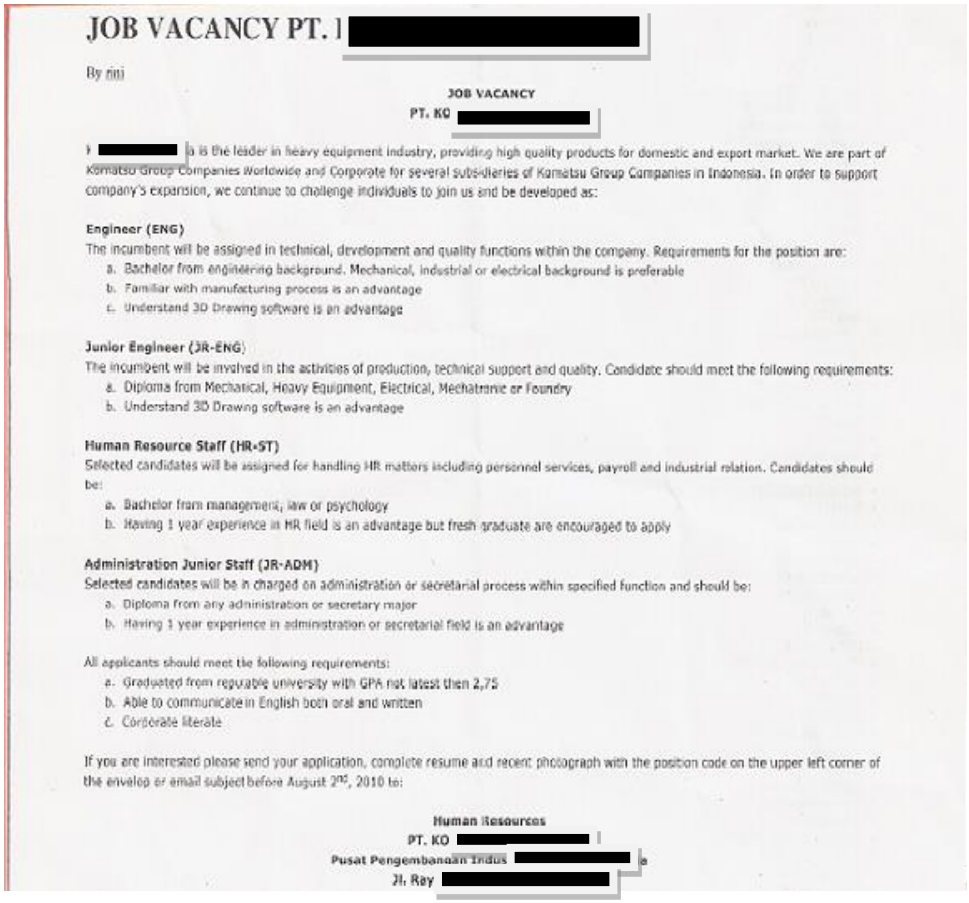
As the owner is from Japan and the company is incorporated in Indonesia, it is accepted as a company where Japanese and Indonesian cultures blend (Indonesia 2013). Accordingly, it was interesting to investigate how English was used, particularly as most workers of managerial levels are from Japan, while the remainder of the workers are Indonesians. In this company, therefore,

there must be a common language for use in communication, as the Japanese tend not to speak Indonesian and, similarly, the Indonesians tend not speak Japanese; thus, English is used as the mediating language.

Although it may not be as prestigious as a position gained in a multinational company, a great number of alumni seek posts in such foreign companies in Indonesia. As in the case of the multinational companies, foreign companies offer relatively higher salaries than state owned companies and they are well-established companies with transparent employment systems and regulations and promising career paths.

FC advertises its vacancies in a variety of formats: newspapers, university career offices and the internet. An example of a recent advertisement, posted online, is shown in Figure 6.1

Figure 6.1 Sample advertisement of Foreign Company



JOB VACANCY PT. [redacted]

By riri

JOB VACANCY

PT. KO [redacted]

[redacted] is the leader in heavy equipment industry, providing high quality products for domestic and export market. We are part of Komatsu Group Companies Worldwide and Corporate for several subsidiaries of Komatsu Group Companies in Indonesia. In order to support company's expansion, we continue to challenge individuals to join us and be developed as:

Engineer (ENG)
The incumbent will be assigned in technical, development and quality functions within the company. Requirements for the position are:
a. Bachelor from engineering background. Mechanical, industrial or electrical background is preferable
b. Familiar with manufacturing process is an advantage
c. Understand 3D Drawing software is an advantage

Junior Engineer (JR-ENG)
The incumbent will be involved in the activities of production, technical support and quality. Candidate should meet the following requirements:
a. Diploma from Mechanical, Heavy Equipment, Electrical, Mechatronic or Foundry
b. Understand 3D Drawing software is an advantage

Human Resource Staff (HR-ST)
Selected candidates will be assigned for handling HR matters including personnel services, payroll and industrial relation. Candidates should be:
a. Bachelor from management, law or psychology
b. Having 1 year experience in HR field is an advantage but fresh graduate are encouraged to apply

Administration Junior Staff (JR-ADM)
Selected candidates will be in charged on administration or secretarial process within specified function and should be:
a. Diploma from any administration or secretary major
b. Having 1 year experience in administration or secretarial field is an advantage

All applicants should meet the following requirements:
a. Graduated from reputable university with GPA not latest then 2,75
b. Able to communicate in English both oral and written
c. Computer literate

If you are interested please send your application, complete resume and recent photograph with the position code on the upper left corner of the envelop or email subject before August 2nd, 2010 to:

Human Resources
PT. KO [redacted]
Pusat Pengembangan Indus [redacted]
Jl. Ray [redacted]

Note: Name and address of the company are covered for ethical reasons.

The conclusion from this advertisement – written, as it is, in English – is that English is used as the common language in the company; it is also explicit – as stated – in the requirement that all applicants should be 'Able to communicate in English both oral and written'.

The next part discusses the findings which are described in inductive data reduction (IDR) analysis format as used in the previous chapters.

Foreign Company IDR analysis

I identified eight organising themes arising from the case study involving the Indonesian foreign-owned company.

1. English communication skills
2. Job requirement
3. Selection process
4. Career enhancer
5. Workplace learning
6. Bricolage of language
7. Globalisation
8. Employment matters

In the following subsections I have produced a description of each organising theme derived from the inductively reduced data. This analysis is based on data presented in Appendix 1.

English communication skills

There were four topic areas that emerged from my IDR process:

1. All English language skills
2. Speaking skill
3. Writing skill
4. Reading skill

The concepts and construct of the three topic areas are shown in Table 6.1.

Table 6.1 English communication skills

Rspdnt	Comment	Construct	Concept	Topic area
FCwa.25.1	The language skills needed to perform jobs are correspondence and conversation as well	The skills needed are correspondence and conversation.	Correspondence and speaking required skills.	**All English language skills**
FCwb.14.3	Speaking is especially for interviewing, and writing for writing job application.	Speaking is used for interviewing, and writing is used for the job application.		
FCwa.25.2	Because following the email, we confirm by phone.	An e-mail must be confirmed by phone.		
FCmn.19.1	If we are asked -about that- [Do you have to use English at all in your company], the answer is every day.	English is used every day.	English as and when required	
FCwb.36.3	Speaking skill should be the priority, and the next one is writing. Grammar etc.	The priority of language skills for use at work is: speaking, writing and knowledge of grammar.	Priority of use should be priority of learning	
FCwa.32.3	For example, in industrial relation, or in management development or in HR -Human Resource-, they often have relations with foreigners, so English is needed	This is an example where English is needed in some positions as in human resource and industrial relation.	Specific positions require English	
FCwa.36.3	English speaking, conversation is the most important.	Conversation is the most important skills in the workplace.	Conversation or speaking as the most important skill.	**Speaking skill**
FCwa.14	In my opinion, it tends to be conversation. So, for writing we can just design -prepare, but in conversation, it's got to be spontaneous.	Spontaneous conversation is the most required English.		
FCmn.14	English language skills and knowledge to apply for a job is at least speaking.	Speaking is the required language.		
FCwb.14.2	Yes, also speaking. I agree is the most important one.	Speaking is the most important skill.		
FCmn.19.2	For example, when we converse with expatriates, it should be -in English,	They converse with expatriates in English.	English is used to communicate with	

Rspdnt	Comment	Construct	Concept	Topic area
FCmn.20.m.1	For example, when we make a conversation, when we coordinate with expatriates, it should be in English.	They converse with foreigners in English.	foreigners or expatriates.	
FCwb.23.2	Sometimes affiliated companies from Singapore from Japan came here and I as a training officer have to accommodate or accompany them and explain anything.	Staff have to accompany visitors from Singapore or Japan.		
FCwb.13	Yes. The job interview is done in English.	The job interview is done in English.	Interview tests in English.	
FCmn.12.m.4	Then in my opinion, English test is only in the interview.	English test is only in the interview.		
FCmn.13.2	It depends, especially when the superior is expatriate, it will be a pre-requisite. Or, if his/her customer is an expatriate.	Job interviews are conducted in English if the superior is an expatriate.		
FCmn.13.a.1	Yes, there are interview tests in English. The indirect one, there are some interview tests with Human Resource personnel and users who will become their superiors.	Interview tests are given to 'indirect' candidate workers by HRD personnel or superiors to be.		
FCwb.36.1	English usage for the workplace is maybe the [most] important; one has to be confident to speak up.	Workers need to be confident to speak (in English).	Confidence in speaking	
FCwa.36.4	I also want to suggest to Maung Polytechnic, last time we learnt a lot on correspondence, but in here conversation is more needed.	Conversation should be more emphasised.	Conversation should be practiced.	
FCwa.36.5	When we have a contact with others outside -in English-, the grammar is not really considered, the most important thing is we can communicate.	When we communicate, or speak especially, grammar is not really seen.	Oral language sometimes ignore grammar	
FCwa.12	In the application yes, Sir. At that time, I wrote CV and application in English.	Job application is written in English, including the CV and cover letter.	Job application written in English.	**Writing skill**
FCmn.12.2	We are a multinational company, so people apply for jobs here in English.	Because we are a multinational company, people apply for jobs here in English.		

Rspdnt	Comment	Construct	Concept	Topic area
FCmn.12.1	It's not a rigid policy, but it's common practice that the job application is written in English.	The company often require the applicant to write a job application in English.		
FCwb.12	Yes. Job application should be written in English. All are in English.	Job application should be written in English.		
FCmn.20.m.2	Email, if the sender is a foreigner, it should be in English.	Emailing with foreigners is in English no matter where they come from.	English required for correspondence especially through e-mail.	
FCwb.23.1	Yes, sometimes because I have to communicate with other training activities with overseas affiliates.	Workers have to correspond in English with other training activities of overseas affiliates.		
FCwa.23	Just like letter confirmation, when we book a hotel, the email is written in English	E-mailing to book a hotel is done in English and it is one of the jobs which requires English skill.		
FCmn.19.3	Email also, when the sender is a foreigner, it's got to be in English.	Email is written in English especially when the sender is a foreigner.		
FCwb.19.2	Yes, When we make a plan like that it is in English.	A plan or proposal is written in English.	A plan or proposal is written in English.	
FCwb.14.1	I think academically for essay writing I think it's beneficial, and also for business correspondence.	Essay writing subject is useful especially for business correspondence.	Essay writing as a useful subject	
FCmn.13.	Yes. Job advertisement is written in English.	Job advertisement is written in English.	Advertisement written in English.	**Reading skill**
FCwa.22	From them, it [document] is like that originally written in English.	English documents were originally written as such in English.	Documents are written in English	
FCwb.19.1	Actually no, not all the time. But maybe for documents, we use English.	They deal with documents in English.		

All English language skills

Three respondents presented a variety of concepts: FCwa.25.1 spoke of correspondence and conversation as required skills: The language skills needed to perform jobs are correspondence and conversation as well. (FCwa.25.1)

E-mailing and telephoning are often performed by those whose duties are to book hotels and apartments; FCwa.25.2 explained:

> Because following the email, we confirm by phone.

English, as and when required, was the comment of FCmn.19.1:

> If we are asked -about that- [Do you have to use English at all in your company], the answer is every day. ()

FCwb.36.3 pointed out the importance of spoken English as having priority:

> Speaking skill should be the priority, and the next one is writing, grammar etc.

Finally, FCwa.32.3 indicated that there were specific positions that absolutely required English:

> For example, in industrial relation, or in management development or in HR -Human Resource-, they often have relations with foreigners, so English is needed.

Here, I found that all language skills are used for a variety of purposes: reading and writing skills which are for correspondence, especially e-mailing and job application writing; listening and speaking skills intended for conversation and telephoning. Although, those skills are used intensively in particular positions, in general those skills have an everyday application and are used as and when required. The role of grammar for formal written and spoken communication is also considered important; however, it is seen to be less important in informal communications such as e-mails. So, the alumni workers should be ready with all the adequate language skills which may be needed anytime whenever they are at work.

Speaking

The speaking language category was mentioned frequently by the three respondents interviewed; it was, however, considered within different contexts. First it had to do with the context in which speaking is considered to be the most important skill to be mastered and used in the company. This was commented on by a number of respondents. The comment by FCwa.14 relates to spontaneous conversation:

> In my opinion, it tends to be conversation. So, for writing we can just design-prepare, but in conversation, it's got to be spontaneous.

Within FC, speaking or, to be specific, conversation is the most important skill to be mastered; it is used extensively in the organisation. The next context is the use of English to communicate with foreigners or Japanese expatriates in the company; FCwb.23.2 commented on visits by affiliated company representatives:

> Sometimes affiliated companies from Singapore from Japan came here and I as a training officer have to accommodate or accompany them and explain anything.

The third context related to interviews undertaken in English when the superior or customer is an expatriate. This context was mentioned by several respondents; FCmn.13.a.1 referred to cases involving superiors:

> Yes, there are interview tests in English. The indirect one, there are some interview tests with Human Resource personnel and users who will become their superiors.

During these interviews, I discovered that the interview test is reserved for 'indirect' workers, that is, workers recruited from university or polytechnic colleges, as opposed to 'direct' workers who have graduated from high school. At the same time a number of more general contexts emerged: the first, from FCwb.36.1, related to confidence in speaking:

> English usage for the workplace is maybe the [most] important; one has to be confident to speak up.

A second related to being able to ignore precise grammatical constructions when speaking – provided that communication occurred; this was pointed out by FCwa.36.5:

> When we have a contact with others outside, in English, the grammar is not really considered, the most important thing is we can communicate.

This is a view, reported by both Canagarajah (2006) and Mumford (2009), that in the World Englishes/English as Lingua Franca approach to English speaking some minor grammatical inaccuracies are tolerated – provided mutual intelligibility is maintained

A third, practical observation was made by FCwa.36.4 relating to the need for greater emphasis on conversation in college English classes

> I also want to suggest to Maung PolytechnicTI P, last time we learnt a lot on correspondence, but in here conversation is more needed.

From these accounts, I note that English speaking skill is considered as the most important skill in FC: it is used when the workers talk with foreign visitors or expatriates; it is used during the interview in order to gain a position in the first place. To speak, workers should have confidence to communicate without being burdened unnecessarily with grammar. Importantly, it should be practiced early – from the time the alumni workers commence college. These are significant findings, important for English language staff in colleges, and vital for all university alumni to take into consideration if they have ambitions to work in a company such as FC.

Writing

As with the former language elements, I found that writing was also considered within a number of different contexts. First, it was connected with the initial job application, as FCmn.12.1:

> It's not a rigid policy, but it's common practice that the job application is written in English.

I found four comments that related to the use of English for correspondence in the company: it is especially used when corresponding with foreigners – no matter where they come from; it is used to correspond in English with other training activities of overseas affiliates or even to book a hotel: regardless of the issue, English is required:

> Yes, sometimes because I have to communicate with other training activities with overseas affiliates. (FCwb.23.1)

> Just like letter confirmation, when we book a hotel, the email is written in English. (FCwa.23)

The other two contexts related to planning; for general essay writing and business correspondence:

> Yes, when we make a plan like that it is in English. (FCwb.19.2)

> I think academically for essay writing I think it's beneficial, and also for business correspondence. (FCwb.14.1)

From all of the statements I have found that writing skill is both an important and a very useful language skill that is needed to conduct a job in FC. It is used in the company for correspondence, especially emailing and writing a proposal as one of the duties of a worker there. The example of essay writing, given only in an English major in a university, might be slotted in an English lesson in another department: this was a significant suggestion deriving from this case study.

Reading

One respondent, FCmn.13.m, referred to the context of the job advertisement being written in English:

> Yes. Job advertisement is written in English.

Two respondents separately stated that most documents used in the company are written in English:

> From them, it [document] is like that originally written in English. (FCwa.22)

> Actually no, not all the time. But maybe for documents, we use English. (FCwb.19.1)

From these three comments, I note that a moderate level of English reading skill is needed as it is used for reading job advertisements and office or technical documents used in the company.

Summary

From all of the language skills, speaking is considered to be the most important skill needed when working at FC. It is used when talking with foreign customers, foreign visitors and expatriates. It is the language skill suggested to be mastered early since the alumni are in college.

The next most important language skill needed at FC is the writing skill. It is used for correspondence, especially through email, and to write a proposal. Grammar may not be considered while people speak, but it is still regarded as important when proper written and spoken communication is conducted. By and large, any alumni working in the organisation should be ready with all English language skills. An active communication skill will be used from the time they apply for a job through to the time they are about to be promoted to higher managerial positions.

Reading as a 'passive' communication skill is needed, in that the level of skill and comprehension can only be inferred, is required in the organisation. When applying for a job, it is needed for reading job advertisement, and when at work, it will be used for reading technical documents.

Job requirements

There were two topic areas that emerged from my IDR process:

1. English as a necessary skill
2. Essential skills

The concepts and construct of these two topic areas are shown in Table 6.2.

Table 6.2 Job requirements

Rspdnt	Comment	Construct	Concept	Topic area
FCmn.11	It [English skill] is pre-requirement especially for indirect one.	English as a requirement to apply for a job especially for admin and managerial level.	English as a requirement to apply for a job	**English as a necessary skill**
FCwa.11	At that time, yes, English as one of the requirements	English as a requirement to apply for a job.		
FCwb.25	These are the language-related skills and knowledge needed to perform our works. Yes, correspondence, business correspondence, business presentation, speaking and cross-cultural understanding.	The language related skills and knowledge needed to perform their works.	Language-related skill and general knowledge.	**Essential skills**

English as a necessary skill

The topic area of English as a necessary skill was mentioned by two respondents describing English as a requirement to apply for a job; manager, FCmn.11, indicated that there was an indirect component of this:

> It [English skill] is pre-requirement especially for indirect one. (FCmn.11)

Here, I have found that English is not just used as a requirement to apply for a job but also as a requirement for a higher level and promotable positions at the administration and managerial levels at FC.

Essential skills

The next comment is a detailed description of language-related skill, and general knowledge as essential skills of English as commented by FCwb.25

> These are the language-related skills and knowledge needed to perform our works: yes, correspondence, business correspondence, business presentation, speaking and cross-cultural understanding.

The detailed skills and knowledge of English such as business correspondence, business presentation, speaking and cross-cultural

understanding are subjects from the college which were found useful at work: related skills and general knowledge gained are needed to perform their work. There is close connection between college focus and work needs.

Summary

English is not just set as a requirement to apply for a job – English language skills are obviously extensively used at FC. Apart from English as a language skill, other language-related subjects such as business correspondence, business presentations, and cross-cultural understandings, which alumni have studied in the college are necessary for them to be able to perform their work.

Selection process

There were three topic areas that emerged from my IDR process:

1. Sourcing employees
2. Selection procedures
3. Valuing of staff

The concepts and construct of these three topic areas are shown in Table 6.3.

Table 6.3 Selection process

Rspdnt	Comment	Construct	Concept	Topic area
FCmn.12.m.3	The indirect is basically the same. When we need workers, we call it sourcing.	Indirect workers sourced from skilled training centres -- colleges - Indonesia-wide.	Service workers are described as 'indirect workers'	**Sourcing employees**
FCmn.12.m.2	We got them from skilful workforce, usually from training centres from various regions or cities - in Indonesia.	Indirect workers come from skilled workforce training centres in Indonesia-wide.	Indirect workers are widely-sourced	

Rspdnt	Comment	Construct	Concept	Topic area
FCwb.10.1	Actually for the first time I tried to apply for here from the information of my friend. My friend says that there is a vacant position here for a personnel administration in human resource department.	Friend may become a good source of information on job vacancy.	Information from friend to apply for a job.	
FCmn.12.m.5	Usually, from the beginning, we advertise the vacancy through media or internet or career fairs.	They advertise the vacancy through the media, internet, or career fair.	Wide network of sources	**Selection procedures**
FCmn.12.m.6	From there, we recruit and we conduct interview with our Human Resource department and also users.	Interviews are conducted by Human Resources Department and users - the company partners who ordered the products	HRD and users are involved in the selection process	
FCmn.13.a.2	There is no English test for direct, but yes for indirect ones.	The direct workers dealing with the production may not need English skill, but indirect ones do.	English tests are only given to indirect workers.	
FCwa.31.1	We see how he/she works: achievement. So, if he/she is given an assignment project, can he/she reach the goals?	Achievement is exemplified as if he/she is given an assignment project, can he/she reach the goals.	Valuing achievement as the most important factor for a worker to get promotion.	**Valuing of staff**
FCwb.11	…maybe because in the recruitment the recruiter always speaks in English and before me there were some participants also from Politeknik and another university from Indonesia and they also joined the recruitment processes in English.	English is spoken in the recruitment which gives an impression that English is absolutely required.	Valuing English in the recruitment process and promotion	
FCmn.32	Maybe not very specific, but it can [enhance] a reputation; it -the language- can help him, so it [enhances] his reputation	The language skill adds value as a reputation-builder for job promotion.		
FCwb.31	I think the important thing is about performance. If they don't perform well, they cannot be promoted.	Performance is how a worker can reach the objective in work and it is one of the factors that can make a worker promoted.	Valuing performance and reputation	

Rspdnt	Comment	Construct	Concept	Topic area
FCmn.31.3	Oh sorry, the last one is performance and reputation; these are factors that can make a worker promoted.	Performance and reputation are factors for job promotion.		
FCmn.31.2	The second one is competition. Competition means two things: experience and skill. Skill is obtained from training, performance and so on.	Competition means two things: experience and skill. Skill can obtained from training, performance and so on.	Valuing experience and skill for promotion to higher level	
FCwa.31.2	There is also time aspect. How long have we been here, and then we can get a higher grade.	A time aspect is also something to consider for a worker to get promotion.	Valuing dedication.	

Sourcing employees

The topic area sourcing employees emerged from three respondents stating three different concepts. First, FCmn.12.m.3 explained what the company meant by 'sourcing' – whether direct or indirect:

> The indirect is basically the same. When we need workers, we call it sourcing.

Then FCmn.12.m.2 suggested that indirect workers are widely-sourced:

> We got them from skilful workforce, usually from training centres from various regions or cities - in Indonesia.

Finally FCwb.10.1 mentioned the source of information about applying for the job in the company:

> Actually for the first time I tried to apply for here from the information of my friend. My friend says that there is a vacant position here for a personnel administration in human resource department.

I note from these comments that indirect workers are those skilful workers in the company who are taken from training centres or colleges all over Indonesia such as polytechnics or universities. The so-called direct workers are those with position, such as operators, who are recruited from high schools.

Indirect workers, recruited after they have completed tertiary education, are people who will play a role in leading the FC. The information about a job vacancy in the company will come from many sources, including friends.

Selection procedures

A respondent FCmn.12.m.6 commented on the concept of selection procedures:

> From there, we recruit and we conduct interview with our Human Resource department and also users.

This comment points out that interviews are conducted by Human Resources Department, *and* users – the company partners who ordered the products. With this type of interview, the company will surely find workers that they need.

Valuing of staff

Seven comments in the category of valuing emerged; each referred to a different context. The first, made by FCwa.31.1 acknowledges achievement as being the most valued factor by which a worker might gain promotion:

> We see how he/she works: achievement. So, if he/she is given an assignment project, can he/she reach the goals?

The second comment recognised the value of English in the recruiting process; FCwb.11 understood this well:

> Maybe because in the recruitment the recruiter always speaks in English and before me there were some participants also from Politeknik and another university from Indonesia and they also joined the recruitment processes in English.

For job promotion, English is valued as a 'reputation-builder', according to FCmn.32:

> Maybe not very specific, but it can [enhance] a reputation; it – the language – can help him, so it [enhances] his reputation.

The next two comments confirm two views that have been previously expressed: the first valuing the concept of performance; the second combines performance with reputation. Combined, these generate a strong sense of the value of English:

> I think the important thing is about performance. If they don't perform good performance, they cannot be promoted. (FCwb.31)

> Oh sorry, the last one is performance and reputation; these are factors that can make a worker promoted. (FCmn.31.3)

A separate comment from FCmn.31.2 values the healthy competition created among the workers when they are seeking promotion to higher levels: success is based on the level of English skills.

> The second one is competition. Competition means two things: experience and skill. Skill is obtained from training, performance and so on.

The final issue to be considered in the valuing of staff and, indirectly, their English language capacity, relates to the time spent with FC as a measure dedication or loyalty to FC; this time a younger worker, FCwa.31.2)

> There is also time aspect. How long have we been here, and then we can get a higher grade. (FCwa.31.2)

From the accounts above, I notice that achievement, performance, reputation, dedication and competitiveness with respect to English language skills are highly valued; thus, they are considered in the selection process. On-going selection processes mean that English capacity is not only determined during job recruitment but is significant in being considered for promotion to a higher level or for specific managerial postings. For alumni interested to compete in a job selection, language skill – together with academic performance represented by their GPA – is valued highly and is always taken into consideration.

Summary

In the organisation, indirect workers are those who play a role in leading FC. They are recruited from colleges all over Indonesia; and to be selected as workers, besides English language skill, the alumni should have a good GPA. To be promoted to higher positions, besides having appropriate English skills, the company will consider values such as achievement, performance, reputation, dedication and competitiveness and acceptable personalities of the workers.

While direct workers play a role in the production line, indirect workers are front liners of the FC who run the company, so they are treated differently from the time they go through a selection process to join the company. This is seen from a job interview which involves users, the company partners possibly coming from foreign countries. This is intended to obtain the most suitable and skilful workers.

Career enhancer

The career enhancer organising theme came with two topic areas:

1. Drive for employment
2. Value added skill

The concepts and construct of these two areas are shown in Table 6.4.

Drive for employment

This employment topic area in Career Enhancer organising theme was mentioned by two respondents. Both stated the same concept of First impression is important to gain employment, first, the alumni's potential being sighted by the manager during the job application stage, and the other the alumni's abilities being seen by the manager in the first stage.

Table 6.4 Career Enhancer

Rspdnt	Comment	Construct	Concept	Topic area
FCwa.10.1	I'd say maybe the manager here at that time saw my potential which could be applied here.	The alumni's potential sighted by the manager during the job application stage.	First impression is important to gain employment	**Drive for employment.**
FCwa.10.2	From the job application, they saw my abilities which could be developed here.	The alumni's abilities were seen by the manager in the first stage.		
FCmn.13.1	The job interviews are not always (in English. But sometimes you ask 'Do you speak English?' like that. Then, make special conversation.	The job interview is mostly done in Indonesian, especially if there is a signal that the applicant can speak English.	Interview is better in English	**Value added skills**
FCwa.32.1	English for job promotion; it's just a support, Sir, it is not a must.	English is a support, a tool for people in their career.	English to support job promotion.	
FCwb.32	Sometimes yes English is needed for job promotion. In some cases, I've never experienced that, but in some cases. My friend told me like that in here.	He has heard about a presupposed requirement of English for job promotion.		
FCwa.32.2	But maybe with the language, we will see the position.	Some positions in a company may need English.	Opens up opportunities to employees	

> I'd say maybe the manager here at that time saw my potential which could be applied here. (FCwa.10.1)

I note that the first impression, in this case showing the ability to communicate in English during the interview, is very important in order to win employment in the company. This means that the company prefers candidates who can communicate actively in English.

Value added skills

Value added skill topic area emerged from the three respondents; two saw these as English skills that supported job promotion. First, FCwb.32 mentioned what he had heard about a presupposed requirement of English for job promotion:

> English for job promotion; it's just a support, Sir, it is not a must. (FCwa.32.1)

Later, FCwa.32.1 saw English skills as a support, a tool for people in their careers, not as a requirement for promotion:

> Sometimes yes. English is needed for job promotion. In some cases, I've never experienced that, but in some cases. My friend told me like that in here. (FCwb.32)

Finally in the value added skill category, FCwa.32.2 stated that some positions in a company may need English, so it opens up opportunities to employees:

> But maybe with the language, we will see the position.

From the accounts above, I have found that English communication skill is a value-added skill valuable both at the time of job selection process and later at work or in the time of job promotion. English skills open up opportunities for a better career in the company.

Summary

It is obvious that English is a career enhancer as the company will prioritise those who can communicate in English in all stages of employment. Those with high English skill will be given a privilege and promising career at FC.

Workplace learning

In the organising theme of workplace learning, there emerged ten topic areas:

1. Ability and certificate
2. Attitude toward speaking in English
3. Company condition
4. Opportunity for training
5. Personal condition
6. Risk taking strategy to learn the language
7. Solution to problem
8. Valuing
9. Workers language competency
10. English language level

The concepts and construct of these ten topic areas are shown in Table 6.5.

Table 6.5 Workplace Learning

Rspdnt	Comment	Construct	Concept	Topic area
FCwa.34.3	After the training ends, there should be a test with its certificate. If we pass the test, we can get reimbursement.	The company needs a proof of the workers' ability and certificate.	Certificate to document the ability gained.	**Ability and certificate**
FCwb.36.2	Because once, we are confident we can try many things and we can learn new things especially.	Once they are confident, they can do many things including learning new things.	Confidence is important.	**Attitude toward speaking in English**
FCmn.19.8	Sometimes I think why I should be shy to speak, Their English is broken.	He is brave to speak English with those whose English is not that good.	Confidence to speak with interlocutors with non-native English.	
FCmn.19.7	I don't think [they are] native speakers, but foreigners, expatriates. Because they are not native speakers, they are Japanese. Their English is broken. It's fun.	They are not native speakers of English, but Japanese and their English is not so good.	Interlocutors with non-native English.	
FCmn.21.1	No, even for workers with English difficulty in the beginning, because they are forced.	Workers are forced to use English, so they can cope with the difficulty.	Forced' condition to use English.	**Company condition.**

Rspdnt	Comment	Construct	Concept	Topic area
FCmn.21.2	So, you will find those who speak English with struggle, but one thing that we are proud; they are brave to use English.	Workers are forced to use English with bravery.		
FCmn.30.m.1	No, [I see no difficulty of workers using English], even for workers with English difficulty in the beginning, because they are forced	They are forced to use English despite with difficulty.		
FCmn.30.m.2	So, you will find those who speak English with struggle,	Some workers speak English with struggle.		
FCwa.34.2	When there is an English training - outside - we propose to the company so it can be covered	The company will cover the training fee, so the company actually open an opportunity for workers to improve their English.	Company open an opportunity for workers to improve their English.	**Opportunity for training**
FCwa.34.1	I have never had a chance [to learn English in a training college]. I often go home late.	She cannot attend the training because she often goes home from work late.	There is an offer, but the opportunity is not there.	**Personal condition**
FCwa.35	I have been offered, Sir. But I just never have a chance	She has ever been offered to learn English but she never has a chance to do so.		
FCmn.30.m.3	But one thing that we are proud, they are brave to use English.	Manager is proud because their workers are brave enough to use English.	It needs bravery to use English.	**Risk taking strategy to learn the language**
FCmn.33.3	Sometimes it's a Japanese phrase, we cannot even translate it into English. So we just use Google translator.	They just use Google translator and is now the most common tool to find information.	Google as the most common tool to find information.	**Solution to problem**
FCwa.33.2	If he/she also has difficulties (in answering my question on English language), I use Google translator	They just use Google translator to solve a language problem.		
FCwa.33.1	I usually ask my closest friend [to solve English language problems].	She asks friends to solve problems of English language.	Asking colleagues for problem solution	
FCwb.33	[I try to solve the language problem]. Maybe try to learn something new, try to learn by myself.	He solves the language difficulty by himself	Learning by self	

Rspdnt	Comment	Construct	Concept	Topic area
FCmn.34	To facilitate yes. For indirect workers, when there is an English training, the company will cover it on condition that he/she can pass the test and so on).	The company facilitate the training by covering the cost as long as the workers pass the test.	Value for money principle of the company	**Valuing**
FCmn.27.1	Al least all pass the basic level. In average maybe no more than intermediate yah.	The workers' level of English is below intermediate level	Sufficient English ability.	**Workers language competency**
FCmn.27.2	Maybe, there are some in the intermediate, but in average they are below intermediate.	Some workers are in the intermediate and most are below.		
FCwb.21	I think not really. [There seems to be no problem in understanding the documents written in English]	No problem in understanding the documents written in English.		
FCwb.34	No, I haven't [been provided with English training].	He has never been provided with English training until then.		
FCwb.35	No, never. For some persons maybe for some workers, but for me never.	He has never been suggested by his supervisor to take a training course, but some people may have been.		
FCmn.33.1	Until now, I have never had a language problem.	He has never had a language problem.		
FCwa.27	Maybe [my level of English is] better than before [when I was in college].	Her level of English now is better than that when he was in college.	Their English progressing	
FCwb.27	I think [my English] it's better, because we can learn directly from the actual workplace.	His English is better now as a result of using it directly in the actual workplace.		
FCwa.26	I think [my English in college was] maybe average.	His English in college was average level or maybe good enough	Satisfactory grade of English in college	**English language level**
FCwb.26	[My English was] Not really good I think.	He judged himself that his English was not good enough,	Self-judgment of English own competency.	

Ability and certificate

FCwa34.3 stated the importance of certificate which should go hand in hand with a gained ability – the company needs proof of the workers' ability through such a certification; as well it works to the employee's advantage:

> After the training ends, there should be a test with its certificate. If we pass the test, we can get reimbursement.

The company needs a proof of success in learning; and in this case the proof is a piece of certificate paper which they can gain after succeeding to pass the test.

Attitude toward speaking in English

Three respondents stated about the attitude towards speaking in English. The first one mentioned the importance of having confidence when they use English in the company. Confidence to speak with interlocutors increases when they find that they are non-native English speakers who do not speak English as well as they do. Two of the comments can be seen below:

> Sometimes I think why I should be shy to speak. Their English is broken. (FCmn.19.8)

> I don't think [they are] native speakers, but foreigners, expatriates. Because they are not native speakers, they are Japanese. Their English is broken. It's fun. (FCmn.19.7)

The attitude towards English in the company was found to be positive – particularly towards speaking: it impacts positively on their attitude toward the English training; what is more, the confidence of workers grows with practice once they are sufficiently brave to express themselves in English amongst other non-native speakers.

Company condition

Four respondents mentioned issues relating to company conditions with regard to the use of English in their office. All of them recognised that it was a condition of employment they must speak or use English in the company – even

if they struggled, initially, to speak English; subsequently, they recognised the value of being forced to take the brave step to use English in their workplace. One of the four comments can be seen below:

> No, [I see no difficulty of workers using English], even for workers with English difficulty in the beginning, because they are forced. (FCmn.30.m.1)

The company's conditions of employment made the workers use their English. Because they are forced to use English, they can learn and develop the language, although it is often a struggle and personally demanding at the beginning.

Opportunity for training

One respondent, FCwa.34.2, mentioned a training opportunity that was provided by the company following their request:

> When there is an English training - outside - we propose to the company so it can be covered.

Individual initiative in this respect was rewarded by the company in this case.

Personal condition

Not every worker had the chance to undertake previous training in English: some faced difficulties because of the job in the company, or involvement in another business, as pointed out by FCwa.34.1

> I have never had a chance [to learn English in a training college]. I often go home late.

While FCwa.35 has been offered the opportunity to learn English, she had not been able to take up the opportunity to participate:

> I have been offered, Sir. But I just never have a chance

The reasons for this were not made clear. Personal issues such as working a second job or unexplained family issues might have affected her availability.

Personal situations, generally, may adversely affect workers' availability to attend English language training. The lack of a sense of need on the part of employees to improve their English language capacity may have prevailed because they felt that their current English languageknowledge was adequate for their present work.

Risk taking strategy to learn the language

Bravery to speak is one of strategies to learn a foreign language (Brown, H. Douglas 2007); specifically, this was raised by FCmn.30.m.3:

> But one thing that we are proud of: they are brave to use English.

Risk taking strategies are important when beginning to develop language competency: with these strategies, learners or users learn from their mistakes.

Solutions to problems

The solution to problems category emerged from four comments; two respondents used Google as the most common tool for gaining initial support:

> Sometimes it's a Japanese phrase, we cannot even translate it into English. So we just use Google translator (FCmn.33.3)

> If he/she also has difficulties [in answering my question on English language], I use Google translator (FCwa.33.2)

Another respondent, FCwa.33.1, consulted his colleague to find the solution to problems at the word or sentence level:

> I usually ask my closest friend [to solve English language problems].

Respondent FCwb.33 indicated a willingness to take personal responsibility for progressing his English language learning:

> [I try to solve the language problem] Maybe try to learn something new, try to learn by myself.

The solution to problem topic area highlighted key linguistic elements: problems at a word or sentence level, and the larger scale problem of solutions

at the syntax level. For a word or sentence problem, workers use online dictionary or Google translation, while for upgrading their language skill, they learn the language by themselves through the use of the language: learning by doing.

Valuing

The company facilitates English language training by covering the costs for as long as the workers pass the test. This is a company principle: getting value for money', as discussed by FCmn.34:

> To facilitate yes. For indirect workers, when there is English training, the company will cover it on condition that he/she can pass the test and so on.

Passing the test is one indicator of success in learning the language; at the same time, the company values the success of workers in developing their language skills. This is a key strategy of the company: helping the workers can succeed by encouraging their participation in language training.

Workers language competency

The topic area of workers language competency emerged from a number of comments which can be categorised into three concepts. The first concept of sufficient English ability came from six comments, two of which are reported:

> Maybe, there are some in the intermediate, but in average they are below intermediate. (FCmn.27.2)

> I think not really. [There seems to be no problem in understanding the documents written in English] (FCwb.21)

The first comment above is indicates that the worker's ability of English is below intermediate, although some of them are in the intermediate level.

If, however, it is perceived by management that workers' English ability is sufficient, it is not suggested to these employees that they should participate in special English language training; FCwb.35 comments:

> No, never. For some persons maybe for some workers, but for me never. (FCwb.35)

The 'sufficient level' of English language of workers falls between basic and intermediate; if they speak at a higher level they do not face an English language problem in their work.

In another instance, two respondents spoke about workplace as a place for learning by doing. Their language level was progressing because they use English in their workplace directly; FCwb.27 observes:

> I think [my English] it's better, because we can learn directly from the actual workplace.

As employees use English at work in their workplace, their level of English is developed. Again, this is an application of the 'learning by doing' principle; the difference is that, in this case, it is the 'workplace as a place for learning by doing'.

English language level

The English language level topic area was mentioned by two respondents; both mentioned their English levels achieved at college which, for FCwa.26, was just average:

> I think (my English in college was) maybe average. (FCwa.26)

Perhaps, she was just being humble; similarly, FCwb.26, who is a graduate from an English department, downgraded his English capacity. Self-assessment of language level could well be unreliable.

Summary

In this theme, I have included topic areas related to workplace learning. At FC it is clear that learning, especially regarding English language, has actually taken place as English is used frequently by the workers at FC. I note that alumni can see progress from the time they were in college up to the time they were interviewed.

The attitude of FC towards English is very positive; interestingly, it is suggested that the company 'forces' their workers to use English – it is a

beneficent force. FC supports employees in their study of English with a provision of fund; to sustain the funding all that is required is to demonstrate their success in learning.

The company's encouragement to use English has become a trigger for the workers to use English; they are encouraged to speak English in the workplace even though, initially, they will make mistakes – the company is confident that once the first brave step is taken, the employees will be able to learn these mistakes. Some workers have had the advantage of developing their English language competency through a formal study in a college; others, because of their personal situations have been denied that opportunity; despite this, they still develop their English language skills through 'learning by doing'.

Study in a special English college is intended to overcome an English language deficiency on a larger scale: the intention is to improve language competency. At a smaller scale, such as at syntax level, workers are encouraged to solve the language problem by themselves; similarly, competency levels are upgraded by consistently applying the principle of workplace learning by doing'.

This is also the evidence that workplace is a place for learning by doing. Regarding the English language, one example is when they have a problem with a terminology of English, they consult a dictionary or Google translator.

Bricolage of language

Four topic areas were detected in the Bricolage of Language organising theme. They are:

1. Bricolage of Japanese
2. Use of terminology
3. Code switching
4. Local language use

The concepts and construct of these four topic areas are shown in Table 6.6.

Table 6.6 Bricolage of language

Rspdnt	Comment	Construct	Concept	Topic area
FCmn.19.6	But there is also the Japanese terminology as in Ken Sa Yu which means problem report. We do not say 'laporan kesalahan' - problem report, but 'Ken Sa Yu'.	Japanese terminology is also used and it is used maybe for practicality	Other language terminology used	Bricolage of Japanese
FCmn.25.2	Even in the welder, there are a lot of English terminologies, if we translate them into Indonesian, it's very hard, and we cannot find the equivalences.	Perfect understanding cannot be reached only by translating the terminologies.	Reason for use of bricolage of English	Use of terminology
FCmn.25.1	At least I don't think vocabulary. At least -I mean - the terminology, there are many.	There are a lot of terminologies in English used in the company.	Terminology is similar vocabulary.	
FCmn.25.3	For example, in the welding there is the word 'bit', it's not found in Indonesian language.	This is an example of how hard it is to translate just a word/terminology	Translation needs background knowledge of technology or the like.	
FCmn.19.5	Another example, we say have you written in 'control board'? How is the 'delivery'? Those terminologies. Is it already 'CR'? CR means cargo ready., and so on	Some terminologies in English are used. Because sometime it is hard to translate or express them in Bahasa.	Hard to translate some terminologies.	
FCmn.20.1	Even the production people when we talk about PDS, the terminologies used are mixture of [Bahasa and English] just like production sheet.	Terminologies use mixture of English and Indonesian and it is used for efficiency.	Use of English terminology for efficiency	
FCmn.20.2	It's a common thing to say, where is PDS?	This is an example where bricolage of English is used: PDS nya mana? (Where is the PDS?)		
FCwa.36.2	When we use the mixture - of English and Indonesian - I think it's not a problem, but the application is important.	The most important is they can use the language (English).	Use of mixed language as a stepping stone for English language practice.	Code switching

Rspdnt	Comment	Construct	Concept	Topic area
FCmn.19.4	Also the report, it is I guess standard, the presentation, I mean, although the participants are Indonesian, the material or the power point should be in English although we deliver it in Indonesian.	The power point for presentation is written in English, although the language used may be in Bahasa.	Power point is written in English,	
FCwa.13	And the interview was also in English. Fifty fifty. [combination of English and Indonesian].	The job interview is done in English or mixture of Indonesian and English.	Using bits and pieces of English or language switch.	
FCwa.36.1	We use Indonesian in our workplaces so that we can understand each other.	Indonesian is used in the workplaces in order that they can understand each other easier and better.	Indonesian as a local language is used among Indonesians at workplaces.	Local language use

Bricolage of Japanese

The 'bricolage' was not just found in English usage; it also exists with Japanese at FC. An example of Japanese bricolage used in the Indonesian workplace at FC was provided FCmn.19.6:

> But there is also the Japanese terminology as in 'Ken Sa Yu' which means 'problem report'. We do not say 'laporan kesalahan' - problem report, but 'Ken Sa Yu'.

This supports the broader theme that there is a bricolage of languages, regardless of the languages in use in workplaces such as FC. The bricolage may be used for efficiency and effectiveness in order to express a work concept.

Use of terminology

There were four respondents who mentioned bricolage in terminology. FCmn.25.2 referred to the use of the bricolage of English it is difficult to translate some terminologies from English into Indonesian, especially when a perfect understanding cannot be reached only by translating the terminologies:

> Even in the welder, there are a lot of English terminologies. If we translate them into Indonesian, it's very hard, we cannot find the equivalences.

The bricolage emerges when there is a terminology that is similar to the Indonesian vocabulary term; FCmn.25.1 is comfortable with a different range of terms:

> At least I don't think vocabulary. At least -I mean – the terminology, there are many.

The bricolage also emerges when an understanding of the concept requires background knowledge of the technology being applied, again as FCmn.25.3 pointed out:

> For example, in the welding there is the word 'bit', it's not found in Indonesian language.

Finally, FCmn.19.5 mentioned concepts and terminologies that are difficult to translate:

> Another example, we say have you written in 'control board'? How is the delivery'? Those terminologies. Is it already 'CR'? CR means cargo ready, and so on

A second manager, FCmn.20.2, referred to the use of the English bricolage for the purposes of efficiency:

> Even the production people when we talk about PDS, the terminologies used are mixture of [Bahasa and English] just like production sheet. (FCmn.20.1)
>
> It's a common thing to say, where is PDS? ()

From those accounts, I have found that the use of a bricolage of terminologies is made because it is efficient to do so: it is concise and accurate; it does not take a lot of words to explain the meaning of a particular word or terminology. It is also effective as it describes what is intended to when an original English word is inserted into an Indonesian sentence or utterance. The expression, 'It is hard to translate a terminology', is also a sound reason for using the bricolage.

Code switching

This topic area emerged from three comments from different respondents stating three different concepts. First, FCwa.36.2 introduced the concept of the

use of mixed language as a stepping stone for English language practice. The use of mixed language – English and Indonesian – is also OK, but the most important is they can use the language (English).

> When we use the mixture – of English and Indonesian – I think it's not a problem, but the application is important.

The manager, FCmn.19.4, noted that a PowerPoint presentation, usually written in English, is actually spoken to in Indonesian:

> Also the report, it is I guess standard, the presentation, I mean, although the participants are Indonesian, the material or the power point should be in English although we deliver it in Indonesian.

Finally, FCwa.13 referred to the bricolage concept of using 'bits and pieces' of English and language switch during the initial employment interview:

> And the interview was also in English. Fifty fifty. [combination of English and Indonesian].

Those accounts confirm the use of code switching during the first interview and in formal report presentations. In the interview, it is used as a mixed language as both a written communication and bricolage of spoken language; during report presentations, the written language used in a PowerPoint is English, but the oral presentation can be a bricolage of languages.

Local language use

The topic of local language emerged from the concept of Indonesian as a local language, used among Indonesian at workplaces for easier and better communication, as explained by FCme.36.1:

> Indonesian is used in the workplaces in order that they can understand each other easier and better.

Indonesian, and the local dialect (Sundanese, spoken by 39 million people), are used when Indonesian workers communicate among one another. The rationale is that it is more comfortable to speak in one's own language and this approach leads to better understanding. The bricolage of language at FC, which

mainly consists of use of terminology and code switching, has proved to be used effectively and efficiently in the company; it has also been used as a shortcut to the translation of terminology. It frequently is used during job interviews and in formal presentations.

Summary

English is used when workers communicate with foreigners, whether they as visitors or colleagues, in the company. When they communicate with their local peers, they use Indonesian or local language as it is more comfortable and more understandable. The bricolage of English may be used when the local language is spoken.

Globalisation

Two topic areas emerged from the Globalisation organising theme:

1. Writer of documents
2. English as the international language

The concepts and construct of these two topic areas are shown in Table 6.7.

Table 6.7 Globalisation

Rspdnt	Comment	Construct	Concept	Topic area
FCmn.22.1	Mostly in the system like that. We are already ISOC certified, so ISOC administrator who plays the role and the second one is manufacturing engineering.	ISOC makes all the documentation written in English	ISOC use in company	**Writers of documents**
FCmn.22.2	So they happen to be the manufacturing staff, although many are Japanese, the key role is still ours - Indonesian.	Many manufacturing staff are Japanese, but the important role is still held by Indonesian	English is used, although the holding company is Japanese.	
FCwb.22	Some are related templates and some I made by myself. If the template hasn't been available, I created by myself. If it is there, I just copy paste them.	Some documents are written based on the templates except when they are new.	The first reliance is on the templates	
FCwa.25.3	If the assigned person is Japanese, I order an apartment, the person who answers is Japanese, but we speak English, because I cannot speak Japanese.	Although the customer or visitor is Japanese, they have to speak English.	English is a means of communication among people of various countries.	**English as the international language**

Writers of documents

Three occurrences were found in the topic area of writer of documents. Two of the respondents mentioned Information Security Operations Centre (ISOC) as the trigger that makes all the documentation written in English and makes the system in the company internationally standardised as stated by FCmn.22.1

> Mostly in the system like that. We are already ISOC certified, so ISOC administrator who plays the role and the second one is manufacturing engineering.

Even though many of the manufacturing staff are Japanese, the important roles in FC are held by Indonesians; as a consequence, FC functions as a globalised company and English is used as the common communicating language; FCmn.22.2 commented

> So they happen to be the manufacturing staff, although many are Japanese, the key role is still ours – Indonesian.

ISOC documentation templates are used throughout the manufacturing section of FCwb.22 however, a worker may have to write in English if they cannot find the English templates:

> Some are related templates and some I made by myself. If the template hasn't been available, I created by myself. If it is there, I just copy paste them.

I observed that globalisation has triggered the use of English in this foreign company which is owned by Japanese, is operated by Indonesians, and sells to the world. This has resulted in ISOC standardisation which prescribes that all documents be written in English.

English as the international language

English is used as the common means of communication within FC; hence, customers and even visiting Japanese owners are obliged to speak English. FCwa.25.3 clarified this position:

> If the assigned person is Japanese, I order an apartment, the person who answers is Japanese, but we speak English, because I cannot speak Japanese.

This indicates the pre-eminence of English is the language of international business: English, indeed, is the lingua franca of business community.

Summary

Globalisation creates standardisation, and the language used for standardisation is English. This makes English as a lingua franca in a business world, including the FC.

Employment matters

The employment matters organising theme raised two topic areas:

1. Drive for employment
2. Types of employees

The concepts and construct of these two topic areas are shown in Table 6.8.

Table 6.8 Employment matters

Rspdnt	Comment	Construct	Concept	Topic area
FCwb.10.2	I tried to apply here because one of interests is in human resource are, then after that I joined the recruitment process.	Applying for a job because of interest found in company.	One's interest as the drive for an employment.	**Drive for employment**
FCmn.12.m.1	We divide the workers into two: direct and indirect. Direct is related directly with production.	Two groups of workers: direct and indirect. Direct are concerned with production.	Production workers are described as 'direct workers'	**Types of employees**

Drive for employment

The drive for employment topic area was mentioned by FCwb.10.2 with regard to the interest found in a company, which lead her to the present position:

> I tried to apply here because one of interests is in human resource are, then after that I joined the recruitment process.

This signifies that an interest can become a motivation for employment at FC; it is a common practice.

Types of employees

FCmn.12.1 spoke about two groups of workers in the company: direct and indirect. Direct workers are concerned with production, while the indirect workers are mainly dealt with administration and management; FCmn.12.1 commented:

> We divide the workers into two: direct and indirect. Direct is related directly with production.

Polytechnic graduates usually enter as indirect workers when they are accepted to work at FC, either in administration or in management. These two areas require English; hence capacity in English improves the prospect of employment for these polytechnic alumni.

Summary

The employment matters considered in this theme relate to interests and capacity that enhance alumni motivation to find positions as indirect workers at FC. Both matters above are insignificantly connected with English language use in the company.

Conclusions from IDR analysis in the Foreign Company

Speaking is considered to be the most useful language skill needed and used in the company; the second most useful is writing skill: both belong to the group of active communication skills. Reading is the passive communication skill that is most useful to the company; there is a much lower demand for listening skills in English in the company. I conclude that at FC all language-related skills are helpful, though not equally, for the workers to carry out their jobs at FC.

In a job selection process, besides English, GPA is prominent in a success of alumni applying for a job in the company. English language capacity, together with other factors such as performance, dedication and reputation, is also a significant aspect when competing for promotion.

It is obvious that the place of English, as a career enhancer, is highly significant. With English in the background of a worker at FC, they have an essential wing with which to fly to higher career levels. FC provides funds for those who want to upgrade their English skills. This is done through reimbursement of fees paid for their course provided participants are able to present a successful completion certificate. This is a model that encourages high achievement amongst workers. This opportunity is not available to all workers – factors such as personal situations and busy work schedules intervene. Despite this, their English language can still be developed through their daily encounters with English and in their personal efforts in trying to solve their language problems.

In this globalisation era, English language skills are undeniably needed. They are used as a business *lingua franca* at FC in its dealings with overseas transaction and its foreign employees. In this Indonesian company, which

originally comes from Japan and which accordingly employs some Japanese workers, English is intensively used although some Japanese phrases are slightly utilised to create an English-Japanese bricolage. The communication among local workers is conducted in a local language or in Indonesian; this is acceptable – it is comfortable to speak in a local language and easily understandable too.

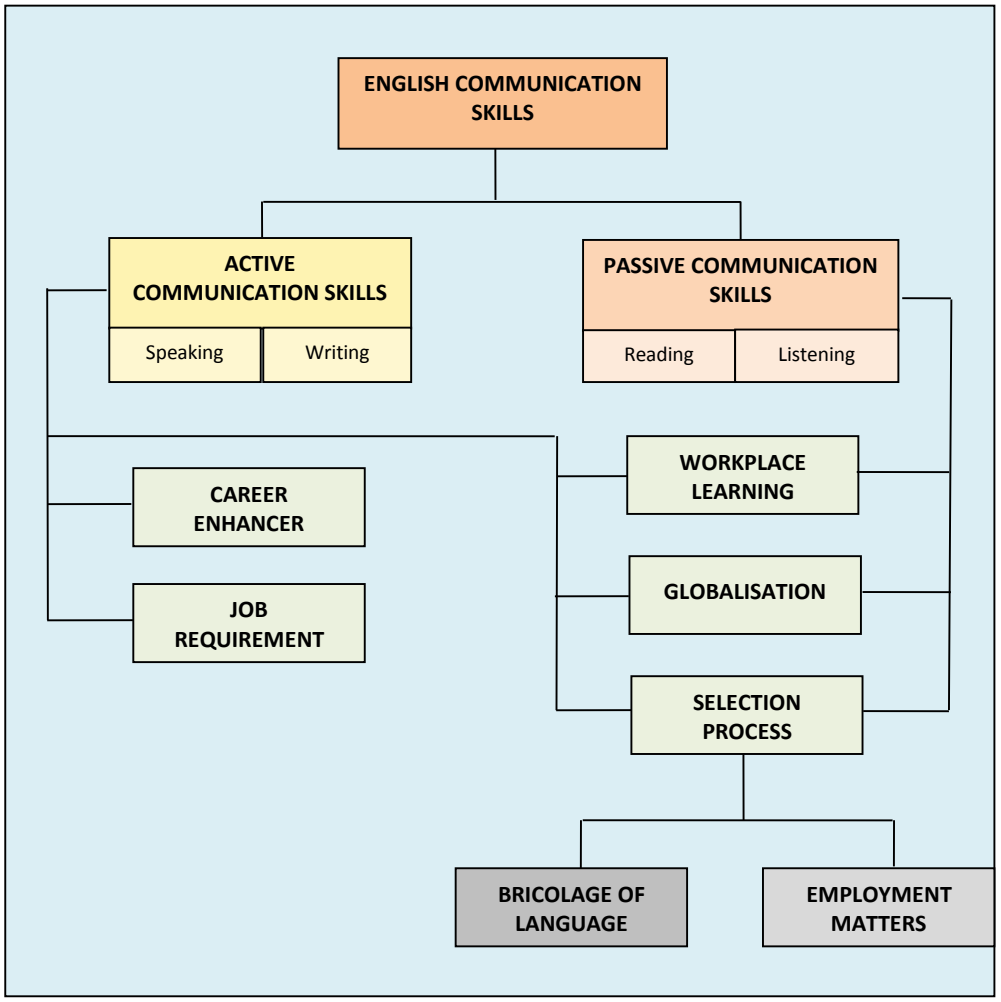
Themes in Case Study 3

Use of English in a foreign company is addressed in eight emergent themes comprising English Communication skills, Job requirement, Selection process, Career enhancer, Workplace learning, Bricolage of Language, Globalisation, and Employment matters. The last theme, which is outside the box, is indirectly linked with the case. The relation between the themes is presented in Figure 6.2.

The main theme in the case study is communication in English and it includes active and passive communication. The active communication consists of speaking and writing skills, while passive communication detected in the case study only consists of reading. Active communication inthe study can be found in the form of correspondence, planning and proposals, and in job application writing. The speaking skills application at FC occurs when workers speak with foreign visitors and expatriates; it is also used during the job interview, especially when the user, who is usually from overseas, interviews local applicants. Reading at FC, which was the only passive communication skill I was able to identify, is restricted to office or technical documentation and to job advertisements.

The theme 'job requirement' is linked with both active and passive communication skills. In the advertisement it is stated that English is one of the requirements to apply for a job; it is indeed used: English skills are applied in business correspondence, business presentations, speaking and in ensuring cross-cultural understandings associated, in particular, with administration and management.

Figure 6.2 Interconnection of themes in Case Study 3



The theme 'workplace learning' is concerned with how employed workers in the company improve their English language skill and how they solve their language problems. I found that the company provides fund for the workers to take undertake English training outside their working hours in the form of a reimbursement of the payment when a certificate of success is presented. The specific purpose of such courses is to upgrade current English skills; in order to solve minor language problems at the word or syntax level, the workers either use a dictionary, or they consult with co-workers.

The theme 'bricolage of language' has to do with use of 'bits and pieces' of Japanese language at work, use of English terminology, code switching and

local language use. Principally, when a local or Indonesian language is used, bricolage of English or Japanese may be utilised during the interaction.
This theme is interconnected with the selection process theme as in a job interview when a local language may be spoken.

The theme 'globalisation' is also closely connected with the use of both active and passive communication. The company interacts with many clients outside Indonesia; in these cases, English, as an international or global language, is used. At the same time, globalisation triggers standardisation which demands the use of English. Materials to be published are in English and the workers are requested, at least, to be able to read the office and technical documents which almost always are written in English using a system of prescribed templates.

The theme outside the box – 'employment matters' – has a slight association with the inside themes. The employment matters theme is mostly related to personal matters associated with employees' motivation to apply for positions in the company, and for advancement of their careers within the company. In the following section, I will address how the themes are applied to the answering of my research questions.

Developing the case

My case study of English use in a foreign company in Indonesia directly connects with the eight issues that comprise the bulk of this chapter; each of the eight issues, which I have described as 'organising themes', emerged from the topic areas which, in turn, emerged from concepts that I derived from my inductive data reduction of responses by employees of FC. The first research question is a general question regarding the English language skills and knowledge needed by polytechnic alumni as the main respondents in their workplaces.

What English skills and knowledge do polytechnic alumni need in their workplaces?

English is a prerequisite for employment at FC; this is confirmed by the two comments, below.

> It [English skill] is pre-requirement especially for indirect [employment]. FCmn.11

> At that time, yes, English as one of the requirements. FCwa.11

This is a direct confirmation of the advertised requirements. I will elaborate on just what the knowledge and skills requirements in the following sub-sections.

All English language Skills

All of the English language skills – consisting of listening, speaking, reading and writing – are required: either as combined skills, or as individual skills. This is seen from the present study where respondent FCwa.25.2 states:

> Because following the email, we confirm by phone.

This is a combined competency of all the four language skills in a communicative event: after an e-mail is written and sent, almost simultaneously a telephone call is used to confirm what has been sent. While such a close sequence of skills use might not be a regular occurrence, all four language skills may be combined in different ways to meet different situations:

> The language skills needed to perform jobs are correspondence and conversation as well. FCwa.25.1

> Speaking is especially for interviewing, and writing for writing job application. FCwb.14.3

What I have found here is that the combined language skills needed and applied at FC are either in the written (writing and reading) or the oral (speaking and listening) form. The following sections will discuss how each individual skill is applied in the company.

Speaking skill

Speaking as an individual language skill cannot stand alone; normally, it is always accompanied with listening ability (hearing-impaired individuals use interventions that assist with their 'listening'). It should be noted, however, that speaking skill in this case study should be interpreted as an independent skill which is applied in events such as conversation, telephoning and presentation. In the present case study, speaking is considered to be the language skill most needed and used (FCwa.36; FCwb.14.2):

> English speaking, conversation is the most important.

A similar response was made by FCwa.14 was given when asked what language skill and knowledge are needed to conduct the job; essentially, it was concerned with conversation and thus involves speaking:

> In my opinion, it tends to be conversation. So, for writing we can just design - prepare, but in conversation, it's got to be spontaneous.

English speaking skill is used in many occasions as in job interviews, conversations with expatriates, telephoning when booking a hotel, and plane ticket and presentation in a meeting with foreign visitors; FCwb.23.2 pointed out:

> Sometimes affiliated companies from Singapore or from Japan come here and I, as a training officer, have to accommodate or accompany them and explain everything.

As speaking is the most important language skill to be mastered at FC, it was suggested by FCwa.36.4 that conversation should be emphasised early when they were still in college:

> I also want to suggest to Maung PolytechnicTI P, last time we learnt a lot about correspondence, but in here conversation is needed more.

English speaking skill has been found to be the most important language skill for alumni workers at FC. It is used in the job interview, when conversing with expatriates and presentation in front of foreign visitors. Occasionally, it is used on a telephone when booking a hotel room or plane ticket.

Writing skill

As speaking is linked with listening skills, writing is linked with reading skills. At FC, a dependence on reading skills is evident from the outset of seeking a position; this is immediately linked to writing a response; initially, in this case, writing occurs as a response to what is read. In the present case study, writing skill in English is found to be useful; it is used when applying for a job as stated by FCmn.12.2:

> We are a multinational company, so people apply for jobs here in English.

It is also used at FC to correspond with foreigners especially through e-mail; FCmn.20.m.2 indicates:

> Email, if the sender is a foreigner, it should be in English.

Finally, English is used to write plans or proposals as one of the alumni workers FCwb.19.2, points out:

> Yes, when we make a plan like that it is in English.

So, I have found that writing in English is a necessary skill at FC. It is needed by alumni when applying for a job there; it is also needed when they correspond by e-mail, or when they write plans or proposals.

Reading skill

Reading was the only individual passive language skill detected in the present case study (listening can only be implied). When combined with writing skill, reading is a relatively minor skill that involves reading emails, correspondence and proposals. As an independent skill, one of the minor reading skills emerged is reading a job advertisement. This is cited by FCmn.13.m.

> Yes. [The] job advertisement is written in English.

Reading as a minor skill arising within the case study regards the ability to read office or technical documents; FCwa.22 notes:

> From them, it [a document] is like that: originally written in English.

Here, I can see the minor skills of reading which are needed at FC. They include: reading job advertisements and reading office or technical documents. The former – reading job ads – may seem uncomplicated, but special skill is needed as job ads are featured with unfamiliar abbreviations. A similar special skill applies to reading technical documents – reading office documents such as manuals, which are rich with language features of imperatives, passive voice and jargon. The comprehension element of reading is apparent in these situations.

Bricolage of language

As can be seen from Table 6.6 the bricolage of language detected in the present case study comes in various forms. As FC was originally a Japanese company, a bricolage of Japanese arises; however, what is under discussion in this thesis is the use of the bricolage of English. I will consider, initially, the reason why a worker at FC is introduced to bricolage. As can be seen from the comment made by FCmn.25.2, bricolage is used because it's sometimes hard to translate some terminologies from English into Indonesian.

> Even in the welder, there are a lot of English terminologies, if we translate them into Indonesian, it's very hard, and we cannot find the equivalences.

A perfect understanding cannot be reached only by translating the terminologies. Examples of how hard it is to translate just a word/terminology which only consists of three letters (as in 'PDS' or 'bit') were provided in the interviews:

> For example, in the welding there is the word 'bit', it's not found in Indonesian language. (FCmn.25.3)

> It's a common thing to say, PDS nya mana? [where is PDS?] (FCmn.20.2)

Consequently, the first type of bricolage of English that the alumni workers at FC should be familiar with is the one which originates from English terminology. Such a bricolage is required; this is apparent as the high number

of bricolage terms derived from English terminologies and used in the company is high; FCmn.25.1 stated:

> At least I don't think vocabulary. At least the [in] terminology, there are many.

The second type of bricolage is in a form of code switching. This is more than just the use of one English word or terminology at a time, but a mixture of English and Indonesian in a relatively long form, as in a seminar presentation, was mentioned by FCmn.19.4:

> Also the report, it is I guess standard, the presentation, I mean, although the participants are Indonesian, the material or the power point should be in English although we deliver it in Indonesian.

All in all, bricolage is used at FC for effectiveness and efficiency reasons; it comes in a form of use of terminology and code switching. For terminology especially, it is a shortcut for easier understanding of a relatively complex concept.

Language related skills and knowledge

English language is a subject commonly given as one of the general compulsory subjects to students whose major is not English in tertiary education. For those who take English as a major, there are subjects that are closely linked with English or are intended as to support or enrich the English language knowledge and usage. Hence, I have found those subjects which are acknowledged as useful to support the jobs of alumni at FC. This is mentioned by FCwb.25 who happened to graduate from English major.

> These are the language-related skills and knowledge needed to perform our works. …correspondence, business correspondence, business presentation, speaking and cross-cultural understanding.

Table 6.9 English language skills and knowledge needed by alumni workers in a Foreign Company

Skills	Speaking	Writing	Reading
Micro skills	• Job interviewing • Conversing with expatriates • Talking with foreign visitors • Presenting in a seminar • Telephoning	• Writing a job application • Writing presentation slides • Preparing plans or proposals • Emailing • Correspondence	• Reading a job ad • Reading office and technical documents
Other skills and knowledge	• Bricolage of English originated from English terminology • English language related knowledge and skills: Business correspondence, business presentation, speaking and cross-cultural understanding		

The subjects such as business correspondence, business presentation, speaking and cross-cultural understanding are only found in English major not in other department, but those subjects may be inserted into a syllabus of English subject for those departments. These skills are summarised in Table 6.9. Using the accounts above, I am able to recapitulate the macro and micro skills of the language which are implemented in the company and potentially required by alumni or those as candidate workers of the company.

Macro English listening, speaking, reading and writing skills

These macro skills can be applied as all combined language skills employed in a single communicative event. They can also be a partially combined skill as a written communication skill involving only reading and writing skills or oral communication skill with integrated listening and speaking skills. The individual linguistic skills identified as necessary are speaking, reading and writing. Speaking is considered the most important language skill to be mastered as it is the most frequently used. Writing skill is used for some purposes, while reading skill is needed for several occasions as seen on the table above. The detailed micro skills needed at FC are as follows:

1. **Speaking**: job interviewing, conversing with expatriates, talking with foreign visitors, presenting in a seminar, and telephoning.
2. **Writing:** writing a job application, writing presentation slides, preparing plans or proposals, and emailing or correspondence.
3. **Reading:** reading a job advertisement, reading for office and technical documents.

The importance of making oral presentations, using speaking skills, was ranked highly by accounting academics (specifically department heads) according to a study by Wardrope (2002), although this was not the case according to Gray (2010) and Morgan (1997) who ranked lowest in importance on giving of presentations and peers: at FC, Wardrope's (2002) finding is confirmed.

Those micro skills of reading above as in reading a job advertisement, reading for comprehension, reading manuals and reading general English documents perceives reading skills as more functional (Blundell, Higgens & Middlemiss 1982; James 2001) rather than notional as seen by Lumley (1993). Other skills and the knowledge needed are bricolage of English and English language related skills and knowledge including business correspondence, business presentation, speaking and cross-cultural understanding.

Under what circumstances are polytechnic alumni required to use English in Indonesian workplaces?

This question deals with communicative events with which the polytechnic alumni working in the company are involved. There is a number of communicative categories which I have discovered from the present case study. Such categories require competency to perform language skills either as individual or combined skills. The first and foremost is interaction with foreign workers at FC; wherever they come from, the language used should be English. This is commented by FCmn.19.2.

> For example, when we converse with expatriates, it should be -in English,

The next communicative category which requires written communication skill is correspondence which is often carried out through e-mailing. FCwb.23.1 in this instance notes:

> Yes, sometimes because I have to communicate with other training activities with overseas affiliates.

Another communicative category which requires writing skill is making a plan or proposal as cited by FCwb.19.2

> Yes, when we make a plan like that it is in English.

Presentation in a seminar may require English speaking skill, but as respondent FCmn.19.4 states that it can be in Indonesian. Presentation slides, however, are written in English. Hence, English writing skill is needed.

> Also the report, it is I guess standard, the presentation, I mean, although the participants are Indonesian, the material or the power point should be in English although we deliver it in Indonesian.

Interestingly, the communicative event such as booking a hotel requires more than just a single combined oral communication skill but also written communication skill as seen from the comment by FCwa.23 below:

> Just like letter confirmation, when we book a hotel, the email is written in English.

The need for reading as a passive language skill is stated by FCwb.19.1, the communicative event is dealt with documents in English.

> Actually no, not all the time. But maybe for documents, we use English.

There is certainly a need for reading job ads as passive skill because the job ads are written in English, but this was not expressed by the respondents in the interview.

Above all, the communicative event 'applying for a job' comprises some stages which begin with reading a job advertisement, continued with writing a job application and ending with interviewing. All require a different and individual language skill including reading, writing and speaking. They are all independent but integrated skills of job application skills. Hence, I have uncovered some communicate events which are the circumstances where the

alumni workers at FC use English. Those are conversing with expatriates or visitors from overseas which require speaking skill, correspondence, preparing a presentation slide and making a proposal which require writing skill and dealing with documents requiring reading skills. Communicative events like booking a hotel and applying for a job require more than just a single individual skill, but all language skills which can be combined for a particular language function.

How well prepared are polytechnic alumni to cope with the required English skills in their workplace?

To address this question, I sought the perception of alumni workers at FC of their competency in the English language; FCmn.33.1 was very confident:

> Until now, I have never had a language problem.

FCmn.27.2, as a manager, was more cautious:

> Maybe, there are some in the intermediate, but in average they are below intermediate.

'Intermediate' is regarded as the language level at which a person can speak relatively well; below average means that the person may be able to speak or communicate in English, but with difficulty.

When asked whether they have difficulty in understanding English documents, FCwb.21 stated:

> I think not really. [There seems to be no problem in understanding the documents written in English]

This suggests that alumni can read documents competently – recognising that this is a passive communication skill. Once again, the manager, FCmn.21.2, acknowledged that, initially, while alumni may have had problems, they approached the used of active communications 'bravely':

> So, you will find those who speak English with struggle, but one thing that we are proud of: they are brave to use English.

A similar response was given when I asked FCmn.30.m.1 if he saw any difficulties faced by the workers in using English:

> No, [I see no difficulty of workers using English], even for workers with English difficulty in the beginning, because they are forced

Despite the presence of difficulty with speaking, the initial accommodation of a low level of English together with the expectation that they will do their best encourages them to do their best. Manager FCmn.19.8 pointed out that alumni confidence to speak rises when they discover the 'broken' nature of the English of non-native speakers who hold more senior positions; he reflected:

> Sometimes I think why should I be shy to speak; their English is broken.

Despite alumni having difficulty in active communication, company managers encourage them, as opposed to 'forcing' them, to speak even though 'their English is broken'.

From those accounts, I conclude that alumni English language competency – particularly their active English communication skills – could be improved. While they may have mastered the passive communication skills, they have not mastered the active communication skills. There is a failure, for them to have realised that while the Japanese representatives of the parent company are not equipped with a high level of communicative ability, their listening skills should not be under-estimated. To be able to speak more appropriately, alumni require a higher and more sophisticated language competency.

How well do Indonesian companies provide ongoing support for English language skills development for their workers

When asked if the company provide English language training for the workers, one of the managers, FCmn.34, stated:

> To facilitate, yes. For indirect workers, when there is an English training, FC will cover it on condition that he/she can pass the test and so on.

A similar comment by an alumni worker, FCwa.34.2, confirmed that this is a recognised procedure at FC:

> When there is an English training – outside – we propose to the company so it can be covered.

I discovered that a worker has to find an English training course, and must register and pay for themselves to attend the program. They must study there until the programs ends, after which they must take a test. The course fee will be reimbursed by FC as long as they pass the test; this is confirmed by their presenting an achievement certificate to the company. Using this strategy, the company ensures the workers have obtained the skills needed; the reimbursement process was acknowledged by FCwa.34.3:

> After the training ends, there should be a test with its certificate. If we pass the test, we can get reimbursement.

This strategy is profitable for both workers and FC. The workers are motivated to learn new skills and, on qualification, they qualify to receive a refund; the company retains the principle of 'getting value for money': money is not wasted on training that is unnecessary. There is difficulty with this process: it appears that some employees are u unable to take up the opportunity; FCwa.35 commented:

> I have been offered, Sir. But I just never have a chance

It is likely that either work requirements and timing, or personal matters, make this difficult; FCwa.34.1 confessed that she often gets home late from work:

> I have never had a chance [to learn English in a training college]. I often go home late.

By comparison, I interviewed an alumni worker, FCwb.34, whom I found to have superior English skills; he stated that he has never been requested to attend an English training course:

> No, I haven't [been provided with English training].

Similarly, a manager, FCmn.33.1, has never been asked by his supervisor to take a training course, although he was aware of the policy:

> No, never. For some persons, maybe for some workers; but for me never.

As well as the funding provided for further English language training, encouragement is provided by FC to use English even though employees may struggle at first; manager FCmn.21.2 commented:

> So, you will find those who speak English with struggle, but one thing that we are proud; they are brave to use English.

From the accounts above, I have concluded that FC provides support for the workers to improve their English by providing funds which is spent by the workers to undertake additional English language training courses outside the company. In addition, encouragement, in a form of an 'obliging condition', is set up by the company so that the workers there are required to speak English at work even though at first it might not always be at the ultimate standard.

Conclusion

In general, all language skills are needed by alumni workers at FC; however, the most important language skill to be mastered is speaking. Speaking in English is used at job interviews, conversing with expatriates, talking with foreign visitors, making seminar presentations, and telephoning. Other skills which are used at FC are writing and reading. Reading, as a passive communication skill, is intended for reading the initial job advertisement and reading office and technical documents; writing, on the other hand, is used for more complex activities such as writing a job application, developing PowerPoint presentation slides, preparing plans or proposals, and emailing and correspondence.

Those major skills, accompanied by the detailed micro skills shown in Table 6.9, are used on different occasions. English Speaking skill is used when alumni converse with expatriates (who are mainly Japanese) or visitors coming from overseas. It can also be used in meetings or seminars, or when engaging in telephone conversation when booking a hotel room. The latter activity involves much more than just speaking and listening skills; it also involves writing, either in emails or formal business correspondence, and often requires follow-up telephone conversations.

There seems to be no problem with the alumni workers' passive communication skill as in reading, but their active communication skill needs to be upgraded. Alumni sense that their language competence is adequate to conduct the job; however, their speaking skill needs improvement – especially to prepare them to meet and talk with foreigners who have highly sophisticated language skill, rather than conversing with non-native English speakers who use broken English.

The company provides for English language training courses on a 'value for money' principle, which is advantageous for both workers and the company. While workers are motivated to learn and develop their English skill, the company does not lose money by paying for training that is unnecessary.

CHAPTER 7

Case 4: English Use in a Private Company

In this chapter I develop my Case Study 4 which is concerned with the use of English in a private company (hereafter, referred to as 'PC') in Indonesia. I begin with an introduction to the company under investigation followed by a discussion of my findings.

Introduction

In terms of the number of employees, area of buildings, amount of turnover or any criteria that is labelled, private companies in Indonesia are very diverse. Private companies range from those that are self-owned, with only one office and few staff, to vast companies with many branches and thousands of workers all over the country. The range of sectors that a private company deals with is also wide, ranging from daily needs to luxurious goods.

Employment aspects in private companies are also diverse. One can be hired readily in some companies; in others, it can be very difficult. In terms of welfare, some companies may offer a very high income with good remuneration; in others, they just meet the basic wage requirement set by the government – or even lower. There are companies that consist of a single building with a few rooms; others require a number of skyscrapers containing

Table 7.1 Types of companies where alumni work

	Type of Company	Number of Alumni Workers	Percentage
1	State owned	492	18.43
2	Multinational	108	4.05
3	Foreign	120	4.50
4	Private	1930	72.31
5	Unknown	19	0.71
	Total	**2669**	**100**

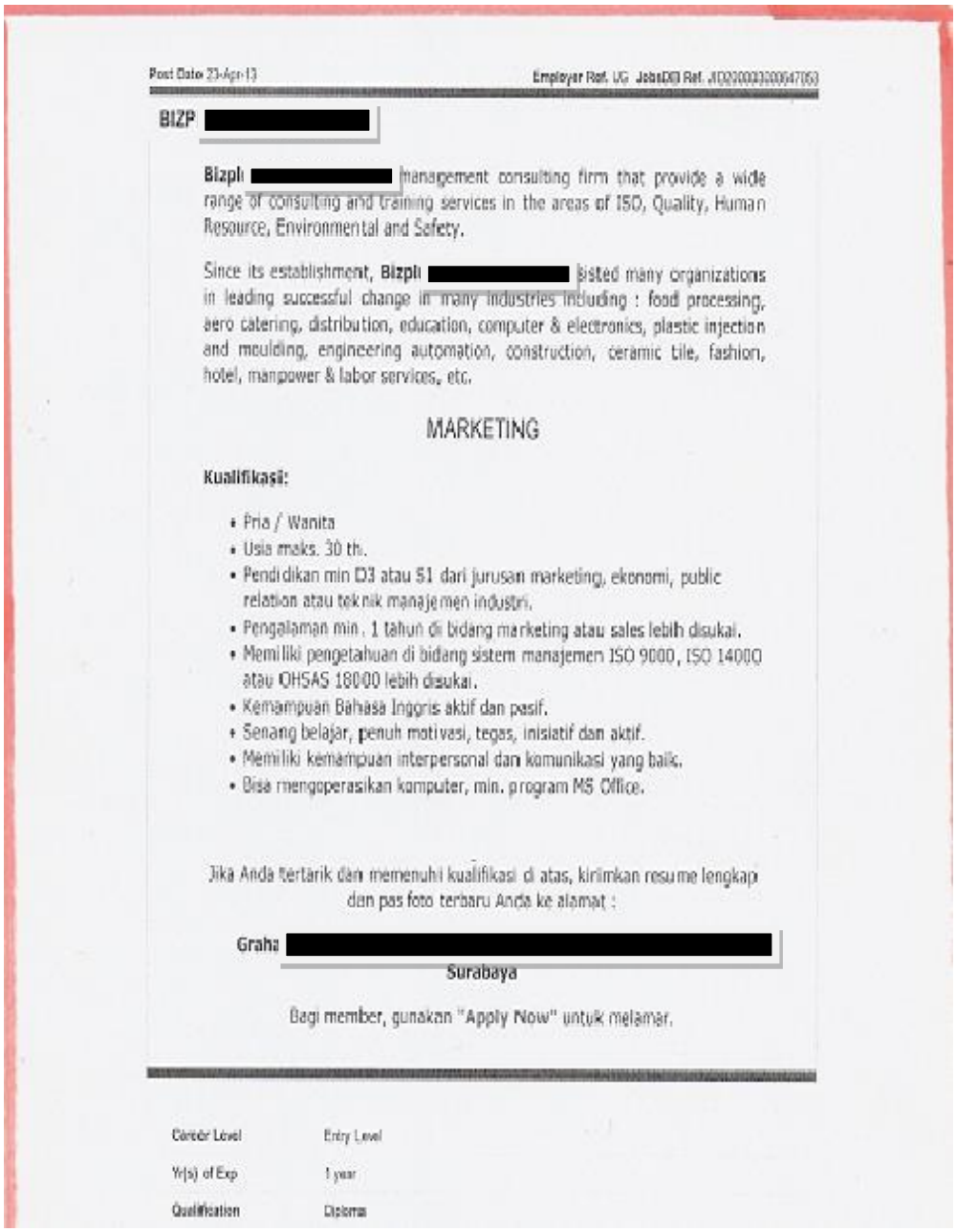
Source: Data Alumni Bandung Polytechnic dari Tahun 1982 s/d 2009' (Polban 2012)

a total of many hundreds of offices in order to run the company. Despite this range, companies have one thing in common: a private company is an organisation that is owned by an individual and run by people who are not attached to any government office, foreign people or organisations.

The proportion of polytechnic alumni working in the four different types of companies in Indonesia (see Polban 2012) is shown in Table 7.1. Based on this data, nearly three-quarters of the alumni of all Indonesian polytechnics work in the private sector; the size of the companies ranges from those that are relatively small to giant companies employing thousands of workers. These data are based on the alumni who have worked and reported their profile to their former institution. This data is representative as it covers most generations from the time the Polytechnic was built until the end of 2009. The private company involved in this research was selected from nationally owned companies in Indonesia and thus excluded all state- owned, multinational or foreign companies.

An example of a job advertisement published by a private company in management/consultancy service seeking an employee for a marketing position is contained in Figure 7.1. The language of the advertisement is a

Figure 7.1 Sample job advertisement 1



Post Date 23-Apr-13 Employer Ref. UG JobsDB Ref. JID2000032000647053

BIZP [redacted]

Bizpl [redacted] management consulting firm that provide a wide range of consulting and training services in the areas of ISO, Quality, Human Resource, Environmental and Safety.

Since its establishment, Bizpl [redacted] sisted many organizations in leading successful change in many industries including : food processing, aero catering, distribution, education, computer & electronics, plastic injection and moulding, engineering automation, construction, ceramic tile, fashion, hotel, manpower & labor services, etc.

MARKETING

Kualifikasi:

- Pria / Wanita
- Usia maks. 30 th.
- Pendidikan min D3 atau S1 dari jurusan marketing, ekonomi, public relation atau teknik manajemen industri.
- Pengalaman min. 1 tahun di bidang marketing atau sales lebih disukai.
- Memiliki pengetahuan di bidang sistem manajemen ISO 9000, ISO 14000 atau OHSAS 18000 lebih disukai.
- Kemampuan Bahasa Inggris aktif dan pasif.
- Senang belajar, penuh motivasi, tegas, inisiatif dan aktif.
- Memiliki kemampuan interpersonal dan komunikasi yang baik.
- Bisa mengoperasikan komputer, min. program MS Office.

Jika Anda tertarik dan memenuhi kualifikasi di atas, kirimkan resume lengkap dan pas foto terbaru Anda ke alamat :

Graha [redacted]
Surabaya

Bagi member, gunakan "Apply Now" untuk melamar.

Career Level	Entry Level
Yr(s) of Exp	1 year
Qualification	Diploma

Note: The name and address of the company are covered for ethical reasons

mix of Indonesian and English. One of the required qualifications is *Kemampuan Bahasa Inggris aktif dan pasif* which means that the applicant 'should have ability in active and passive use of English skills'.

Other required qualifications include: age (not older than 30); educational background, which should be D3 graduate or bachelor's degree from

marketing, economics, public relations, or industry management disciplines; one year's experience; having knowledge of quality control systems such as ISO 9000, ISO 1400 or, preferably, OHSAS8000; having attributes like being eager to learn, motivated, disciplined, initiative-oriented and active; having the ability to operate a computer office with a knowledge of MS Office as the minimum. These requirements, apart from experience, are quite specific; however, Indonesian D3 polytechnic graduates from the major study areas mentioned above should have all the necessary requirements as they will have studied all the needed subjects on campus.

From this advertisement, in terms of the language used, I conclude that the means of communication in a private company are varied and diverse – particularly when it comes to a consideration of the use of English language, in private companies in Indonesia.

Most private companies in Indonesia are highly dependent on both local and global economic conditions. Their revenue is subject to many conditions – some internal factors over which they may have some control; some external factors over which they have virtually no control. Accordingly, many people may consider job security is very low in private companies. The employment profile of a respondent (PCmn) working at PC who was interviewed for the present study is summarised here:

> I began my career in customer relations in 1997. Then in 1998 the economic crisis hit the country and I was dismissed, temporarily. In late 1998 I was called back to work but was paid on a daily basis. In 1999, I was appointed as a permanent worker until now.

The Indonesian private company that I chose for my research into the use of English in the workplace met a number of criteria. First, PC is a big company with branches found in every city in the country; it employs thousands of people. Second, this type of company has a high priority amongst alumni seeking employment in the private sector; alumni seek employment; only desperate alumni choose companies with uncertain career paths or low benefits. PC was the type of company that provides a salary that enables

workers to have an adequate standard of living; it also cares about the workers' future. Finally, PC deals with sectors affecting a wide range of the community, although these sectors are not necessarily to do with daily needs.

Private Company IDR analysis

I identified six organising themes arising from the case study involving the Indonesian private company. The items that follow are listed according to the frequency of their occurrence.

1. English communication skills
2. Selection process
3. Career enhancer
4. Workplace learning
5. Bricolage of language
6. Employment matters

In the following subsections I have produced a description of each organising theme derived from the inductively reduced data. This analysis is based on data presented in Appendix 1.

English communication skills

There were four topic areas that emerged from my IDR process:

1. All English language skills
2. Speaking skills
3. Writing skills
4. Reading skills

The concepts and constructs within these four topic areas are shown in Table 7.2.

Table 7.2 English communication skills

Rspdnt	Comment	Construct	Concept	Topic area
PCwb.32	For salesmen, maybe yes, because they can interact with people from this country or abroad.	Sales people need English because they interact with many kinds of people.	English is a necessary skill and maybe needed at times	**All English language skills**
PCmn.32.4	Because there are many assignments that need English skill.	Many assignments need English skill.		
PCmn.23.2	Except when we offer it to a foreign company, we use English	To offer something or to communicate with foreigners has to be in English.		
PCwa.19.1	I experienced sometimes when I was on duty in an exhibition in a mall.	When he was on duty [exhibition] he had to speak English.		
PCwa.36.1	My suggestion is we do not use English directly, but under certain conditions, English may be really needed.	English is not used directly or all the time, but sometimes it is needed.		
PCwa.35.2	But we have to be ready with that ability	Workers have to be ready with English skill.		
PCwa.36.2	So, we have to be ready. We have to be well prepared as workers.			
PCwa.11	As a requirement it [English] is not, but at least they should have the ability.	English is not a requirement, but the ability should be there.		
PCwb.11	In the test, yes there is [the need for English skill].	English is needed for a test to gain employment.		
PCmn.36.2	Also, lots of meetings are in English.	Lots of meetings in the company use English.	Spoken English is required when they deal with foreigners	**Speaking**
PCmn.20.m	Usually I with the head of a branch, when presenting to operational manager or head of regional office, we are forced to use English.	They are forced to speak English during the presentation with top managers.		
PCmn.19.4	When we have a meeting, and also we often have visitors from Japan, Hong Kong and Singapore, we have to present to them in English.	When they have a meeting with overseas people no matter where they come from, they use English.		
PCwa.19.2	I met a customer who asked me about Avanza in English; he was a foreigner who stayed in Bandung.	An unexpected occurrence which can happen to any front-line workers and need English skill to communicate.		

Rspdnt	Comment	Construct	Concept	Topic area
PCwa.25	Communication skill speaking. – because we have to provide product knowledge	Of all English skills, speaking is the most required as he has to explain the product knowledge.		
PCmn.14	The English skill for communication is enough. Speaking is the most important; who knows we are interviewed in English.	Speaking is the most important language skill to apply for a job especially for interview.		
PCmn.19.5	Although there is a course or the like, we try as best as we can. We do not really consider the structure; the most important is to communicate.	They do not consider the structure when they speak as long as the message is passed on.	Spoken language does not consider grammar	
PCmn.20.3	Correspondence [with foreigner] is in English.	The language of correspondence with foreigner is English.	Correspondence with foreigners is in English.	**Writing**
PCmn.20.2	A warranty intended to foreigner, for example, it is written in English.	Warranty is a document written in English, especially for a foreigner, no matter where they come from.		
PCwa.14	Yes, [the knowledge and skills to apply for the job is] writing.	English skill to apply for a job is only for the test, and the alumni think it is writing.	English test is included in employment test.	
PCmn.20.1	There are some [documents which should be written] in English, but some are not. It depends on the assignment.	Some documents are written in English and some in Indonesian. The language use depends on the instruction given by the [top] manager.	The language use depends on the instruction given by the [top] manager.	
PCmn.20.5	The report is also formatted in English.	The format of report is in English.	The report is in English.	
PCwa.22	It is originally like that [English documents were originally written as such in English.	English documents were originally written as such (in English] as an international language.	Some documents written in English.	**Reading**
PCwa.20	There are some [documents written in English]	He has to deal with some documents written in English.		
PCmn.20.4	But on average, the presentation from Astra people, I notice, is written in English.	The presentation from outside the company (holding co] is in English.	Using English in power point	

All English language skills

The need for all four English language skills emerged in the English Communication skill theme within two different concepts. The first concept is 'English is the lingua franca for all employees'. Within PC, sales people need English because they interact with many kinds of people; another respondent, PCwb.32, stated that many assignments need English skill:

> For salesmen, maybe yes, because they can interact with people from this country or abroad.

Another respondent stated that English is needed in a test to gain employment; a second said that workers have to be ready with English skills; in summary, PCwa.36.1 pointed out there is a definite need within PC:

> My suggestion is we do not use English directly, but under certain conditions, English may be really needed.

At PC, I found that the workers were expected to have adequate English when they applied for a job, but they do appear to use it often at work; however, when they deal with customers, they need to be ready with English skills as it may be used anytime, especially when they have dealings with foreign customers.

Speaking skill

This topic area revealed two concepts. The first, spoken English is required throughout the organisation: it is used in meetings, presentations with top managers, and meetings with overseas visitors; it is often required without warning, perhaps to offer details of particular products. The comment of PCmn.19.4 below supports these statements:

> When we have a meeting, and also we often have visitors from Japan, Hong Kong and Singapore, we have to present to them in English.

Respondent PCmn.19.5 pointed out that when employees use spoken English, they do not consider grammar – they 'communicate…as best they can':

> Although there is a course or the like, we try as best as we can. We do not really consider the structure; the most important is to communicate.

From these accounts, I note that English speaking is the most important language skill to be mastered. Workers need to be ready with these skills, especially in meetings with foreign visitors. Alumni applying for a job at PC should be prepared beforehand to have speaking skills as they will probably be used at interview. As a means of communication, it is most important for employees to make sense in English; speaking does not necessarily involve considering too much about grammar.

Writing skill

The writing topic area that emerged in the English communication skill theme contained four different concepts. The first related to the use of English when corresponding with foreigners; the second, from PCmn.20.2, related to warranties written in English:

> A warranty intended to foreigner, for example, is written in English.

The need for English writing, as pointed out by PCwa.14, is only required in the job application:

> Yes, [the knowledge and skills to apply for the job is] writing.

Finally, the last comment, made by PCmn.20.1, has to do with an intermittent use of writing that depends on the nature of the office assignment:

> There are some [documents which should be written] in English, but some are not. It depends on the assignment.

Here, I perceive that writing is used when the workers at PC correspond with foreigners. Writing skill is also required when first applying for a position: the employment test at PC requires applicants to write something in English during the test.

Reading skill

Reading skill emerged as a requirement as some documents at PC are written in English, as pointed out by PCwa.22:

> It is originally like that; [the] documents were originally written as such in English.

Reading skill, as passive language, is also used during PowerPoint presentations; the slides are written in English as noted by PCmn.20.4:

> But on average, the presentation from Astra people, I notice, is written in English.

These comments suggest to me that reading is only used as a 'passive' language skill at PC: it is used, predominantly, for reading documents originally written in English, and during seminars and meetings should presentation slides be written in English.

Summary

English skill is often stated as one of the requirements to apply for a job at PC but, in reality it is rarely used when undertaking normal work; however, it has been suggested that workers need to be ready to use both active and passive English skills as they may be required, unexpectedly, at any time.

Speaking is considered to be the most important language skill to be mastered by the workers at PC. It can be used in a job interview as a skill that they can show to their potential employer; subsequently, the level of speaking skill does not have to be sophisticated: there appears to be no demand for the use of correct grammar use during spoken communications in English. Writing skill is required intermittently: it can be used to write a job application and in an employment test; otherwise, it is rarely used.

Reading is the only passive language skill used in the organisation. It is used for reading documents originally written in English; it is also used when workers attend presentations or meetings attended by foreign visitors. This is the common use of reading skill in many companies in Indonesia.

Selection process

There were four topic areas that emerged from my IDR process:

1. Criteria for promotion
2. Selection procedures
3. Tests for employment
4. Organisation values

The concepts and constructs of these four topic areas are shown in Table 7.3.

Table 7.3 Selection process

Respndt	Comment	Construct	Concept	Topic area
PCmn.32.2	What should be shown is whether he/she sells well, the leadership, is that OK, then we'll take him/her to do a psych test]	In selling, the achievement is on whether he/she sells a lot or not, not the English ability.	English not a number one skill needed in selling or marketing.	Criterion for promotion
PCmn.12.m.4	If they pass the health test, there is a probation period for about 3 months before they become permanent workers.	After they pass a health test, the candidates begin their employment with probation period.	Probation period is done in the beginning of employment.	Selection procedures
PCmn.12.m.1	First we open a walk in interview for sales, for example because now we are in sales department.	Opening a walk in interview to begin a selection of workers.	Walk in interview is the first stage in the selection process.	
PCmn.12.m.3	After that we have a psych test. Not all of those interviewed will go to the psych test because of the company standards.	Not all interviewed candidates go to a psych test.	Psych test is the next stage of process.	Test for employment
PCwb.13.a	In a basic test format, as in a paragraph, there are blank spaces that we have to complete. It was the English test like that.	The form of English test is filling in the blank spaces in a paragraph or sentences.	Cloze Test as common English type of test.	
PCmn.31	From the achievement. The achievement in sales is seen from the productivity.	Achievement is the most important factor for a worker to get promotion.	Achievement is how workers perform their jobs.	Organisational values
PCmn.12.m.2	I see their competencies, from their appearance and their friendliness and also communication skill as well as other competencies.	Four aspects are considered from the candidate workers: competency, appearance, friendliness and communication	Valued aspects: Competency, appearance, friendliness and Communication.	

Respndt	Comment	Construct	Concept	Topic area
PCwa.31	Because he/she is over the target. He/she has the capacity, enough to get promotion.	The main factor to get promotion is he/she can reach over the target and this is a marketer's achievement.	Marketer's achievement is whether he/she can sell over the target.	

Criteria for promotion

It was indicated to me that English was not the most important skill needed in selling or marketing; the measure of success, according to manager PCmn.32.2, was whether or not employees are able to be successful as sales persons:

> What should be shown is whether he/she sells well, the leadership, is that OK, then we'll take him/her to do [a] psych test.

There is a lower emphasis placed on the importance of English at PC, than was evident at the other three organisations; nevertheless, there is still an intermittent requirement for the use of English – and I deduce, from the quality of English used by the manager with whom I spoke, that English ability will be taken into account when promotion is being considered.

Selection procedures

The topic area of selection procedure came with two different concepts. The first defines a probation period prior to attaining permanency; manager PCmn.12.m.4, provided details:

> If they pass the health test, there is a probation period for about 3 months before they become permanent workers.

The second relates to a walk-in interview which is the first stage in the selection process when a new department opens. In this instance, PCmn.12.m.1 commented:

> First we open a walk-in interview for sales, for example, because now we have a] sales department.

From these comments I was able to distinguish different steps in PC's selection procedures: on occasions, using a walk-in interview; requiring a health test; applying a probation period. These procedures augment the standard employment procedures of a written test followed by a desk selection phase.

Tests for employment

Two concepts emerged in the area of tests for employment. The first one is a psychological test following the initial interview. The manager respondent, PCmn.12.m.3, indicated the importance of such tests to maintain company standards – not all interviewees advance to the next stage of interview:

> After that we have a psych test. Not all of those interviewed will go to the psych test because of the company standards.

The second test is a simple cloze test, used to gauge a minimum level of English facility; PCwb.13 explained:

> In a basic test format, as in a paragraph, there are blank spaces that we have to complete. It was the English test like that.

A psychological test is a test to determine the mental condition of a candidate, particularly in relation to their ability to relate appropriately to clients (Assessment 2006). A cloze test is a simple written test which may be used in English and other general subject tests. From my perspective, I suggest that such a test of English implies a secondary need of English in the company: the English language requirement is lower in a cloze test (it involves writing in a single word); this represents a significant lowering of English standard from that experienced in the other three companies.

Organisational values

Three different concepts emerged that were related to the values held by the organisation. The first relates to the valuing of achievement as measured by productivity; PCmn.31 pointed out:

> From the achievement…The achievement in sales is seen from the productivity.

PCmn.12.m.2, a senior manager, noted that four aspects were valued when candidates were being interviewed: competency, appearance, friendliness and communication; he said:

> I see their competencies, from their appearance and their friendliness and also communication skill as well as other competencies.

From a marketing perspective, PCwa.31 pointed out that promotion depended on over-achievement of targets, a capacity that was highly valued:

> Because he/she is over the target. He/she has the capacity, enough to get promotion.

The emergent aspects from the IDR process relating to the organisational values of PC were evident to me in the selection processes – evidence of competency, appearance, friendliness and ability to communicate that were apparent in the initial interview. Later there need to be evidence of productivity as evidenced by over-achievement – particularly in sales and marketing.

Summary

The job selection process at PC comprises written tests including among others an English test, a psychological test, an interview and a health test. Once accepted, the candidate worker needs to go through a probation period prior to being appointed as a permanent employee. This is a long process of employment; the tight selection to find a fit and proper employee is deemed to be important. To be accepted in the organisation, candidate workers should have the attributes that are valued by PC: competency, appearance, friendliness and communication skills.

To be promoted to a higher level, employees –especially sales staff – should over-reach on sales and marketing targets. English skills, specifically, are not considered as important criteria in the area of promotion – although, indirectly, English competence is likely to enhance successful selling and marketing when and if it is required.

Career enhancer

There were two topic areas that emerged from my IDR process:

1. Positive attitude to English
2. Valuing language skills

The concepts and construct of these topic areas are shown in Table 7.4.

Positive attitude to English

This topic emerged from the comment by PCmn.32.3 regarding the valuing of English at PC:

> But if he/she is fluent in English, it will make it easy for him/her to take assignments from the leaders.

This tells me that those who are fluent in English are appreciated and valued; in particular, they will be able to accept a wider range of responsibility within the company.

Table 7.4 Career enhancer

Rspdnt	Comment	Construct	Concept	Topic area
PCmn.32.3	But if he/she is fluent in English, it will make it easy for him/her to take assignments from the leaders	English fluency may help the workers to do assignments easier or better.	English helps at work.	**Positive attitude to English**
PCmn.11.3	When they can identify themselves in English. That means they are OK. It tells us something.	It means something when a person can express themselves in English.	The possession of advanced English language skills is valued	**Valuing language skills**
PCmn.11.2	From the application, it is in English. He/she can explain in English. This shows us his/her bravery.	It takes a bravery to explain things in English.		
PCmn.11.1	There is an additional value. This person is more than the average.	When he/she can speak English, this person is considered more than the average.		
PCmn.12	Not necessary. But if they write in English, we accept it. This can have an additional value as I told you before.	It is not a must for an applicant to write in English, but they are welcome to write their application I English.	Writing an application in English is valued.	

Valuing language skills

The concept of valuing English language skills was identified by a manager at PC, who appreciated and valued the English skills that alumni brought to the company:

> When they can express themselves in English. That means they are OK. It tells us something. (PCmn.11.3)

> From the application, it is in English. He/she can explain in English. This shows us his/her bravery. (PCmn.11.2)

> There is an additional value. This person is more than the average. (PCmn.11.1)

These comments indicate to me that those with English skills are valued highly by the organisation. Should applicants with these skills apply for positions in the organisation their English skills will certainly lead them to be prioritised.

Being able to write an application in English at an acceptable level is also seen as an added value. It is not a requirement for an applicant to write in English; however, it is welcomed and appreciated should they choose to do so – as PCmn.12 commented:

> Not necessary. But if they write in English, we accept it. This can have an additional value as I told you before.

From these comments, I can see that the English skills that a candidate is able to evidence in the application process are obviously of added value. It is highly appreciated when a job application is written in English; it is a brave effort because it is not obligatory for an applicant to do so; however, if it is done, and applicants show flair with the language, they are immediately noticed. They have English ability that can be rewarded later.

Summary

English skill is obviously a career enhancer at PC although in reality at work English may not often be used. It has added value from the company's point of view and therefore is advantageous to those applying for a job: the use of

English in the job application and in interview certainly helps make candidate workers more likely to gain an employment. Applicants who have distinctive English skills are highly likely to be prioritised for promotion.

Workplace learning

There were three topic areas that emerged from my IDR process:

1. English language levels
2. Solution to the English problem
3. Training not needed

The concepts and constructs that comprise these topic areas are shown in Table 7.5.

Table 7.5 Workplace learning

Respndt	Comment	Construct	Concept	Topic area
PCwa.21	In the beginning maybe because I was just a fresh graduate still groping with the world of work so there are some difficulties.	Difficulties were found in the beginning of work as he was a fresh graduate.	A common problem of a new worker.	English language level
PCmn.30.m	Yes, for those with a different level of education, there are some difficulties.	Workers with low level of education have bigger difficulties	Different levels of education face different difficulties.	
PCwb.27	I even forget now. The skill is decreasing.	His level of English now is probably worse than that when he was in college.	No progress.	
PCwa.27	Just the same. [My level of English now is the same as that when I was in college].	His level of English now is the same as that when he was in college.		
PCmn.27	Yes, it is OK.[The workers 'English is OK]	The workers' level of English is sufficient.	Sufficient skill of English	
PCwb.26	[My English was] just enough, passed the test.	His English was just enough to pass the tests.		
PCwa.26	Just enough. [English was just enough to pass the tests].	His English was just enough to pass the tests.		

Respndt	Comment	Construct	Concept	Topic area
PCmn.25.1	We usually have a monthly training of presentation on products or marketing including market share.	There is a monthly training or presentation regarding products and marketing.	Internal training	Solution to the English problem
PCmn.25.2	Everything is in there and it is also intended for socialising and learning process on English terminologies	Training is intended for socialising and learning process.		
PCmn.33.2	For example, when there is a terminology, what is it in English, and what is that in Indonesian?	They ask to translate an English terminology into Indonesian.	Translating to check for understanding.	
PCwb.35	Not yet. [It has] never been suggested by his supervisor to take a training course].	He has never been suggested by his supervisor to take a training course.	English Training is not needed.	Training not needed
PCmn.34	Not yet now. [There is no English training now].	There is no English training now.		
PCwb.34	There has never been. Never [been provided with English training].	They have never been provided with English training.		
PCwa.35.1	Not directly suggested. [It has] have never been suggested directly by my supervisor to take a training g course.	He has never been suggested directly by his supervisor to take a training g course.		

English language level

To cope with even a minimal amount of English usage was a common problem with new employees at PC; PCwa.21 found this difficult:

> In the beginning maybe because I was just a fresh graduate still groping with the world of work so there are some difficulties.

It is evident that difficulties with English were found in the beginning – and especially so for graduates fresh from a polytechnic entering the world of work: there is a very significant change experienced when moving from a college which is usually filled with support, guidance and instruction, to the more demanding situations to be met immediately in the workplace.

PCmn.30.m, a manager, recognised that employees entering from different levels of education inevitably face many difficulties, including English language difficulties:

> Yes, for those with a different level of education, there are some difficulties.

I conclude that, at PC, there are people with different educational backgrounds; those with a lower level of education have greater difficulties in English language usage.

Some workers newly employed at PC find that they have made no progress with their English language since leaving college; their level of English is the same as or even lower than when they were studying. PCwa.27 points out that there has been no change:

> Just the same. [My level of English now is the same as that when I was in college].

For PC wb.27, it has decreased:

> I even forget now. The skill is decreasing.

These two comments suggest to me the obvious: any skill that is not used, including English, is likely to be lost if it is not used.

Two of the workers, PCwa.26 and PCwb.26, indicated that their English level was 'just enough' to pass the test: they had sufficient English to passing the test:

> Just enough. [English was just enough to pass the tests]. (PCwa.26)[My English was] just enough, passed the test. (PCwb.26)

From these accounts, I conclude that the English skill of the workers at PC is below average. Despite their relatively low skill levels of English, they still can do their assigned work because English is not used to any great extent. With their low level of English from the outset, and with what they had not being used often at work, their English skill levels are decreasing.

Solutions to the English problem

Two approaches to improving the English standard at PC arose: the first came from PCmn.25.1 and related to internal training involving monthly training or presentations:

> We usually have a monthly training of presentation on products or marketing including market share.

The second, also from PCmn.25.2, indicates that training is intended for socialising and learning processes:

> Everything is in there and it is also intended for socialising and learning process on English terminologies.

English training is inserted in the form of introduction of English terminologies related to products or marketing; at the same time there are opportunities for socialising. PCmn.33.2 also referred to using translation exercises in order to check for understanding

> For example, when there is a terminology, what is it in English, and what is that in Indonesian?

Managers of training sessions ask participants to translate English terminology into Indonesian as a way of checking for understanding the terminologies just introduced. This all happens in monthly training sessions in which there is a healthy blend of education and socialising in a workplace.

Training not needed

It emerged that formal English training did not occur: it was not recommended, it had never been provided and it was felt that it was not needed at PC; PCwa.35.1 commented:

> Not directly suggested. [It has] never been suggested directly by my supervisor to take a training course.

PCmn.34, while hinting that it might have been offered in the past, it did not now take place:

> Not yet now [There is no English training now].

These comments confirm the prevailing feeling at PC: training is not in English language skills is not needed. My sense is that this is because English is not used much at PC; an adequate level of English is maintained through informal translation sessions introduced during a monthly training sessions.

Summary

In the beginning, every worker will always be faced with difficulties. This happens to all workers, especially for those who have a lower level of education. Any skill is more likely to be improved if the skill holder uses it regularly; this applies particularly to English language skills. In this particular case study, the workers' English language skills are likely to improve only slowly because they do not use them frequently; they are most likely to apply English as incomplete utterances.

At best, the organisation tries to keep the workers in touch with English by providing them with training in the usage of bits and pieces of English (known as 'language bricolage'). While such training may be more meaningful and coherent in the context in which it is given, it may not be enough to lead to steady language improvement. On the other hand, it might meet immediate needs – as it appears there is a significant discrepancy between the actual state of English usage and the desired state, overall, in English language usage across all parts of the company. This apparent discrepancy suggests that a needs assessment into the use of English language should be undertaken across the organisation.

Bricolage of language

There were four topic areas that emerged from my IDR process:

1. Code switching
2. Use of English terminology
3. Local language predominant
4. English is not used

The concepts and construct of these four topic areas are shown in Table 7.6.

Table 7.6 Bricolage of Language

Rspdnt	Comment	Construct	Concept	Topic area
PCwa.32	English maybe used for some terminologies for promotion, for example 'buy one, then you'll get another for free'. Just like that.	English is used for some terminologies for promotion and they may sound attractive.	English sounds attractive.	Code switching
PCmn.13.m	[Job advertisement written] Mixture in English and in Indonesian	Job advertisement written in mixture of English and Indonesian.	Mixed language in job ad.	
PCmn.33.1	Yes, we are combining [the language use] just like in a workshop, as in sales department we also combine.	They use combined or mixed terminology as often done in a workshop or in sales department.	Mixed language in workshop	
PCmn.13	It depends. If they apply in English, I will ask in English.	The interview can be done in English or Indonesian, depending on the language used in the application letter.	Mixed language in job interview.	
PCmn.20.6	When we make a SWOT analysis, it should be written in English.	An example of SWOT analysis which is written in English.	SWOT is Strength, Weaknesses, Opportunity and Threat.	Use of English terminology
PCmn.36.1	The most important thing is terminology, Sir. There are a lot of English terminologies here	There are lots of English terminologies used in the company.	Lot of English terminologies used in the workplace.	
PCmn.19.1	Sometimes, within the company itself, there are a lot of terminologies in English.	There are a lot of English terminologies used in the workplace.		
PCmn.19.2	In English, there are a lot of terminologies. For example, If you want to do transaction, our obligation is to give 'the best ownership experience'.	This is an example of terminology' the best ownership experience', which is hard to translate into Bahasa.	Examples of English terminology which are hard to translate into Bahasa.	
PCmn.19.3	So, in giving a service, we have to give the best service ever, the best purchasing and ownership experience.	This is another example of terminology in service 'the best purchasing and ownership experience'.		
PCmn.23.1	Not a must, [English is not always used for correspondence to perform the job]	English is not always used for correspondence to perform the job.	English is not used for Correspondence.	Local language predominant
PCwa.23	Not yet. [We haven't done any correspondence in English]	They haven't done any correspondence in English.	English is not used for correspondence.	

Rspdnt	Comment	Construct	Concept	Topic area
PCwb.23	Correspondence is in Indonesian, not in English	They use Indonesian to correspond.	They use Indonesian to correspond.	
PCwa.12	No [Job application is not written in English]	Job application is not written in English.	Job application is written in Indonesian	
PCwb.12	No [Job application is not written in English]	Job application is not written in English.	Job interview is in Indonesian.	
PCwa.13	[The job interview is done in] Bahasa Indonesia.	The job interview is done in Indonesian.		
PCwb.13	[The job interview is done] Bahasa Indonesia.			
PCwb.14	There is no need [for English skill at work]. It's just a requirement.	English is just a requirement, not a needed skill to apply for a job.	English is just a requirement, not a needed skill to apply for a job.	English is not used.
PCwb.19	No [English is not used in his/her workplace].	English is not used in his/her workplace.	English is not used in his/her workplace.	
PCmn.32.1	[English] is not really a requirement [for job promotion].	English is not a requirement for promotion.	Job Promotion does not require English skill.	
PCwb.20	Documents written in English? No, there are none [no documents written in English]	No documents are written in English or at least the documents that he only deals with.	Documents not in English for this respondent	

Code Switching

The topic area of code switching in the theme emerged with four different concepts. The first, that English sounds attractive, emerged from a statement by PCwa.32:

> English maybe used for some terminologies for promotion, for example '*buy one, then you'll get another for free*'. Just like that.

A group of concepts in the topic area were associated with the use of bricolage in different contexts: in job advertisements, in workshops and in the initial job interview.

> [Job advertisement written] Mixture in English and in Indonesian. (PCmn.13.m)

> Yes, we are combining [the language use] just like in a workshop, as in sales department we also combine. (PCmn.33.1)

> It depends. If they apply in English, I will ask in English. (PCmn.13)

I have found that the mixed language is used at PC because it is attractive with English slogans or other motivational words inserted into promotional material. The mixed language is also used in job advertisement, in workshops and during the initial job interview.

Use of English terminology

This topic area included four different concepts. The first one is the use of written English in SWOT analyses (strengths, weaknesses, opportunities and threats); this was reported by PCmn.20.6:

> When we make a SWOT analysis, it should be written in English.

The second concept refers to the reality that, at PC, there is frequent use of English terminologies and phrases in the workplace:

> The most important thing is terminology, Sir. There are a lot of English terminologies here (PCmn.36.1)

> Sometimes, within the company itself, there are a lot of terminologies in English. (PCmn.19.1)

Although spoken English is not used extensively on a regular basis at PC, it is clear that there is much terminology – in the form of 'catchphrases' – that is written in English. This means that some English knowledge, in terms of words or phrases, is a necessity.

Local language predominant

All respondents within this topic area indicated that Indonesian, rather than English, is used in correspondence, as PCwb.23 points out:

> Correspondence is in Indonesian, not in English.

Consistent with this is my finding that local language, Indonesian, is used in all job applications and interviews; PCwb.13 in this instance reported:

> [The job interview is done in] Bahasa Indonesia.

It was also clear from the respondents that, in all phases of the job selection process, the dominant language is Indonesian.

In correspondence, job application, and in job interviews the language used is Indonesian.

English is not used

PCwb, a respondent from sales, confirmed that in his position English, while a requirement, is not actually used in the workplace:

> There is no need [for English skill at work]. It's just a requirement.

This situation carries through the areas of selection, the use of English at work including documentation: it is not used in the workplace, apart from occasional use of the bricolage. PCmn, a manager, confirmed that English was not a necessary condition for promotion:

> [English] is not really a requirement [for job promotion].

From this input, I conclude that English is not used at PC the organisation; it is merely a 'requirement' as stated in the job advertisement. The 'required' knowledge of English is acquired 'on the job'.

Summary

When English is not required, and is only used on a very casual basis, it reduces to 'bits and pieces' of language (also known as 'language bricolage'). Bricolage is used as a form of code switching; it is also evident and in the use of catchphrases – it is found to be attractive to be used in slogans and promotional materials.

Although English may be used or even valued at PC, Indonesian as the national language is clearly predominant. It is used in the job application, in the selection of workers at all job interviews, and when interviewing for promotion. English, however, remains a 'requirement' as stated in job advertisements –

which, themselves, are written in English. This is a paradox of the language use' that is frequently found in local Indonesian companies.

Table 7.7 Employment matters

Rspdnt	Comment	Construct	Concept	Topic area
PCwa.10.3	The seniors here supported me to work here; they encouraged me to try.	Seniors encourage him to work and his role is important in employment	The role of seniors is important in employment.	Drive for employment
PCwa.10.2	There is also the work condition, the seniors they are very supportive.	Work conditions, hence, seniors also lead him to employment.		
PCwa.10.1	First, maybe I was interested in marketing world.	Alumni's interest in marketing leads his to gain employment.	One's interest is a drive for an employment.	
PCwb.10	Yes, the company at that time needed a worker.	Company needs a worker and it matched with alumni's condition	Alumni's condition match with that of the company.	

Employment matters

There was one topic area that emerged from my IDR process associated with employment matters: the 'drive for employment'. The concepts and construct of this topic area are shown in Table 7.7.

Drive for employment

The drive for employment topic area emerged with three different concepts. The first was concerned with the role of senior management in encouraging applicants, initially, to apply for work; and for their providing a supportive work environment. PCwa.10.3 commented:

> The seniors here supported me to work here; they encouraged me to try…There is also the work condition, the seniors they are very supportive.

The second is the support given to individual interests, providing an incentive to PCwa.10.1 to apply for employment in the first place, knowing that the company needed an employee in the marketing area:

> First, maybe I was interested in marketing world…Yes, the company at that time needed a worker.

From those comments, I have been able to focus on aspects and motives of alumni and the inducements that management provides to encourage appropriate applicants to seek employment. Thus, I deduce that in alumni interests, availability/timing, and the role of seniors in providing productive work conditions, a mix of personal attributes and conditions are mutually attractive.

Summary

The motives to gain an employment are varied – ranging from personal interests, to the actual work conditions that are provided. But, most of all, it is their personal attributes and being able to meet the company's workplace requirements that encourage workers to seek employment at PC organisation.

Conclusion to IDR analysis of the Private Company

Although English is one of the requirements to apply for a job in the organisation, it is not used much at work; however, the workers should be ready with English skill as it may be used sometimes. The first and foremost important language skill to be mastered is speaking. It is an active skill which can be seen directly when it is performed. This can be 'something' that an applicant might use to influence PC as an employer. The same can also apply to writing skill which can be manifested in a job application document.

At a more limited level, reading is the second language skill found to be useful at PC for reading documents and presentation slides introduced at meetings. In the job selection process, English may be used to write a job application. It can be used during an interview. If a candidate can make use of their English in the selection process, this will be a value added attribute – a career enhancer that is likely to make them successful. It emerges that English is most useful when candidates take an English test as part of selection for new recruits.

The most important achievement that PC acknowledges is accomplishing or bettering projected sales targets; for PC deals with sales and distribution of automobile products. This may lead to a disregard for the English language capability that an employee possesses. PC deals with customers directly, and as most of them are locals they do not need to speak English. When local language or Indonesian is used and English is not used much, the workers' English competency fades away – a natural phenomenon evident when any skill is not used.

Despite the foregoing, monthly training sessions are held by PC, the main purpose of which is to help workers to use English in a form of bricolage: this is a company in which 'bits and pieces' of English are used as in mottoes and slogans as words of motivation.

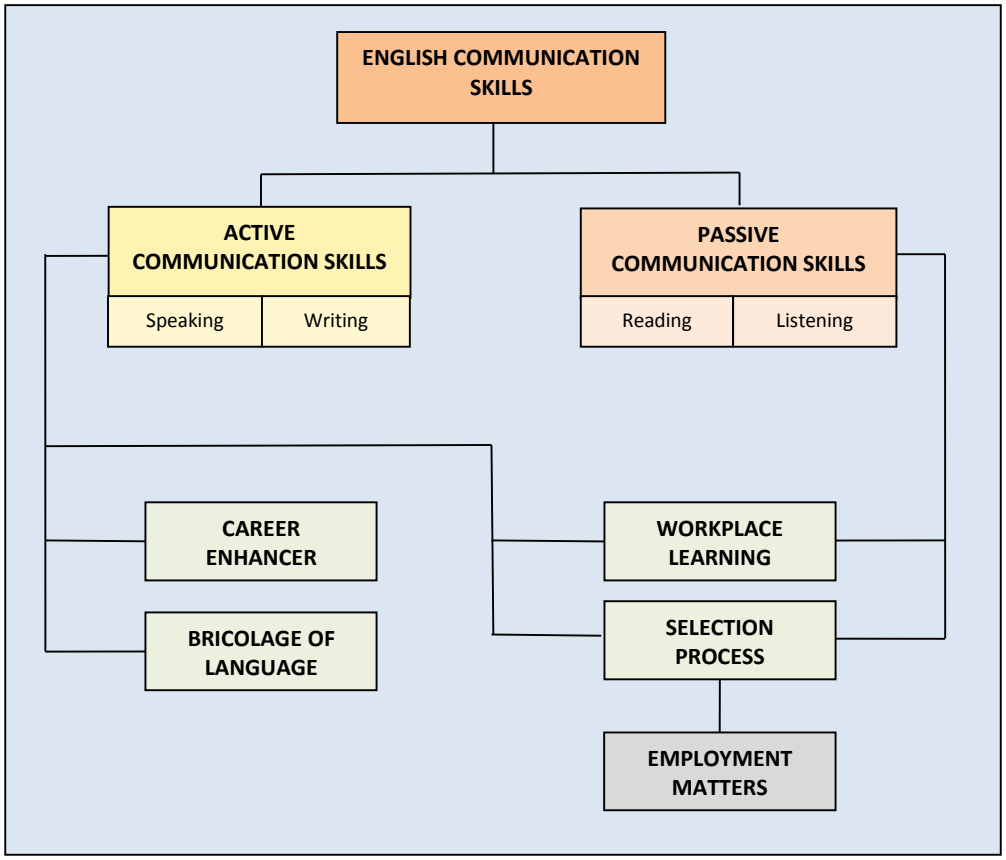
Interconnection of themes in Case Study 4

Use of English in PC is concerned with six themes, two of which are outside the square but are slightly connected with the case. The relationship among the themes is presented in Figure 7.2. The central theme is English communication skill which is divided into two categories: active and passive communication. Active communication consists of writing and speaking skills, while passive communication only consists of reading. Active communication, to any extent in this case study, was only detected when there was a meeting with foreign visitors and when candidates come for a job interview; it was not bound with high sophistication of English speaking competency. To a much lesser degree, translation of words between Indonesian and English was practised in a social setting at monthly meetings.

Active English language skills are not obligatory in the selection process. This is consistent with the rather vague statement in the job advertisement that 'English skill' is required. In reality, English skills in this company are only used occasionally. As a consequence, applicants are not required to write their job applications in English, nor are job interviews conducted in English;

however, should an applicant choose to write and speak in English, such

Figure 7.2 Interconnection of themes in Case Study 4



responses add value: it advantages them in the selection process and, ultimately, it is a career enhancer. The only appearance of English in the selection process is in a simple cloze test.

The theme of workplace learning of English is concerned with how workers in the company improve their English language skill and how they solve their language problems. The former is approached through monthly training for workers that is intended for learning as well as for socialising; the latter is approached by slotting in the bricolage of motivational slogans used within the company. The bricolage of language is used regularly within workplace English at PC and this is why there is a focus on its use during the company

training. The bricolage is related with the selection process theme, as English words and terms are used during interviews. Alumni find that when interviewing for a job at PC the type of English used is in the form of bricolage and not in full, complete utterances of English. The more general theme of employment matters, located outside the inner square, is connected with the selection process; it relates to personal issues that alumni discussed concerning their motivation in finding a job at PC.

In the following section, I will endeavour to show how the emergent themes may be developed in order to provide partial answers to my research questions.

Developing the case

In this section, I develop the case by linking the responses and findings found in the previous sections to my research questions found in the first chapter of the thesis.

The case study of English use in a private company in Indonesia is connected with six issues listed at the beginning of this chapter. My responses to the research questions below utilise the data that emerged from each organising theme. The first research question is a general question related to the English language skills and knowledge needed by polytechnic alumni.

What English skills and knowledge do polytechnic alumni need in their workplaces?

The role of English at PC is as diverse as the private company itself. I deduce that it might depend on what or who the company deals with: What products does the company deal with, who are the customers and who are the providers? Within the organisation itself the position will ascertain the language use.

At PC where this case study was conducted, English use lies in between the extreme ‘not needed’ to the other end of ‘absolutely needed’. English is a requirement to apply for a job in the Company, but at their work it is not used as one of the respondents stated:

> There is no need [for English skill at work]. It's just a requirement. (PCwb.14)

In another instance, the respondent contradicted this position, pointing out that 'ability' in English was required:

> As a requirement it [English] is not, but at least they should have the ability (PCwa.11).

These opposed statements occur as they were made by respondents occupying different positions at PC; they are both in the same company; they joined the company almost at the same time. It was interesting for me to see the types of communication skills and the level of English language skill needed by polytechnic alumni workers in the organisation.

All English language skills

English language facility requires four major skills: listening, speaking, reading and writing. Listening and speaking skills are constantly integrated as 'oral spoken communication skill' and reading and writing skills are inseparably found when written communication happens. At PC there was no specific event when English is obviously needed and used; PCwa.36.1 identified an ambivalence regarding English language use:

> My suggestion is we do not use English directly, but under certain conditions, English may be really needed.

This was verified by PCwa.19.1 when, in a mall, he spoke English to a customer who happened to come from abroad:

> I experienced sometimes when I was on duty in an exhibition in a mall.

PCmn.23.2 confirmed this situation. English is used when they promote products to foreigners:

> Except when we offer it to a foreign company, we use English

Unquestionably, English is needed in the selection process when applicants have to face a simple English test as part of job selection process at PC; PCwb.11 commented:

> In the test, yes there is [the need for English skill].

Despite no specification of skills required, I have identified occasions when all English language skills are needed. English is required when they offer products to a foreigner; in the selection process; there is an English test that an applicant has to go through. Although it is not used often, all workers should be ready with the skill as it may be needed anytime, and in a wide- range range of circumstances.

Speaking skill

I found that there was a different perception of the need and use of English at PC between a manager and alumni workers holding middle-level positions at the company: this related to the different job descriptions the staff members and the people or clients that each dealt with. As middle-level workers who may take over managerial positions in the future, the comments from the two groups need to be taken into consideration.

English is needed infrequently; PCwa.19.2 observed that it was used when he met a foreign costumer on one occasion:

> I met a customer who asked me about PC in English; he was a foreigner who stayed in Bandung.

When asked about the language skill most important to master, PCwa.25 stated:

> Communication skill speaking. – because we have to provide product knowledge

This is a sub-skill of the major speaking skill: to provide product knowledge to customers.

PCmn.36.2, a manager respondent, reported a recurrent need to use his English speaking ability as he attended lots of meetings with foreign visitors:

> Also, lots of meetings are in English. … When we have a meeting, and also we often have visitors from Japan, Hong Kong and Singapore, we have to present to them in English.

PCmn especially needed to speak English in senior management meetings:

> Usually I with the head of a branch, when presenting to operational manager or head of regional office; we are required to use English.

This situation – presenting in a meeting with high ranking officials from Indonesia and overseas – demands a high level of English communicative skills, including the use of acceptable grammar. This level of speaking skill is much more sophisticated than that required in regular operational conditions where, as PCmn.19.5 pointed out, communication, not structure in the form of grammar, is the key focus:

> Although there is a course or the like, we try as best as we can. We do not really consider the structure; the most important is to communicate.

Despite the ambivalence evident in the manager's accounts, English speaking skill is required at PC regardless of the level at which it is used. When candidate workers feel sufficiently confident with their spoken English, they can do so at the job interview; this becomes an 'added value' as pointed out by PCmn.14:

> The English skill for communication is enough. Speaking is the most important; who knows, we are interviewed in English.

Thus, English speaking skills at PC are indeed needed: to make presentations in meetings, to communicate with foreign customers, and to provide product knowledge. In the job selection process, it may be used during the job interview. While a high skill of speaking skill is required to sustain an interview English, a low level of English speaking skill is sufficient and accepted in order to allow potential employees to show that they have some ability to communicate in English.

Writing skill

As with the speaking skill previously discussed, the need for writing skills at PC is varied. It may depend on the position, but what is implied in the following comment from PCmn.20.1 is English writing skill may be needed for the writing of documents:

> There are some [documents which should be written] in English, but some are not. It depends on the assignment.

This may also apply to the writing a job application, which was not required to be in English; however, when asked what English language skill is needed to apply for a job, PCwa.14 stated:

> Yes, [the knowledge and skills of English to apply for the job is] writing.

This, again, is an ambiguous response: when writing skill is nseeded, such as when applying for employment in the organisation, it does not necessarily mean that the writing should be in English; however, should English be used in the application documents, it will have an added value. In another instance, PCmn.20.3 mentions the use of writing skill at PC for correspondence:

> Correspondence [with foreigners] is in English.

A relatively high level of writing skill is required should this situation arise. It is a different level of skill when asked to write a report: reports are expected to be made in English, as reported by PCmn.20.5:

> The report is also formatted in English.

Similarly, writing as a matter of 'copy pasting', can be done when completing a warranty as the default design is already there; this is one of the writing activities that have to be performed at PC, again as PCmn.20.2 reported:

> A warranty intended to foreigner, for example, it is written in English.

To sum up, English writing skill is intermittently needed within PC. Writing documents in English is a necessity on the occasions when transactions with foreigners are involved. It can be just an option, an added value in others, such as in job applications. Whatever the situation, the workers at PC should be ready with the skill when and as it is required.

Reading skill

Reading skill plays an important role in an active written communication skill as writing cannot be performed without reading ability. When writing a

fixed formed report or a preset warranty letter, for example, more reading skill is involved as writing in such a case may be a matter of copy pasting. Reading skill at CP is an individual passive communication skill; at PC it is required for reading documents, as PCwa.22 stated:

> It is originally like that [English documents were originally written as such in English].

Reading skill is also needed for understanding presentation slides used in meetings as they are written in English; PCmn.20.4 noted:

> But on average, the presentation from PC people, I notice, is written in English.

Accordingly, reading skill at PC is needed for reading documents and reading presentation slides. It may not involve a high skill level; nonetheless, minor reading skills should be practiced.

Bricolage of English

The use of bricolage at PC is to compensate for the lack of full English utterances. While it is not actually a complete utilisation, PCwa.32 claimed that it is a use of English:

> English maybe used for some terminologies for promotion, for example –*buy one, then you"ll get another for free"*. Just like that.

An incomplete use of English may be seen in the advertisement (see Figure 7.1); PCmn.13.m sees this as a regular occurrence:

> [Job advertisement written] Mixture in English and in Indonesian

The bricolage of English is also used during workshops and meetings. Presentation slides are written in English while, as PCmn.33.1 reported, the talking is done in Indonesian:

Table 7.8 English language skills and knowledge needed by alumni workers in a Private Company

Macro skills	Speaking	Reading	Writing
Micro skills	Communicating with a foreigner Presenting product knowledge Meeting with foreign visitors Job interview as added value	Reading general company documents	Writing a job application as added value Correspondence with foreign customers Writing a report Writing a document
Other skills and knowledge	Bricolage of English as in use of English terminology		

> Yes, we are combining [the language use] just like in a workshop, as in sales department we also combine.

Bricolage, in the form of mixed language or code switching, may be used during a job interview; it is dependent on the observed language ability of applicants, as PCmn.13 reported:

> It depends. If they apply in English, I will ask in English

In this case, I have found that the importance of English knowledge or skills lies not in the full exploitation of language but in 'bits and pieces' of language known as 'bricolage'. Workers are familiarised with it as it sounds attractive and trendy.

The major and minor English language skills needed by alumni workers in a private company are summarised in Table 7.8, describes these skills. The macro English language skills needed at PC are the four language skills, albeit more restricted than in the other three cases; they include a lower level of listening, speaking, reading and writing; the individual lingual skills Identified are speaking, reading and writing; again, the level depends on the actual situation in which they are applied.

The micro skills needed are as follows:

- **Speaking**: Communicating with a foreigner, presenting product knowledge, meeting with foreign visitors, job interview as added value;

- **Reading**: Reading general company documents;
- **Writing**: Writing a job application as added value, correspondence with foreign customers, writing a report, and writing a document.

My findings in this case study suggest that the English language skills and knowledge needed by alumni workers for work at PC private company are accessible language knowledge and skills that can be applied as and when required. It is, however, a genuine career enhancer within the organisation when alumni are confidently equipped with a higher skill level of English: it is seen as a value-added benefit to both the company and to the individual.

Under what circumstances are polytechnic alumni required to use English in Indonesian workplaces?

Two types of workers, as front liners, are identified in the organisation. The first type are those who work with an administrative staff member who deals with customers directly once a transaction is completed. The second type are sales or marketing staff whose duty is to find customers interested in company products. Both types play important roles at PC and determine its success and development.

Generally, as both types deal directly with customers most of whom are local people, English plays an insignificant role in their work operation. The local customers and the staff at PC obviously do not need to communicate in English. A local dialect or Indonesian is highly preferable to them as a means of communication.

There are, however, particular occasions when English is required. English is needed when workers deal with foreign customers as experienced by PCwa.19.1 when he was on duty in a shopping mall:

> I experienced sometimes when I was on duty in an exhibition in a mall.

A more specific language is required when providing product knowledge; PCwa.19.2 explained:

> I met a customer who asked me about PC in English; he was a foreigner who stayed in Bandung.

An interaction or transaction with foreign customers which may happen occasionally at PC was confirmed by PCmn.23.2 in the following comment when they have to offer products to foreign customers:

> Except [that] when we offer it to a foreign company, we use English

Such activities may not require a high skill of English. This is definitely different from the English required in meetings, either with locals or with international executives; PCmn reported both:

> Also, lots of meetings are in English.
>
> When we have a meeting, and also we often have visitors from Japan, Hong Kong and Singapore, we have to present to them in English.

The events above require high-level English speaking skills, especially from front-liners in the organisation, when dealing with foreign customers. An event which involves English writing skill can also occur in the company: in the form of correspondence (PCmn.20.3); when a letter of warranty for a foreign customer is required (PCmn.20.2); when staff have to write a report that is formatted in English (PCmn.20.5).

In the initial job selection process, alumni need both English writing and speaking skills when they are interested to join the company. Although these skills are not seen as a requirement, there is a value-added effect when applicants write their application in English; there is an even greater effect if they undertake their job interviews in English.

I identify the English language communicative events that have the most impact at PC as occurring when alumni are working as front liners. Those events require high level oral communication skills; when they interact with foreign customers or visitors; when offering products; when attending meetings or making presentations. Events requiring high level written communication skills with foreign customers are: correspondence; writing letters of warranty; writing reports. Of course, from the outset, alumni will be greatly advantaged by writing their job application and undertaking their interview in English. This

will have a value-added outcome, requiring above average oral and written communication skills on the part of the applicant.

How well prepared are polytechnic alumni to cope with the required English skills in their workplace?

From the previous section, I observe that the preparation of polytechnic alumni, in the first instance, is adequate. When the events that they will encounter later are considered – such as interacting with foreigners, offering products, and attending and making presentations – the level of oral communication in English is much higher. Similarly, the written communications that they will be required to perform – correspondence, writing letters of warranty, and writing reports –also will demand a higher level of writing skill. Finally, greater demands will be made on their reading skills they need to perform – reading company documents, and reading and making presentations. In addition, when considering gaining employment at PC, they need to aim at being well above average in terms of competitiveness; as well, they need to be able to call on a high level of English language skills in both the job application and in the job interview.

To be successful, the English language requirements required at PC, ultimately, are quite high; for their English competency to be between basic and intermediate as they leave their colleges is insufficient. I noted that both alumni respondents stated that their English was 'just enough':

> [My English was]. Just enough, passed the test. (PCwb.26)

> Just enough. [English was just enough to pass the tests]. (PCwa.26)

This means that their English competency was really sufficiently high for them to prosper at PC in the future.

When asked about the level of English which they are at now, one said 'decreasing', the other 'just the same' respondents shared the same comments:

> I even forget now. The skill is decreasing. (PCwb.27)

> Just the same. [My level of English now is the same as that when I was in college]. (PCwa.27)

This suggests that there has been no progress in their English skills either from the time they graduated or from the time when they first joined the company. This could be because currently they do not use their English in their company.

In terms of English language competency, the polytechnic alumni working at PC were not at a stage of preparedness to be engaged effectively in the communicative events or circumstances that they may encounter later in their employment. While they may well be able to carry out the current jobs, they may now be in a disadvantaged state that prevents them from tackling the English language at the sophisticated level required by PC for further promotion and advancement. Alumni should be made aware that language is full of surprises; as in the organisation (Pullum & Scholz 2009, p. 467):

> It should be obvious that we must assume languages may differ in unpredictable ways: we do not know the limits of variation, so fieldwork often brings surprises.

As a consequence, in preparation of circumstances when a higher level of language sophistication is required, further language skill development among alumni workers will be required.

How well do Indonesian companies provide ongoing support for English language skills development for their workers?

In terms of English language usage amongst the four companies surveyed, PC, the private company under scrutiny, places the lowest demands on the level of English skills required; as PCwb stated:

> There is no need [for English skill at work]. It's just a requirement…No [English is not used in his/her workplace].

On the other hand, the following comments by PCwa.36.1 suggest that there is, in fact, a contingency need for English which is different from the previous suggestions:

> My suggestion is we do not use English directly, but in a certain situation, English may be really needed…As a requirement it [English] is not [required], but at least they should have the ability.

Such contingencies include being able to accept assignments from the company leaders that require the use of English; PCmn.32.3 pointed out:

> But if he/she is fluent in English, it will make it easy for him/her to do assignments from the leaders.

Despite English not being used regularly at PC, the status of English being unclear, and no standard of English competency being set, the workers appear able to use English adequately; manager PCmn.27 suggested:

> Yes; it is OK. [The workers'English is OK]

The alumni interviewed suggested that no English training is needed to perform the job at PC:

> Not yet. [Ii has] never been suggested by his supervisor to take a training course]. PCwb.35

> Not directly suggested. [It has] never been suggested directly by my supervisor to take a training g course. PCwa.35.1

> Not yet now. [There is no English training now]. PCmn.34

Despite these statements, a monthly training program on English language terminology is held in the organisation; this, according to PCmn25.2, is undertaken both for socialising and learning purposes:

> Everything is in there and it is also intended for socialising and learning process on English terminologies.

While there is no special training in the Company, English language-related material is slotted in in the monthly training as can be seen from the remark by PCmn.33.2 when he asks the workers or training participants to translate an English terminology into Indonesian.

> For example, when there is a terminology, what is it in English, and what is that in Indonesian?

Thus, a bricolage is gradually developed.

From what I have observed and discussed here, I can see that PC provides a climate in a form of monthly trainings when the workers can improve their English. It may not be in a form of English language skill development;

rather it is in partial English language bricolage that can be used by employees in their work situation. Overall, however, I conclude that PC is not really providing ongoing support for the English language skills development for their workers.

Conclusion

English is only used irregularly in the work undertaken at PC; nevertheless, it is assumed that workers there should be ready with 'average' English knowledge and skills as they may be called upon to use English at any time. When the workers interact or deal with foreign visitors or clients, English is used. English is used for communication when offering products, attending presentations or meetings, correspondence, writing letters of warranty, and writing reports. For ambitious polytechnic alumni, English provides a value-added status if they are able to display their English ability when applying and interviewing for a job in the company.

At a higher level of competency, alumni workers at PC are likely to be more effective in their work as they will not be faced with English language difficulties that may occasionally arise when they are required to communicate with foreigners who cannot speak the local language. What the alumni workers do need, in my opinion, is further language skill development to enable them to fill management positions that require more advanced communication skills.

CHAPTER 8

Cross-Case Analysis

In this chapter I undertake a cross-case analysis of the four companies in Indonesia visited during my research: a state-owned company, a multinational company, a foreign company, and a private company. It begins with a brief summary of my inductive data reduction (IDR) analysis of the case studies, and later my discussion is directed towards responding, across the four cases, to the research questions formulated in Chapter 1. This analysis will emphasise both the similarities and the differences in the use of English in the four different kinds of workplaces.

I developed a rubric for the theme of 'English communication skills' – the main theme in the thesis – in order to determine the relative importance of each element of the skills that were valued in the four workplaces.

Due to the limited space to perform rubrics for all the themes and to avoid the subjective judgment in this chapter, I do not perform rubrics for 6 other themes namely on job requirement, selection process, career enhancer, workplace learning, bricolage of language, globalisation and employment matters. The main important and central theme in the thesis has been determined, so the analysis is focused on this central theme.

Finally, I undertook a meta-analysis of the findings across the four Indonesian companies.

Table 8.1 Organising themes in the Multi-Case Study

Organising theme	State-Owned Company	Multina-tional Company	Foreign Com-pany	Private Com-pany
English Communication Skills	**H**	**H**	**H**	**M**
Job requirement	**M**	**H**	**H**	
Selection process	**M**	**H**	**M**	**M**
Career enhancer	**H**		**M**	**M**
Workplace learning	**H**	**M**	**M**	**M**
Bricolage of Language	**M**	**L**	**H**	**H**
Globalisation	**M**	**H**	**M**	
Employment matters	**M**	**M**	**M**	**M**

IDR analysis in the Multi-Case Study

As can be seen in Table 8.1, eight organising themes emerged from the four case studies; the cells in the table are highlighted to indicate whether or not they were evident in the individual cases. All of the themes were found in the state-owned company (SOC) and the foreign company (FC). In the multinational company (MNC), the career enhancer theme was missing; in private company (PC) two themes were not found – job requirement and globalisation. 'English communication skill' was the central theme that emerged in all of the organisation case studies; this, and the seven remaining skills, are reviewed in the following sub-sections.

My evaluation of the intensity, frequency and complexity of the themes in each company is provided with the markings of H (= high), M (= medium) and L (= low). These ratings were obtained by applying the rubric elements contained in Table 8.2. As seen in Table 8.1, the English language skills are marked H in most companies, which indicates the importance of English language skills in the companies overall, as well as for the workers – both for

their careers and for conducting their jobs. The roles of other themes are marked variously.

Main organising theme: English communication skills

The topic areas of all language skills, speaking, writing, and reading skills were found in all case studies. The differences are seen in the intensity, frequency and complexity of the English language skill.

At MNC, for example, English is a bona fide lingua franca where everybody in the company uses English for communication, while at PC, English is used occasionally, especially when the workers there interact with foreign customers; hence, the required level of English skill at MNC is much more sophisticated than that at PC. There were additional topic areas that only emerged at SOC: sufficient skill for reading; admitted passive skill; language element. Those topic areas were not detected nor were they made explicit.

A unique language element topic area emerged at SOC: because the respondents at SOC deal with foreign customers from a variety of nationality backgrounds, a wide variety of 'Englishes' was identified. Rather than dealing mainly with standard British or American English, SOC deals with 'World Englishes'. This is not the case found in other companies; for example, at FC, the visitors and expatriate staff are mainly Japanese.

The rubric for the theme of English communication skills as the main theme of the thesis is devised to find out how important the English language skills are in Indonesian companies.

Rubric for evaluating the importance of English language skills in Indonesian companies

The rubric contained in Table 8.2 assists in evaluating the importance of English language skills in Indonesian companies using a scale of 0 = unimportant, to 5 = very high importance. The statements within the rubric are taken from the main data of IDR analysis found in Appendix 1. The information within

the rubric is useful as input for curriculum development especially regarding the priority of materials to be included in the English section.

The elements of English language skills that emerged in the present research consisted of: combined all English language skills; combined reading and writing skill; individual speaking, reading and writing skills; a specialised language element. Each group element was divided into three stages of the world of work: applying for a position; in the workplace; job promotion. I noted that no element of the language skills was considered as being unimportant, which means that all elements found should be considered as necessary for inclusion in the curriculum. Not surprisingly, the greatest number of skill elements was found in the workplace'; the least infor job promotion': the former was the focus of my study.

Using the rubric in Figure 8.2, I linked the statements and their importance rating with the skills rated, entered the rating of importance into a spreadsheet, and calculated the average rating for each of the six elements. Inductively, I established a three-rung evaluation level of importance – high, medium and low – according to the level range, as follows: **H** (high) from 3.6 to 5; **M** (medium) from 2.6 to 3.5; **L** (low) from 0 to 2.5.

Table 8.2 Rubric relating to the importance of English language skills in Indonesian companies

Research elements identified		Unimportant	Very low importance	Low importance	Moderate importance	High importance	Very high importance
		0	1	2	3	4	5
All English language skills required	Applying for a position	Not required	Good English is not an essential requirement, but the ability should be there.	Speaking is used for interviewing, and writing is used for the job application.	English is the language used in interview and test in many different companies. In some others, if all application is done in English, it becomes an added value for the applicants.	The all English language skills are needed from the time the alumni spot a job advertisement until they submit their application which may have to be written in English.	The all English language skills combined are needed in the test during the selection process.
	In the workplace	Not required	To occasionally offer something or to communicate with foreigners in English.	Marketing people use more active English. It is skills as in speaking and writing.	Marketing people should have the English ability to communicate through e-mail, do presentation and negotiation.	To follow e-mail, they have to confirm by phone, a sample for an integrated English language skill activity.	The language skills needed to perform jobs are correspondence and conversation as well.
	For job promotion	Irrelevant	Irrelevant	Irrelevant	Irrelevant	Required by human resources and industrial relations personnel.	Required by engineering and marketing personnel

Research elements identified		Unimportant	Very low importance	Low importance	Moderate importance	High importance	Very high importance
		0	1	2	3	4	5
Combined reading and writing skills required	Applying for a position	Not required	Not required	There are some simple tests involving logic, mathematics, and physics all in English. The tests are intended to find out the English competency of the candidates.	There are some tests such as logic, mathematics, and physics all in English. The test may be intended to find out the English competency of the candidates, but the contents are non-specific.	There are tests such as logic, mathematics, and physics all in English. The test may be intended to find out the English competency of the candidates, but the contents are general subjects.	There are proficiency tests as parts of selection process for employment. This usually involves reading and writing skills.
	In the workplace	Not required	To read work sheets that are written in English.	To read contracts or tenders in English.	Simple responses to e-mails or other correspondence written in English.	Workers have to deal with documents written in English, such as contracts or tenders, to perform their jobs	They use English to correspond directly with customers.
	For job promotion	Irrelevant	Irrelevant	Irrelevant	Developed skills in reading and writing.	Well-developed skills in reading and writing.	Highly developed skills in reading and writing.
Speaking skill required	Applying for a position	Not required	Speaking is the most important language skill to apply for a job especially for interview.	The job interview will be done in English if the superior or customer is an expatriate.	In the beginning, they try to find candidates who can speak English.	Conversation is the most required English skill to apply for a job.	The interview was in English. The group interview as inn a form of debate may be practised.

Research elements identified		Unimportant	Very low importance	Low importance	Moderate importance	High importance	Very high importance
		0	1	2	3	4	5
	In the workplace	Not required	They converse with expatriates in English.	They have to negotiate or present in a seminar in English.	The language skill they need to perform duties at work is speaking skill.	Workers need to be confident to speak (in English).	Conversation is the most important skills of English.
	For job promotion	Irrelevant	Irrelevant	Irrelevant	Developed skills in speaking	Well-developed skills in speaking	Highly developed skills in speaking and listening
Writing skill required	Applying for a position	Not required	Writing skill can be a part of proficiency test in some companies.	Because we are a multinational company, people apply for jobs here in English.	An applicant is asked to write the application in English.	Job application should be strictly written in English.	Job application is written in English, including the CV and cover letter.
	In the workplace	Not required	Warranty is a document written in English, especially for a foreigner, no matter where they come from.	Many companies require a plan or proposal written in English.	Worker in some companies write the documents in English.	Email is written in English especially when the sender is a foreigner.	They use English for correspondence.
	For job promotion	Irrelevant	Irrelevant	Irrelevant	Developed skills in writing	Well-developed skills in writing	Highly developed skills in writing.
Reading skill required	Applying for a position	Not required	Not required	Not required	Not required	Candidate workers are given an English test in a form of reading comprehension test.	Job advertisements are written in English. Absolute understanding of job advertisement is required.

Research elements identified		Unimportant	Very low importance	Low importance	Moderate importance	High importance	Very high importance
		0	1	2	3	4	5
	In the workplace	Not required	The production people need reading ability most.	The presentation from outside the company or holding co is in English.	English documents are originally written as such in English. English documents include office documents circulated around the company.	Manuals are written in English. Relatively high skill of reading is required.	The emphasis of the language skills needed in many companies is on reading.
	For job promotion	Irrelevant	Irrelevant	Irrelevant	Developed skills in reading	Well-developed skills in reading	Highly developed skills in reading
Specialised language element	Applying for a position	Irrelevant	Irrelevant	Irrelevant	Irrelevant	Irrelevant	Irrelevant
	In the workplace	Irrelevant	Irrelevant	Irrelevant	Developed skills in listening, speaking and writing for better communication	Well-developed skills in listening, speaking and writing for better communication	Highly-developed skills in listening, speaking and writing for better communication
	For job promotion	Irrelevant	Irrelevant	Irrelevant	Developed skills in listening, speaking and writing for better communication	Well-developed skills in listening, speaking and writing for better communication	Highly-developed skills in listening, speaking and writing for better communication

Table 8.3 Evaluation of topic areas in English Communication Skills theme

Topic areas addressed	State-Owned Company	Multinational Company	Foreign Company	Private Company
All English language skills needed	**M**	**H**	**H**	**L**
Reading and writing skills	**M**	**H**	**M**	**L**
Speaking skill	**H**	**H**	**H**	**M**
Writing skill	**M**	**H**	**H**	**L**
Reading skill	**H**	**H**	**H**	**M**
Language element	**M**	**H**	**H**	**L**

Table 8.3 shows the evaluation of topic areas within the English communication skills theme.

Developing the case

In this section, I discuss the findings from the four case studies in line with the research questions outlined in Chapter 1. I point out the differences and similarities of each case so that I can formulate the concept of workplace English in Indonesia. I begin with a discussion of the first research question.

What English skills and knowledge do polytechnic alumni need in their workplaces?

I have identified the three macro language skills – speaking, reading and writing – that are required by the alumni workers in their workplaces, or at least, when they apply to enter the companies; these are depicted in Table 8.11. Listening, usually considered as a passive skill, may not be detected; as an integrated skill with speaking, listening skill is implied as being required. The principle is that no speaking skill can be performed without the ability to listen or to comprehend to be more specific.

Table 8.4 English skills and knowledge required by polytechnic alumni workers in their workplaces

English Skill	State Owned Company	Multinational Company	Foreign Company	Private Company
Speaking	Job interviewing Negotiating with customers Presenting in a seminar Telephoning	Job interviewing Debating as part of selection process Communicating with expatriate colleagues from overseas	Job interviewing Conversing with expatriates Talking with foreign visitors Presenting in a seminar Telephoning	Communicating with foreigners Presenting product knowledge Meeting with foreign visitors Job interview as added value
Reading	Reading a job ad Reading for comprehension as in a test Reading manuals Reading general English documents	Reading a job ad Reading for comprehension as in a test Reading manuals Reading general English documents	Reading a job ad Reading office and technical documents	Reading general company documents Reading which was mentioned as 'writing' in a test.
Writing	Writing a job application Writing presentation slides Preparing documents Emailing Correspondence	Writing a job application Preparing documents or drafting contracts Emailing Correspondence	Writing a job application Writing presentation slides Preparing plans or proposals Emailing Correspondence	Writing a job application as added value Correspondence with foreign customers Writing a report
Other skills and Knowledge	Grammar Variety of English Bricolage of English in local language use	Grammar Translation Bricolage of English in local language use	Bricolage of English originating from English terminology English language related knowledge and skills.	Bricolage of English as in use of English terminology

For ease of identification, the common micro English skills associated with each macro skills have been coded in colour across the four companies to assist with easy identification.

Speaking skills

Amongst speaking skills, the job interview in English as a micro skill is the first to be encountered in three of the four organisations. It is the extent to which speaking skills are required that is different. At MNC, it is non- negotiable; at PC, applicants may choose whether or not to respond – but if a

candidate is able to demonstrate the ability to be interviewed in English it is regarded by polytechnic alumni as a value-added skill. In the interview at MNC an even higher speaking competency is required when applicants are required to engage in a debate.

The next micro skill of speaking required is communicating with expatriates or foreigners. At MNC, it is communicating with expatriates as there are a number of foreign workers in this company; at PC, it is the English communication skill that is used to interact with foreign customers. At SOC, the communication with foreigners is in the form of negotiation; this requires a much more sophisticated level of speaking skill

The telephoning micro skill was detected only at SOC and FC; however, as English is used as the *lingua franca* at MNC, telephoning in English may be required as a matter of course there: its use was not formally discussed. Using English at a seminar presenting skill was only found at SOC and FP, where it is most likely to be undertaken at the managerial level. A small, incidental level use of presenting product knowledge in English by sales persons was identified at PC.

The first English reading skill encountered by alumni is the micro skill of reading a job advertisement – found in all organisations except at PC. A reading comprehension test is found in all organisations except at FC; it should be noted that at MNC the reading comprehension is required in the general knowledge test written in English; in the other two companies it is a test of English – at PC, this takes the elementary form of a cloze test.

Reading manuals or technical documents is found in all companies except at PC; reading general English documents, including office documents, can be found in all companies except at PC. Micro reading skills are required in three out of the four companies; the exception is PC. Accordingly, for educational purposes, all of the micro skills encountered in the workplace should be considered for inclusion in the polytechnic curriculum.

Writing skill

In English writing skills, the most widely required micro skill is writing a job application which is found in all organisations, although at PC it is not an obligation, but it is an added value – similar to the speaking skill in interview at PC, as previously discussed.

The next most required micro skill is corresponding. It is found in all organisations, except at PC (although it was noted that correspondence there is carried out with foreign customers as required). In the other three companies, English correspondence is maintained between foreigners and expatriates; however, the frequency is more intensified, particularly at MNC. The writing of e-mails, an emerging form of correspondence, is found in all companies except at PC.

Preparing documents as a required micro skill is undertaken in all companies except at PC. It takes different forms: at MNC, it involves drafting contracts; at FC it involves preparing plans and proposals. Preparing presentation slides in English is undertaken at the managerial level only at SO and FC.

Amongst other skills and knowledge, the most required micro skill needed is the bricolage of English. At SOC and MNC it is embedded in the local language, thus resembling English as a second language; at FC and PC it is related either to specific knowledge and skills or to English terminologies, thus resembling English as a foreign language.

The next skill, correct use of grammar, understandably is limited to use at SOC and MNC. The difference lies in that at SOC the focus is on grammar used in spoken English; at MNC, the focus is on the major English skills of speaking and writing receiving equal emphasis.

A unique language skill, that of ‘World Englishes’, emerged at SOC as a result of the company dealing with foreign customers from a variety of nationality backgrounds.

All skills which are used or needed are listed here no matter how frequently or infrequently they are used in the companies. The frequency and quality of the use of those skills are certainly different between one company and another.

Based on the data that I have analysed, I can formulate the frequeny and quality of the use of the English language skills as follow:

- The Multinational Company is where English is used as a lingua franca. All the workers use English and they are all able to use it well. They use it most of the time as there are foreigners as their co-workers or visitors there.
- Second to the list is the Foreign Company. English is used there as there are foreign workers and visitors around. Many of the foreigners there come from Asian countries such as Japanese, and some of them do not speak English well enough. However, when they meet they communicate in English.
- The next is the State-owned Company. English is used frequently in marketing department or by high ranking officer when they have foreign visitors as their customers. In other departments, English is used for reading and understanding manuals and writing reports.
- The last in the list is Private Company. English is used only when there are foreign visitors and there are meetings with them. English is hardly used for daily assignments; however, there is an English test to job applicants of the company. This is an Indonesia paradox!

Under what circumstances are polytechnics' alumni required to use English in Indonesian workplaces?

A summary of the communicative events found in each of the four case studies is contained in Table 8.12. I note that conversing with expatriates or visitors at FC or talking with superiors at MNC, and interacting with foreign customers at PC are the communicative events that most frequently require advanced speaking skills. Correspondence, both written and carried out by e- mails, is the communicative event undertaken in all organisations that requires reading

and writing skills. Reading documents (office or general; manuals) is the communicative event at SOC, MNC and FC that requires passive reading skills in English.

The most important communicative event with which alumni have to cope is applying for a job. This is the communicative event found in all organisations that requires reading, writing and speaking as active communication skills. At MNC, these English skills are a 'must have' requirement, a non-negotiable competency; at FC they are a highly recommended requirement; At SOC they are moderately recommended; at PC they are an added value, a skill that alumni may wish to present in order to be placed in a more favourable light.

Communicative events requiring active oral communication skills such as telephoning, negotiating with customers, and offering products are required to some degree at SOC, MNC and FC. Active written communication skills typically found at these three companies are: preparing slides for presentation, drafting documents especially contracts, translating, making a proposal, making, writing letter of warranty and writing reports. The only communicative event at FC that requires a number of language skills is booking a hotel: this activity usually involves both telephoning and emailing.

Table 8.5 Communicative Events in Workplaces

Event	State Owned Company	Multinational Company	Foreign Company	Private Company
Required: listening and speaking skills	Telephoning, negotiating with customers and presenting papers in a seminar.	Talking with superiors.	Conversing with expatriates or visitors from overseas	Interacting with foreign customers or visitors, offering products and meeting or attending presentation.
Required: reading and writing skills	Emailing or correspondence, preparing documents, and preparing slides for presentation.	Making correspondence, mainly emailing, drafting documents especially contracts, and translating.	Making a proposal, making correspondence, preparing a presentation slide	Correspondence, writing letter of warranty and writing reports.
Required: reading as an individual skill	Reading documents and reading manuals.	Reading company documents	Dealing with documents	
Required all language skills	Applying for a job	Applying for a job	Booking a hotel and applying for a job	Applying for a job (added value in English)

How well prepared are polytechnic alumni to cope with the required English skills in their workplace?

The English language competency performance of polytechnic alumni in their workplaces is reported in Table 8.6. Here I have presented a list of responses from the four case studies to this third research question. The resulting descriptors of competency performance indicate that considerable difference exists across the four organisations. Employees at SOC demonstrate a middle level of competency: not all workers in every department are required to have skills in English language; rather, only workers in particular departments such as marketing and engineering are required to use and to show their ability in active English communication skills. In other departments reading, as a passive communication skill, is sufficient. Employees who are at managerial level are required to have English active communication skill as they have the potential to deal with foreign customers.

Table 8.6 The English language competency performance of polytechnic alumni in their workplaces

State Owned Company	Multinational Company	Foreign Company	Private Company
• polytechnic alumni workers have insufficient skill in oral communication. • They have problems with active communication: they can understand, but they cannot respond • Those working in engineering and on the production line in the company seem to have no problem with their English as it is intended for them to understand English documents only.	• polytechnic alumni working at MNC have all been very carefully selected. • They are well prepared and can cope by themselves with English skills required in their workplace position. • From the outset, they are aware that English is used as the common language in this type of company and they are well equipped both by their course work and additional personal initiatives to anticipate what they will face in their new workplace. • Drafting documents assisted by the use of templates. • Competent at translating documents when they are written in Indonesian language.	• The alumni workers need to upgrade their English language competency especially with active communication skill. • They have no problems with understanding documents. • The demand to speak English better is not yet sensed knowing that their Japanese counterparts as interlocutors are not equipped with high level of English ability. • To be able to speak more appropriately, a higher sophisticated language competency is needed.	• There is no progress of English skill that they have from the time they graduated or the time when they first joined the company. • polytechnic alumni working at PC are not actually prepared for the required active communication skill. • When they are able to carry out the jobs, they may be in a state of auspiciousness in that condition does not compel them to tackle the language sophistication in the Company.

Employees at FC are at a level above those at SOC. At FC, all workers grouped as 'indirect workers', i.e., polytechnic or university alumni, as well as those with managerial positions, are expected to have active English communication skills. They have the chance to work and interact with foreign expatriates most of whom come from Japan. The highest level of English language competency is required at MNC. MNC is an organisation in which every employee, from the lowest to the highest position of workers, speaks English; accordingly, if you cannot speak English, never think of joining MNC. The lowest level of English language competency required is at PC: there, English as a full utterance is seldom used; instead, English is found in the form

of a bricolage of terminology and slogans developed to motivate company workers in selling the products of the company.

Perhaps, the only common level of minimal English language competency is found in the selection process, in which all alumni will be advantaged by having some level of spoken English skills. If they do, then this competency will become a career enhancer – an added value and a tool – on entry to all four companies.

How well do Indonesian companies provide ongoing support for English language skills development for their workers

The English ongoing support for English language skills development of polytechnic alumni in their workplaces is reported in Table 8.14. Here, I have presented a checklist of summarised points in order to provide answers to the fourth research question associated with the four case studies. I perceive that all companies support their workers in developing their ability to use and progress their English skill in the workplaces. The extent and level of these provisions differ according to the conditions and situations of the companies. At SOC, where a training centre exists, a language training development program is provided. Workers may take turns, or be given priority, to participate in the program. To meet special needs, workers are encouraged to participate in external English programs; successful completion results in their being refunded the training costs.

At MNC there is no provision for any language training as they have found that their workers have sufficient ability and cope with their language problems: formerly, MNC used to send their workers abroad to learn English that is now discontinued; now, they operate a rigid selection process that ensures the language competency of successful candidates.

Table 8.7 How Indonesian companies provide support for English language skills to their workers

State Owned Company	Multinational Company	Foreign Company	Private Company
• The company has a positive and encouraging attitude towards the use of English and the language progress and proficiency of their workers. • The company has its own training centre with their own special English program in which workers can be sent anytime for their language progress. • In addition, the company has a policy to send their workers outside for the workers' language difficulty and development when needed.	• The company provides a supportive climate for workers to communicate in English. • This is evident from the initial recruitment of recruits with high English communication skills; no longer is there a need to provide any off-shore English language training such as existed in the past.	• The organisation provides support for the workers to improve their English by providing fund which is spent by the workers do their addition English language training course outside the company. • In addition, an encouragement in a form of 'obliging condition' is set up by the company so that the workers there use English at work.	• The company provides a climate in a form of monthly trainings when the workers can improve their English. It may not be in a form of the language skill development, but in partial English knowledge of bricolage which can be used for their work or for their motivation to work.

At FC, a value for money principle is applied in providing support to workers in their language development: the company provides a monthly training where workers also learn some English in a form of bricolage.

Thus, I have determined that all companies, apart from MNC, encourage their workers to develop their English language competency within the workplace. They provide supports to their workers in developing their language skill. Even in a company where English is seldom used, an English program is inserted in their training. MNC, through its process of careful selection, ensures that only those graduates with sufficient prior English language skills are appointed and so the company does not have to engage in workplace training.

Meta-analysis of the case studies

In this meta-analysis, I discuss all the themes emerging from the IDR analysis and the related findings in order to generate findings relating to the use of English in Indonesian workplaces in general.

Issues related to English use in Indonesian workplaces

While I identified eight emergent themes emerging from IDR analysis (see Table 8.1, above), only seven were directly connected with the main theme of English communication skills; employment matters were omitted. This means that this discussion of English use in Indonesian workplaces relates to seven issues:

1. English communication skill
2. Job requirement
3. Selection process
4. Career enhancer
5. Workplace learning
6. Bricolage of language
7. Globalisation

Job requirement and career enhancer

One issue about which I am convinced from my present study is that English skills are needed to enter for the word of work in Indonesia whether that be in job selection at the point of entry, or subsequently, as a career enhancer. The importance of English may be seen from job advertisements available in the internet, in newspapers, in magazines, on campus walls, or other places where job ads can be posted. Some of the job advertisements are written in English, or dual language or just in Indonesian with a special note of requirement of the demand for English competency of the applicants.

English in job selection has become commonplace in most Indonesian companies. It is a priority that may surpass currently seemingly important

requirements such as academic achievement reported as a grade point average (GPA).

As a career enhancer, English skills are demanded of workers for career promotion or when there are opportunities that require English competency. Accordingly, when there are training or assignment opportunities advertised that require English, currently the opportunities are given to those who have above average English skills as only they can make communication take place. Those employees aiming for high positions but lacking the necessary English skills will not be able to advance their careers.

Selection process

To apply for a job, alumni may have to write their job application documents in English. Although, it is not stated in the job advertisement, writing a job application in English is an added value that is positively received, even admired, by company management and which can result in being appointed to the desired position. Being able to communicate well in English is, similarly, a value-added element in a job interview session. When alumni are able and willing to undertake a job interview in English, their ability will be noted; their rating will definitely be enhanced.

Usually, in a selection process, an English test will be applied; generally, it takes the form of a proficiency test to measure applicants' ability in the English language. Reading, listening skills, grammar and vocabulary knowledge are all required to be able to score highly in such a test. A sound knowledge of English grammar will enhance applicant's writing and speaking skills.

Workplace learning and bricolage of English

When the alumni are at work, and there is a need for them to deal with people as customers or colleagues from other countries it is most likely that they will have to communicate in English. They will have to write e-mails – currently, the most frequent means of correspondence in English. They will

have to speak in English; this will require familiarity with the English dialect that the interlocutors bring; if the visitors are Japanese or Chinese, their English will be different from that of Americans, Britons or Australians – so often seen as the speakers of three recognised standards of English.

Even in workplaces unfrequented by foreigners, 'bits and pieces' of English – the 'bricolage of English' – are used. Regularly, employing the English bricolage is found to be more effective and efficient when it is used as a substitute for Indonesian words, especially when there are no direct Indonesian equivalents. While the bricolage of English is regularly found in written formats such as company slogans, posters, signs or other instructions in office buildings, it is also introduced into spoken language. A bricolage of spoken English is now a common phenomenon in seminar or meeting sessions; PowerPoint presentation slides are written in English although the spoken language used is Indonesian – and hence the presenter will unavoidably apply the bricolage of English while predominantly speaking Indonesian. Whether it is for effectiveness or efficiency, when the bricolage of English is mixed with a local language or Indonesian, the language used is both startling and arresting.

In most Indonesian workplaces, the least used language skill – reading – is nevertheless required. It is used to read manuals, company documents and other office documents that are intended for public consumption. Whenever I visit an Indonesian company website online, I can find a mix of English and Indonesian, or Indonesian and English versions that are used to explain the company profiles and other information.

When English is used as a communication tool by non-native speakers there are definite impacts as a result of its use. If their English is being developed and it is progressing, a good and positive impact is made; such an English development program should be part of workplace learning that will be experienced by every worker. If the workers face difficulties in using the English, a less positive impact can be turned into a positive opportunity for development. At the level of syntax, workers' language problems are usually solved by them consulting with their peers or via a dictionary. When the

language problem becomes a barrier to their work accomplishment, the company will take actions for the solution by sending their workers to training centres or in-company training.

Globalisation

This is the era of globalisation, the era of information and the era of standardisation. There is no single country in the world that can be entirely self-dependent; similarly, there is no individual or organisation that can be self-reliant. In order to interact with individuals outside the local community, there is a need to master a foreign language, and the foreign language which is acknowledged internationally is English: currently, English is the language of globalisation, information and standardisation; now, there is no company that can deny its dependency on the use of English, for English is the global business *lingua franca*. To enter the world of business one currently needs to entirely master English.

In the next sub-section I discuss how the findings from the present study can contribute to reforms in the English curriculum in Indonesian tertiary education.

Towards the reform of English curriculum implementation in Indonesian tertiary education

I synthesised the data for this analysis from the findings in the previous sub-sections in which the case was developed in an effort to answer my research questions. First, I begin with the types of English language skills and knowledge required by alumni to face the world of work.

Speaking skills

English speaking skills are the most sought after language skill demanded by companies in Indonesia; speaking is a productive language skill that can be easily and immediately assessed. The companies will have a demand that is varied: for some, English speaking skills will be required on a very regular

basis; for some they are likely only to be required when there are foreign visitors or customers visiting the companies; at many local companies a much lower level of skill will be required – although, with the increasing impact of globalisation, the demand for higher levels will increase.

English speaking skills in Indonesian workplaces will continue to be used in the following contexts:

1. Job interviewing;
2. Negotiating with foreign customers
3. Communicating with expatriate colleagues
4. Presenting in a seminar
5. Telephoning
6. Presenting product knowledge
7. Performing as part of job selection process

Most of these contexts require sophisticated speaking skills. All polytechnic alumni need to be ready, in all companies save those similar to PC, with sufficient English speaking skills to be able to operate in these contexts; thus, they will have 'a competitive edge' when competing for employment opportunities.

Reading skills

Reading skill is often categorised as a passive language skill; however, many reading activities require critical and active thinking skills. In this context, reading is known as an 'active reading skill' (McWhorter & Ember 2013) and (Fry 1996); Walker (2000, p. 4) refers to reading as 'an active process': reading is an active process in which readers shift between sources of information (what they know and what the text says), elaborate meaning and strategies, check their interpretation (revising when appropriate), and use the social context to focus their response. (p4)

Regardless of context, reading in English is, overall, the most-used English language skill used in Indonesian workplaces. English reading skill is used for:

1. Reading a job ad
2. Reading for comprehension as in a test
3. Reading manuals
4. Reading office and technical documents
5. Reading general English documents.

The English reading sub-skills above range widely: from simple reading as in the reading a job advertisement to complex reading which requires analytical and thinking skills. In whatever way they are to be applied, these sub-skills should be possessed by alumni in order for them to perform effectively at their workplace; as a consequence, the curriculum should ensure that students are well-prepared in the five sub-skills listed above.

Writing skills

Writing transcends the other three language skills as it is the productive skill that requires the following: a high level of linguistic and grammatical skills; the higher cognitive skills of analysis, evaluation, synthesis and creating; the ability to sustain logical thought across an extended period. English writing skill is performed from the time alumni join the world of work in some companies; in other organisations, it may only be performed at the beginning of their employment or in the selection process. In my study English writing skills were required in:

1. Writing a job application
2. Writing presentation slides
3. Preparing documents
4. Emailing
5. Correspondence
6. Writing a report

Such English writing sub-skills also range from relatively low level to high level of writing. In some minor skills, the variety of complexity exists as in writing a report and correspondence. The sub-writing skills in the list above require a matching reading ability: the two are inextricably entwined.

Listening skills

As an integral part of speaking skills, listening skills are inevitably required: especially, listening skills are in integral part of developing good communication skills. While no specific listening sub-skills emerged from the IDR analysis, they were implied and therefore need to be practiced: listening, as an integral language skill, is required in English proficiency tests – and such tests emerged as a significant part of the selection process prior to be accepted for employment. Later, when employed, a range of listening sub-skills when English is being used – such as listening (and responding) to telephone conversations, and listening to presenters in seminars – will be needed become more integral parts of similar minor skills of speaking as previously mentioned. Listening, as part of communication, is categorised as 'active listening' as it requires the person to grasp, from the speaker's point of view, what is being communicated (Huseman, Lahiff & Penrose 1991; Locker & Kaczmarek 2004).

The following is a list of other English language skills and knowledge that are required by alumni in Indonesian workplaces:

1. Grammar
2. Varieties of English
3. Bricolage of English
4. Translation
5. Other English language related knowledge and skills.

Grammar is needed in effective communication – both oral and written. In written communication, grammar is vital, while in oral communication, grammar makes better sense of the language use and gives confidence to the speakers. Familiarity with different varieties of English will emerge as a need,

especially as English grows the international community's language, and globalisation continues to involve people from a much wider range of non-English speaking countries. Thus, while alumni should first be familiar with 'Standard English', they need exposure to 'World Englishes' – the English spoken by non-native speakers. They will also need wider experience with the bricolage of English that is used when workers mix English with their local language or with Indonesian; in particular, it will be used to introduce English terminology in specialist areas, as well as to increase the efficiency and effectiveness of communication.

Other English language related skills and knowledge – such as cross-cultural understanding – may be derived when taking English majors and business communication: such studies, with their detailed language sub-skills and extension of general knowledge, have proved to be valuable in Indonesian workplaces. What is more, they develop both necessary and broader skills that will prepare alumni to compete and succeed in the world of work in Indonesia. Heeding the changing nature of English in the workplace in Indonesia is an essential requirement for effective English curriculum reform in Indonesian tertiary education.

The present condition

In this sub-section I review the existing level of alumni competency in English language when facing the world of work as well as the applications of English in the workplace to be found in Indonesian companies – as represented by the four companies who participate in my study.

Alumni competency in English language

The data from Table 10.4 suggest that less than a third of alumni work in foreign and multinational companies. As discussed earlier, the demand to use the English language in such companies is high. These data indicate that only those alumni working in MNC, a multinational company, and which counts for just over 4 per cent of total alumni workers, have the sophisticated English

language skills required for them to perform effectively in such a workplace. This means that more than 95 per cent of alumni workers are in need of upgrading their English language skill if they are to be truly effective in international workplaces.

Allow me to explore the consequences of these statistics. First, regarding spoken English, I have found that polytechnic alumni workers are deficient in oral communication skills. They have problems with active oral communication: they can understand, but they cannot respond: they need to lift their English language competency especially with respect to active communication skills. Although I was unable to report on the extent of alumni listening skills in my present study, I recognise that listening is closely integrated with speaking skills: coincidentally, when speaking skills are upgraded, active listening skills will be enhanced.

With regard to reading skills: I have found that their skill level is sufficient. My study suggests that alumni have no problems with understanding documents they encounter in their specific workplaces; consequently, I suggest that a focus in polytechnics on improving English reading skills is unnecessary.

Finally, with regard to writing skills, the data suggest that, currently, alumni draft documents assisted by templates provided by managers. This support is not mistaken; however, writing original drafts with no reliance on templates would be valued higher. As alumni are regularly using their writing skills for correspondence, particularly e-mails, improving the skills of drafting documents should be introduced at polytechnics.

While most of the alumni indicated they had some need for improvement in the English skills, some suggested that they had not progressed the English skills that they had at the time they either graduated or from the time when they first joined the company; indeed, there was a suggestions that the English had deteriorated. I assume that their opportunities for enhancing their situation, such as promotion, or for moving to better employment will be diminished if their English language competency has not lifted as a result of not being able to take opportunities of their personal English in the workplace.

Support of Indonesian companies in English language competency

In general, all Indonesian companies expect their candidate workers to be proficient in their English language competency. Accordingly, most of the companies state their English requirements from the outset, as in job advertisements. If the position cannot be filled by candidates with the hope for English competency, the companies have to accept the best candidates on offer; it follows that they must then provide special English training for the newly employed workers in order to lift their competency to the optimal level.

Some Indonesian companies have their own extensive training centres that include English programs. In such companies, new recruits at the beginning of employment are obliged to attend pre-employment programs – including English training programs. Later, as the recruits progress in the company, there are programs for upgrading their skills, and English is usually one of the programs that is included. For those companies that do not have their own training centres, workers are directed to outside training centres to upgrade their English language skills. This especially happens when the jobs the workers have to do cannot be accomplished without specialist English language abilities. Some large companies choose to send their workers abroad in order to upgrade their English competency. In other companies, it is the workers who take the initiative to upgrade their own language skill. They are willing to pay with their own money for their English skill improvement.

Basically, most Indonesian companies are concerned about the English language competency of their workers: they realise the importance of appropriate English skills in these globalised times, and they want their workers to be competitive as they do business. There are, however, some companies that expect their workers to have fully-fledged English language skills and to be totally competent in English at the time of their appointment; they do not accept any responsibility for providing English language assistance to their candidate workers.

Facing the future world of work

In the first part of this meta-analysis, I have indicated that there is a relatively high demand for English skills in Indonesian workplaces; in the second part of the Meta- analysis, I have noted that, apart from a very small minority, their English skill is below the required level. Despite an obvious concern for their workers to have appropriate English language competency, many of them expect to have workers whose pre-training has prepared them is optimal English skills; obviously, this simply is not the case. There are deficiencies, and some of these deficiencies will be overcome by polytechnic and other tertiary institutions.

First, tertiary institutions should undertake curriculum reform related to English language competency. As the objective of polytechnic institutions, in particular, is to create alumni with skills ready for employment, the English curriculum in its courses should be directed towards the use of English for employment purposes. Accordingly, there should be materials and approaches developed that enable the students to be competitive as they enter the world of work; in particular, the curriculum content should be filled with activities that prepare the students to perform English language skills that are required in the workplace.

As I have determined in my findings, oral skill performance should be given priority. Not only is this speaking skill required; it can also enhance overall language skill performance. There is a need to have a good performance with standard 'received pronunciation'; related to this, a strong foundation in English grammar is obligatory. In addition, the students should be made aware of the existence of 'the world Englishes' spoken by non- native speakers and be given opportunities to communicate with them – possibly over the internet.

Reading skill amongst the alumni workers has been found to be sufficient in the present study. As the most used language skill required in the workplace, it needs to be maintained; it will be even better if it can be improved – I have

noted in the finding skills that reading supports writing ability, especially when templates provided by the company are used for writing reports.

Writing skill, as the most demanding language skill, needs to be improved especially regarding the most useful sub-skills of emailing (and other types of correspondence) and report writing.

An English curriculum that is oriented towards employment should meet polytechnic students' specific aims in learning and developing English language skills: as such it should meet their workplace needs. Enhanced skills will place alumni in a more competitive position in the world of work.

Conclusion

I have identified eight organising themes that emerged from the multi-case study of English use in a state owned, a multinational, a foreign and a private company in Indonesia. All eight of these organising themes were identified in the state-owned and foreign companies. In the multinational company, the only theme missing is career enhancer – largely because successful applicants for positions have been able to demonstrate the highest possible English language skills prior to employment.

In the private company, the themes not identified were job requirement and globalisation. Compared with the multinational company, English is used so infrequently that it is not a requirement at all: English language competency does not play a role in a workers' achievement. It was clear that the theme of globalisation does not impact significantly on the workers in this company: they only deal directly with Indonesian people.

The main theme to emerge in this study is the need for better English communication skills; the other themes that are either directly or indirectly linked to this theme. The one theme that is the so-called 'employment matters' theme: it relates directly to the personal aspects of finding a workplace position.

The themes that emerged provide lessons for us to learn, as educators, on how the English skills of the workers are developing in these companies. Not

only have I noted the relationship between worker recruitment and the English skills required; I have also been able to determine the means by which English skill development is provided by the companies under investigation.

My analysis has helped me to find answers to the research questions that I formulated in Chapter 1. I have found similarities and differences between approaches and emphasis in English language skill requirements and their development; I have been able to identify those English language skills considered be unique to or typical of each of the four organisations.

In the English skills and knowledge required by polytechnic alumni workers in their workplaces, I have found similarities amongst the sub-skills required: English for job interviewing; communicating with expatriates and foreigners; telephoning; reading job advertisements; reading for comprehension as in an English test; reading manuals; reading general documents; writing job application; correspondence; using the bricolage of English.

The sub-skills that were uniquely found in the separate organisations were: debating as part of the selection process; presenting product knowledge; drafting contracts; writing presentation slides; grammar; managing varieties of English; translation; English language related knowledge and skills

I argue that the sub-skills commonly found in all companies are a necessity for curriculum development of English language in polytechnics; the sub-skills typically found in particular organisations are the issues which can be put into consideration when revising the curriculum.

The communicative events that emerged in answers to the second research question are closely associated with the sub-skills; they are the phenomena that support these sub-skills. They are concerned with the conditions or situations where English language skills are used by communicators and speakers, and by interlocutors.

I have found many similarities between the answers to the third and fourth research questions: these were questions relating to the workers' language performance and how Indonesian companies provide English

language support for their workers. This matter is absolutely unique to the situation and condition of an organisation. While language competency is related to the language demands in the company, English language support is concerned with how staff development is conducted in a company. The uniqueness of each company type has enabled me to learn a great deal about English language provision in each of the situations.

In the meta-analysis, I have discussed the need for reform of English curriculum in Indonesian tertiary education. This need derives from the discrepancy that exists between the high demand for English skills in the four of the workplaces and the relatively low alumni competency; three of the companies (SOC, FC and PC) employ only alumni with average English language competency; MNC is the exception, employing alumni who fall within the top 5 per cent of English graduates – for this company, there is no discrepancy.

The changes to the English programs deriving from my present study will be useful and contributory to proposed curriculum changes in polytechnics in Indonesia. Such changes should be a first step in making alumni better prepared to use their English in Indonesian workplaces.

CHAPTER 9

Analysis of Quantitative Data

In this chapter I will discuss the analysis and result of the quantitative data collected for the multi case study of English use in Indonesian state-owned company, multinational company, foreign company, and private company. It begins with an introduction describing how a simple questionnaire was developed, how the data was collected, and how the data was analysed. My findings address the demography of the respondents and conclude with how these findings assist in answering the research questions formulated in Chapter 1.

Introduction

The questionnaire and the responses that I collected were not just intended to support the qualitative data discussed in the previous chapters: they have also provided additional information to enrich the findings for the study on workplace English in Indonesia.

Questionnaire design

My questionnaire, attached as Appendix 2, sought demographic information about the respondents and data regarding the English language use and skills needed in Indonesian workplaces. It also included data related to the impacts on the answers to the questions or the area of the research such as gender, year of graduation, study program, study level, and companies where the respondents work.

The questionnaire consisted of a cover letter introducing the purpose of research and how to answer the questions, as well as information about myself and supervisor as contact people in charge with the research. The questions were in the form of Yes-No, multiple choice, and short-answer items; as well, there was a checklist and open-ended items seeking comments regarding workplace English issues met by the respondents. The respondents were given the freedom to answer the questions either in English or in Indonesian.

Piloting of questionnaire

The questionnaire was written in English with Indonesian translation provided under each item or statement. To make sure that it was understood, before the questionnaire was sent, I arranged for it to be read by two Indonesians in Australia. It was also trialled online, with two Indonesian respondents.

The piloting confirmed that the questionnaire was clear and understandable. No potential misunderstandings of information were identified and it took approximately 15 minutes to complete the questionnaire.

How questionnaires were collected

Before the questionnaires were sent, I identified the potential respondents through the website of Maung Polytechnic from where I was able to identify the names and email addresses of all alumni. A stratified sample of Maung Polytechnic graduates graduating in the last ten years, 2001-2010 – a total of approximately 200 possible respondents – was identified and 60 were randomly chosen, using a random number generator to assist in the selection process; copies of the questionnaire were distributed via e-mail and the social network. Ultimately, there were 36 respondents who returned the questionnaires – a return rate of 18 per cent or 60 percent from the chosen respondents. I regarded this as an adequate response as the survey was used to support or to reject the finding from the interviews.

In the next section I present a detailed analysis of the completed questionnaire. This is divided into three parts: the demography of the

respondents; a discussion of the data; a conclusion. A complete tabulation of the data may be found in Appendix 3.

Demography of respondents

I have presented under the demography section below details that include the year of graduation, study program, study level, type of company where the respondents work, and length of service.

Year of graduation

The time when the respondents graduated from their polytechnics or university are presented in Table 9.1. From this table I note that just over two-thirds of the respondents had finished their study within the last five years (2006-2010) from the time the questionnaires were distributed. The five year range is appropriate in considering what the respondents learnt in their undergraduate course.

Table 9.1 Year of graduation

Serial	Time of graduation	Number	Percentage
1	1 year ago	6	17
2	2 years ago	7	19
3	2-5 years	12	33
4	Over 5 years	9	25
5	No Info	2	6
	Total	**36**	**100**

Table 9.2 Study program

Serial	Study Program	Number	Percentage
1	**Business administration**	9	25
2	**English language**	8	22
3	**Chemical engineering**	4	11
4	**Electrical engineering**	4	11
5	**Aeronautics**	2	6
6	**Others**	8	22
7	**No Info**	1	3
	Total	**36**	**100**

Study program

Table 9.2 shows the study program background of the respondents. I note that the respondents of the questionnaire are varied; however, there is higher proportion of business administration and English language graduates.

Further, I note that the respondents who indicated 'other' in the study program had studied in the diverse areas of mechanical engineering, law, energy conversion, and communications. Overall, there was a wide diversity of respondents.

Study level

I note that over three-quarters of the sample were involved in D3 (polytechnic) programs, as reported in Table 9.3. The remainder were involved in D4 programs depicts the study level of the respondents. Predominantly, the respondents were D3 graduates which were the main three year programs of the target population of polytechnic; the D4 respondents (the four year programs which some Indonesian polytechnics also deal with) extended the findings.

Table 9.3 Study level

Serial	Study Level	Number	Percentage
1	**D3**	29	81
2	**D4**	6	17
3	**No information**	1	3
	Total	**36**	**100**

Table 9.4 Type of company

Serial	Type Of Company	Number	Percentage
1	**State-owned**	15	42
2	**Private company**	10	28
3	**Foreign**	8	22
4	**Multinational**	3	8
	Total	**36**	**100**

Type of company

The data contained in Table 9.4 indicate the type of company to which the respondents belonged. Most respondents were employed in state- owned and private companies. This is consistent with my findings in Chapters 4 and 7: most alumni (just under three-quarters) work in these sectors.

Foreign and multinational companies are those in which alumni would prefer to work; nearly one-third had achieved this ambition – considering the high level of competition, this is a significant minority.

Length of service

The data contained in Table 9.5 indicate the length of service that the alumni respondents had when they completed the questionnaire. I note that just under two-thirds of respondents had been working in the company for more than 1 year; just under half had been working more than 2 years.

Table 9.5 Length of service

Serial	Length of Service	Number	Percentage
1	**Less than 6 months**	6	17
2	**6 - 12 months**	7	19
3	**1 - 2 years**	8	22
4	**over 2 years**	15	42
	Total	**36**	**100.0**

Work experience before

The data in Table 9.6 illustrate the work experience that the respondents had had prior to employment in their current position; I note that just over half had prior experience. This indicates a balanced knowledge of the world of work, including the use of English in the workplace – the focus of my study: some with narrow work experience; some with a broader view.

Table 9.6 Work experience before

Serial	Work experience before	Number	Percentage
1	**Yes**	20	56
2	**No**	16	44
	Total	**36**	**100**

Main reason for appointment to first job

The data in Table 9.7 report the main reason why the respondents thought they had been appointed to their first job. While just under half indicated that they met company needs, just over a quarter of the respondents reported that they were appointed because of their English: for this group, English was important for them to find a job.

Table 9.7 Main reasons for first Appointment

Serial	Main reason for first job	Number	Percentage
1	**Company needs**	15	41.7
2	**Personality**	6	16.7
3	**English + other reasons**	6	16.7
4	**English**	4	11.1
5	**GPA**	2	5.5
6	**Others (relation + practical experience)**	2	5.5
7	**No information**	1	2.8
	Total	**36**	**100.0**

Ease of finding their first job

The data in Table 9.8 illustrate the length of time taken for respondents to obtain their first job after graduating. I note that close to 100 per cent were employed within 12 months, nearly half gained their first job within three months of graduating and that nearly one-fifth had been employed while they were still in college. All of these data suggest that there is a high demand by Indonesian companies for polytechnic graduates.

The demographic data are not directly related to the impact of English language acquisition and competency – although some interesting linkages have been noted. The following data are directly linked with the area of my research as it is concerned with the use of English in Indonesian workplaces.

Table 9.8 First job obtained

Serial	First job obtained	Number	Percentage
1	**In college**	7	19
2	**3 months**	16	44
3	**4 - 12 months**	12	33
4	**No information**	1	3
	Total	**36**	**100**

Data concerning the area under investigation

The following is the analysis of data from the questionnaires that are closely connected with the area under investigation, namely, those that may impact on the answers to the questions which influence the result of the present research. The data in the tables in the following sub-sections are summaries of the complete data contained in Appendix 3.

English as a job requirement

The data contained in Table 9.9 show the respondents' answers to the question whether English was one of the requirements to apply for the job as stated in the job advertisement to which they responded. Over 80 per cent indicated that English was one of the requirements to apply for a job in the companies where they work. From this I conclude that English is a requirement to apply for a significant number of positions – regardless of whether or not it is stated in the advertisement; applicants would be well-advised to be prepared.

Table 9.9 English as a requirement

Serial	English as requirement	Number	Percentage
1	**Yes**	29	81
2	**No**	6	17
3	**No information**	1	3
	Total	**36**	**100**

Table 9.10 Job application in English

Serial	Job application in English	Number	Percentage
1	**Yes**	23	64
2	**No**	12	33
3	**No information**	1	3
	Total	**36**	**100**

Job application in English

When asked whether or not the respondents had to apply for a job in English, nearly two-thirds, as shown in Table 9.10, responded 'Yes'. The job application documentation usually included a cover letter, CV or resume, recommendation letter and other supporting documents. In some cases their ID card had to be translated into English.

When applying for a job, applicants – in order to be successful – mostly have to be ready to write their job application in English.

Interview in English

The data contained in Table 9.11 indicate that more than four-fifths of respondents were involved in a job interview that involved some English. While only one-seventh of these were involved in an interview conducted entirely in English, over two-thirds experienced a mixture of English and Indonesian in their interviews – a 'bricolage of English' – requiring either a code switch or the use of English terminology. Applicants may also voluntarily have chosen to use English in part of the interview – as at FC, where this was seen to be an advantage in gaining the position.

Table 9.11 Interview in English

Serial	Interview in English	Number	Percentage
1	**Yes**	5	14
2	**No**	5	14
3	**Mixture**	25	69
4	**No information**	1	3
	Total	**36**	**100**

Self-assessment on language progress

The data contained in Table 9.12 relate to the respondents' progress on English language skill during their work. Almost two-thirds of the respondents said there was progress from the time they graduated from their college to the time they were interviewed; one quarter reported no progress. This suggests that there is a moderate level of English language learning improvement occurring in the workplace. The reasons for this change are discussed in the next sub-section.

These data suggest that English is used extensively by alumni in their respective companies, and that both companies and individuals are taking responsibility for improving the standard of usage.

Table 9.12 Self-assessment on language progress

Serial	Self-Assessment on Language progress	Number	Percentage
1	**Progress**	23	64
2	**No change**	9	25
3	**No progress**	1	3
4	**No information**	3	8
	Total	**36**	**100**

Table 9.13 Reasons for progress

Serial	Reasons for progress	Number	Percentage
1	**A. Used at work**	14	28
2	**B. Improved by self**	11	22
3	**D. Dealing with English speakers**	9	18
4	**E. Company encouragement**	6	12
5	**C. Additional course provided by company**	3	6
6	**F. No answer**	7	14
	Total	**50**	**100**

Note: More than one response per person was possible

Reasons for progress

The data contained in Table 9.13 report reasons given for the progress of the alumni working in Indonesian companies. More than a quarter reported, generally, that they used English at work. More than half reported specific reasons: self-improvement; regular dealings with English speakers; encouragement by their company – in particular, through provision of company courses. Work-based application and support is apparent; self-help suggests a high degree of motivation to improve individual standards of English.

These data suggest that English is used extensively by alumni in their respective companies, and that both companies and individuals are taking responsibility for improving the standard of usage.

Reason for job promotion

The data contained in Table 9.14 report reasons why alumni thought they were promoted to higher positions in their companies. Three-quarters of respondents reported, generally, that they were promoted because of their performance; additionally, a small percentage linked this performance to their ability in English. This link to ability in English is emphasised in the next subsection.

Table 9.14 Reasons for job promotion

Serial	Reason for job promotion	Number	Percentage
1	**Performance**	27	75
3	**Performance and English**	2	5
2	**Seniority**	1	3
5	**Other reason**	1	3
4	**No answer**	5	14
	Total	**36**	**100**

English required for job promotion

Table 9.15 English required for job promotion

Serial	English required for job promotion	Number	Percentage
1	**Yes**	18	50
2	**No**	12	33
3	**No answer**	6	17
	Total	**36**	**100**

The data contained in Table 9.15 indicate that half of the respondents recognised that English was required for job promotion in their companies. This indicates that English competency plays an important role in job promotion for a significant number of workers.

Coping with English difficulty

The data in Table 9.16 refer to the ways in which the respondents cope with their English language problems in their workplaces. More than one response was allowed.

Over three-quarters of the respondents indicated that they solved their language problems individually either by themselves by their own efforts, through friends or supervisors: there is a strong sense of a self-initiated effort assisted by collaboration which it reflects an attitude of 'a helping community'. The company role was only of minor significance.

Table 9.16 Coping with English difficulty

Serial	Coping with English difficulty	Number	Percentage
1	**A. By self**	16	39
2	**B. Friends help**	12	29
3	**C. Supervisors help**	4	10
4	**D. Company training**	3	7
5	**E. No answer**	6	15
	Total	**41**	**100**

Table 9.17 English training is provision

Serial	Been provided with English training	Number	Percentage
1	**No**	24	67
2	**Yes**	7	19
3	**No information**	5	14
	Total	**36**	**100**

If English training is provided

The data in Table 9.17 relate to whether or not English training is provided by the company to which the alumni belong; nearly two-thirds responded that none was offered; one in five reported that it was provided. These proportions are consistent with the findings from my case studies.

This confirms that a culture of self-improvement of English language competency exists in Indonesian workplaces: when required, companies do provide in-house programs by which language shortfalls may be overcome.

Suggestions made to learn English

The data contained in Table 9.18 refer to the proportion of respondents for whom it has been suggested by their companies that they should improve their English.

Table 9.18 Suggested to learn English

Serial	Suggested to learn English	Number	Percentage
1	**Yes**	19	53
2	**No**	11	30
3	**No information**	6	17
	Total	**36**	**100**

I note that just over half of the respondents have received advice regarding them improving their English. This indicates that individual companies have a serious focus on English language performance: they want their employees to improve the proficiency of their English in the workplace.

Data on specific English language skills to apply for a job

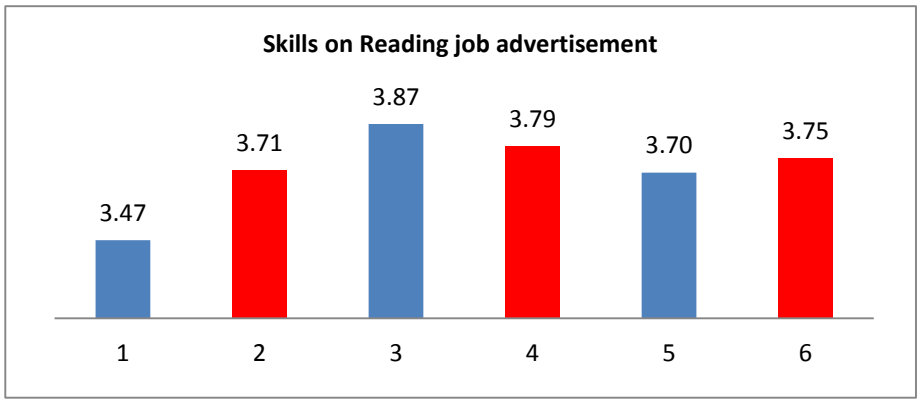
This analysis on language specific skills that follows relates to data that I have derived from Item 6 in Part B of the questionnaire. I had asked respondents to use a rating scale of 1-5 for both 'frequency' and 'ability' in a number of English language skills. The scores for each element are the total score divided by the number of respondents who answered the element; not all respondents responded to both elements for all items.

This section is divided into sub-sections related to the languages skills that the alumni workers have experienced in the world of work. This analysis has enabled me to identify the specific language needs that will be for curriculum development: a need exists when the discrepancy (the difference between the frequency and ability scores) is *positive*, i.e., the frequency score is greater than the ability score. (Conversely, if the discrepancy is *negative* the ability is generally under-used).

Language skills in reading job advertisement

The data in Figure 9.1 and Table 9.19 relate to the level of use and mastery of the sub-skills of reading job advertisement. From Figure 9.1, the sub-skills usage range in level from 'sometimes' to 'often' and that the mastery level of all sub-skills is in the 'above average' range.

Figure 9.1 Skills in reading job advertisements



Notes on the answers to the questions:

1. *How often do you find the use of abbreviations in job advertisements?*
2. *How able are you at understanding abbreviations in job advertisements?*
3. *How often do you have to identify requirements in the job ads?*
4. *How able are you at identifying requirements in the job ads?*
5. *How often do you identify how to apply for a job in the ads?*
6. *How able are you at identifying how to apply for a job in the ads?*

Ratings on frequency of use (How often?):

0-1.5 never;1.51-2.5 very seldom; 2.51-3.5 sometimes; 3.51-4.5 often; 4.51-5 very often

Ratings on skill mastery (How able?)

0-1.5=very low; 1.51-2.5=low; 2.51-3.5=average; 3.51-4.5=above average; 4.51-5=exceptional

Table 9.19 Value difference of frequency of use and skill mastery on reading job ad

Frequency of Use	Av	Ability to Use	Av	Need
• How often do you find the use abbreviations in job advertisements?	3.47	• How able are you at understanding abbreviations in job advertisements?	3.71	-0.24
• How often do you have to identify requirements in the job ads?	3.87	• How able are you at identifying requirements in the job ads?	3.79	+0.08
• How often do you identify how to apply for a job in the ads?	3.70	• How able are you at identifying how to apply for a job in the ads?	3.75	+0.05

Scale:

Frequency: 0-1.5= never; 1.51-2.5 very seldom; 2.51-3.5 sometimes; 3.51-4.5 often; 4.51-5 very often

Ability: 0-1.5=very low; 1.51-2.5=low; 2.51-3.5=average; 3.51-4.5=above average; 4.51-5=exceptional

	Positive discrepancy = need for curriculum action
	Negative discrepancy = no need for curriculum action

In Table 9.19, I used the scale differences of the frequency of use and of skill mastery to determine whether or not there is a need for curriculum action (see introduction to this section, p. 344). I note that:

- there is *negative* discrepancy between the use and understanding of abbreviations in advertisements (colour coded green in the table) – and hence there is no immediate need for curriculum action;
- a *positive* discrepancy between using and understanding in identifying the requirements and the actually undertaking job applications (colour coded red in the table) – hence there is an emergent need for curriculum action.

I have applied this logic to the remaining sub-sections of this analysis. As a consequence, my interpretation of these data is as follows:

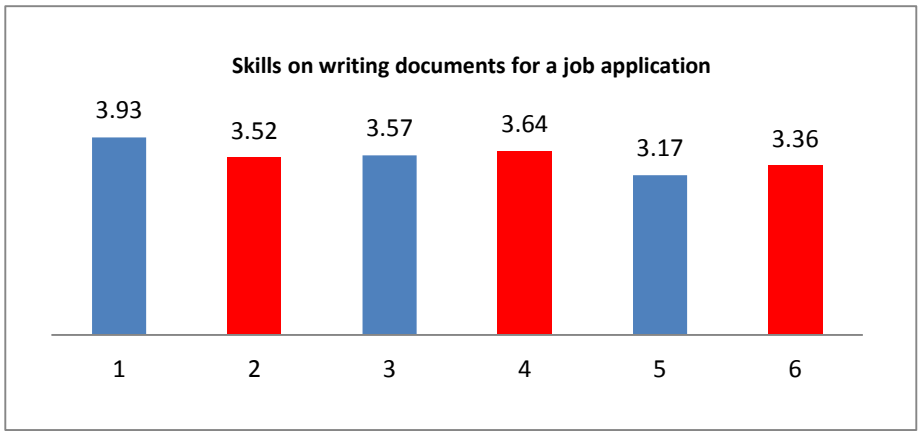
- Alumni are often required to use abbreviations in job advertisements (in English) and their ability in this area is 'above average'. Since the discrepancy in the ratings is negative, there is no need to improve the skill on learning abbreviations in job advertisement in polytechnic course.

Alumni often perform the task of identifying requirements in job advertisements and to identify how to apply for a job; their ability. Since there is a positive discrepancy for each of these sub- skills, there is a need to improve the skills of identifying the requirements and making an actual application in polytechnic courses.

Language skills in writing documents for job applications

The data in Figure 9.2 and Table 9.20 relate to the level of use and mastery of the sub-skills of writing documents for job applications.

Figure 9.2 Skills in Writing Documents for Job Application



Notes on the answers to the questions:

1. *How often do you have to write a letter of application in English?*
2. *How able are you at writing a letter of application in English?*
3. *How often do you have to write letter of resume/CV in English?*
4. *How able are you at writing a letter of resume/CV in English?*
5. *How often do you write draft letter of recommendation/reference in English?*
6. *How able do you write draft letter of recommendation/reference in English?*

Ratings on frequency of use:

0-1.5 never;1.51-2.5 very seldom; 2.51-3.5 sometimes; 3.51-4.5 often; 4.51-5 very often

Ratings on skill mastery:

0-1.5=very low; 1.51-2.5=low; 2.51-3.5=average; 3.51-4.5=above average; 4.51-5=exceptional

Scale:

Frequency: 0-1.5= never; 1.51-2.5 very seldom; 2.51-3.5 sometimes; 3.51-4.5 often; 4.51-5 very often

Ability: 0-1.5=very low; 1.51-2.5=low; 2.51-3.5=average; 3.51-4.5=above average; 4.51-5=exceptional

	Positive discrepancy = need for curriculum action
	Negative discrepancy = no need for curriculum action

Table 9.20 Value difference of frequency of use and skill mastery on writing documents for job application

Frequency of Use	Av	Ability to Use	Av	Need
• How often do you have to write a letter of application in English?	3.93	• How able are you at writing a letter of application in English?	3.52	+0.41
• How often do you have to write letter of resume/CV in English?	3.57	• How able are you at writing a letter of resume/CV in English?	3.64	-0.07
• How often do you draft a letter of recommendation/reference in English?	3.17	• How able are you at drafting a letter of recommendation/ reference in English?	3.36	-0.19

From Figure 9.2, I note that respondents often write letters of application and personal resumes and that only sometimes do they have to draft letters of recommendation; while they have above average sub-skills in writing resumes and letters of application in English, they only have average ability to draft letters of recommendation.

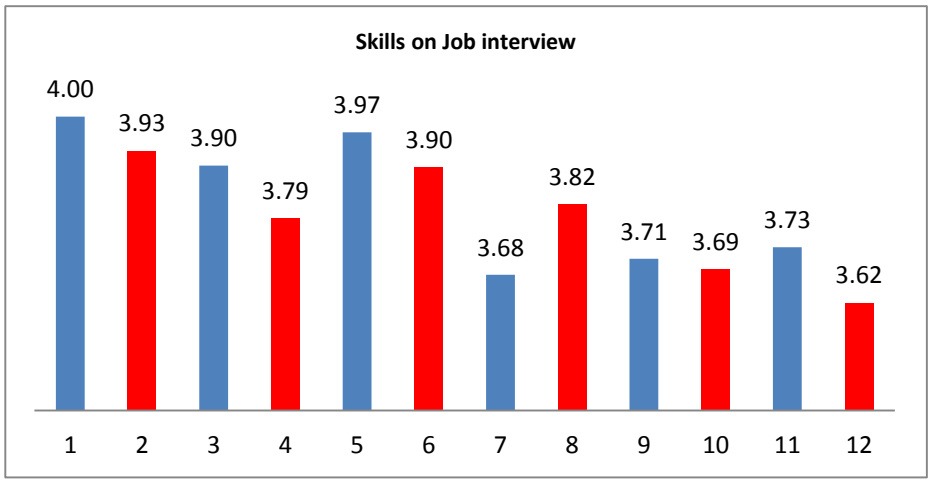
My interpretation of these data is as follows:

- Alumni often write a letter of application in English and sometimes draft letters of recommendation. Since the discrepancy is positive – particularly in the sub-skill of writing letters of application – there is a need to improve both sub-skills in polytechnic courses.
- Alumni are often required to write resumes in English. Since the discrepancy is negative there is no need to improve this sub-skill in polytechnic courses.

Language skills in job interviews

Figure 9.3 and Table 9.21 relate to the level of use and mastery of the sub-skills of language skills in job interviews. From Figure 9.3, I note that all of these the sub-skills are used often, and that the respondents rate their mastery level as 'above average'. In Table 9.21, I compare the discrepancy between the ratings for frequency of use and skill mastery.

Figure 9.3 Language skills on job interview



Notes on the answers to the questions:

1. *How often do you have to explain your identity background in job interview?*
2. *How able are you at explaining your identity background in job interview?*
3. *How often do you have to explain why you are applying for the job?*
4. *How able are you at explaining why you are applying for the job?*
5. *How often do you explain your educational backgrounds?*
6. *How able are you at explaining your educational backgrounds?*
7. *How often do you have to explain skills in relation to the job applied?*
8. *How able are you at explaining skills in relation to the job applied?*
9. *How often do you have to explain work experience?*
10. *How able are you at explaining work experience?*
11. *How often do you have to explain your enthusiasm on the job applied?*
12. *How able are you at explaining your enthusiasm on the job applied?*

Ratings on frequency of use (How often):
0-1.5 never;1.51-2.5 very seldom; 2.51-3.5 sometimes; 3.51-4.5 often; 4.51-5 very often

Ratings on skill mastery (How able):
0-1.5=very low; 1.51-2.5=low; 2.51-3.5=average; 3.51-4.5=above average; 4.51-5=exceptional

My interpretation of these data is as follows:

- Alumni are often required to perform the sub-skills to explain the identity background in job interview in English, to explain the reason why they are applying for the job, to explain their educational backgrounds in job interview, and to explain enthusiasm on the job applied. Although there is self-rating of 'above average' of mastery on these sub-skills, a positive discrepancy is revealed between level of use and mastery; therefore, there is a need to improve the mastery of these sub- skills in polytechnic courses.

Table 9.21 Value difference of frequency of use and skill mastery on job interview

Frequency of Use	Av	Ability to Use	Av	Need
• How often do you have to explain your identity background in job interview?	4.00	• How able are you at explaining your identity background in job interview?	3.93	+0.03
• How often do you have to explain why you are applying for the job?	3.90	• How able are you at explaining why you are applying for the job?	3.79	+0.21
• How often do you explain your educational backgrounds?	3.97	• How able are you at explaining your educational backgrounds?	3.90	+0.07
• How often do you have to explain skills in relation to the job applied?	3.68	• How able are you at explaining skills in relation to the job applied?	3.82	-0.14
• How often do you have to explain work experience?	3.71	• How able are you at explaining work experience?	3.69	-0.02
• How often do you have to explain your enthusiasm on the job applied?	3.73	• How able are you at explaining your enthusiasm on the job applied?	3.62	+0.11

Scale:

Frequency: 0-1.5= never; 1.51-2.5 very seldom; 2.51-3.5 sometimes; 3.51-4.5 often; 4.51-5 very often

Ability: 0-1.5=very low; 1.51-2.5=low; 2.51-3.5=average; 3.51-4.5=above average; 4.51-5=exceptional

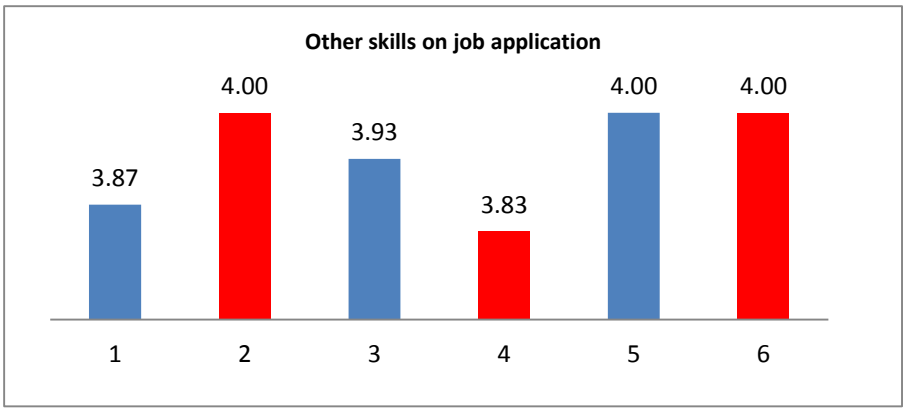
	Positive discrepancy = need for curriculum action
	Negative discrepancy = no need for curriculum action

- Alumni are often required to perform the sub-skills of explaining skills in relation to the job applied and explaining work experience in a job interview. While, again, there is a self-rating of above average on these sub-skills, a negative discrepancy is revealed between the level of use and mastery – i.e., 'ability to use' is greater than 'frequency of use'.

Other skills in job application

Figure 9.4 and Table 9.22 show the level of use and mastery of the sub-skills of other skills in job application. From Figure 9.4, I note that all of

Figure 9.4 Other skills on job application



Notes on the answers to the questions:

1. *How often do you have to apply for a job through internet?*
2. *How able are you at applying for a job through internet?*
3. *How often do you have to write letter of application through email?*
4. *How able are you at writing a letter of application through email?*
5. *How often do you have to send documents of job application through email?*
6. *How able are you at sending documents of job application through email?*

Ratings on frequency of use (How often):
0-1.5 never;1.51-2.5 very seldom; 2.51-3.5 sometimes; 3.51-4.5 often; 4.51-5 very often
Ratings on skill mastery (How able)
0-1.5=very low; 1.51-2.5=low; 2.51-3.5=average; 3.51-4.5=above average; 4.51-5=exceptional

the sub- skills are used 'often', and that the mastery of all these varied sub-skills is in the 'above average' range. In Table 9.22, I compare the discrepancy between the ratings for frequency of use and skill mastery.

My interpretation of these data is as follows:

- Alumni are often required to write a letter of application through email. Although their ability in this area is also above average, the discrepancy is positive; therefore there is a need to improve this skill in polytechnic courses.
- Alumni are often required to perform the sub-skills to apply for a job through internet and to send documents of job application through email. Their ability in these sub-skills is above average; the discrepancy was either negative or zero; therefore there is no

Table 9.22 Value difference of the frequency of use and skill mastery on job application other skills

Frequency of Use	Av	Ability to Use	Av	Need
• How often do you have to apply for a job through internet?	3.87	• How able are you at applying for a job through internet?	4.00	-0.13
• How often do you have to write letter of application through email?	3.93	• How able are you at writing a letter of application through email?	3.83	+0.10
• How often do you have to send documents of job application through email?	4.00	• How able are you at sending documents of job application through email?	4.00	+

Scale:

Frequency: 0-1.5= never; 1.51-2.5 very seldom; 2.51-3.5 sometimes; 3.51-4.5 often; 4.51-5 very often

Ability: 0-1.5=very low; 1.51-2.5=low; 2.51-3.5=average; 3.51-4.5=above average; 4.51-5=exceptional

	Positive discrepancy = need for curriculum action
	Negative discrepancy = no need for curriculum action

need to improve this skill in polytechnic courses – although, because the differences are borderline, the balance between the skills and mastery levels need to be watched more closely than in some of the earlier examples discussed:

Summary on specific English language skills to apply for a job

The language skills to apply for a job – including reading job advertisements, writing documents for job applications, and job interview skills – a were rated close to 4, which means that they are often used when the respondents were applying for jobs. These sub-skills should be noted as they scored a high skill rating and a high level of mastery: reading job advertisements, to identify job requirements and finding out how to apply for jobs is considered more important.

In writing documents to apply for jobs, writing a letter of application and writing a letter that contains a resume/CV are skills which are frequently used. While the latter skill was manageable, the minor skill on writing letter of application seems to be a problem for respondents.

In job interview skills, the three most frequently used skills were explaining their identity background in job interviews, explaining their educational backgrounds, and explaining the reasons for applying for the job. Those skills seem to be a problem for respondents as their mastery level was below the skill level required by respondents.

Data on specific English language skills for use at work

This analysis on specific language specific skills for use at work are taken from data on the questionnaire part C no 6 which asked the respondents to put the number (or tick on the number) on the scale of 1 to 5 for Frequency of Use (asking How often do you use the following skills) in which 1 means never, 2 very seldom, 3 sometimes, 4 often and 5 very often. Next to this column, the respondents are also asked to put the number (or tick on the number) on the scale of 1 to 5 for Language skills mastery (asking 'How able are you to do the skills?') in which 1 means not well at all, 2 not well, 3 satisfactory, 4 well and 5 very well.

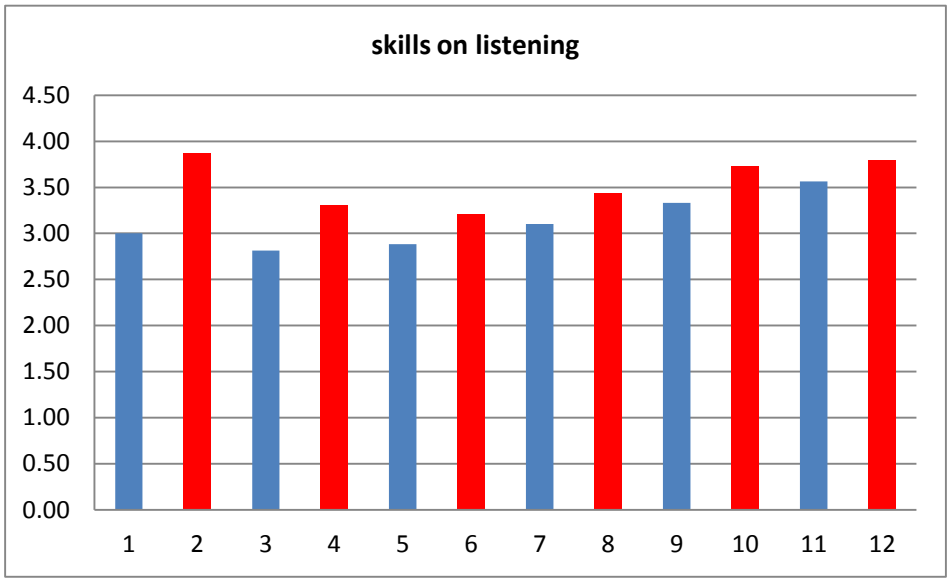
Most of the 36 respondents answered both questions, but some of them skipped the questions in the Frequency of Use column, and a few others skipped the questions of Language skills mastery column. Accordingly, the average of the values is the total divided by the number of respondents who answered the questions, not divided by 36 as the total number of respondents.

This section is divided into specific language skills and elements needed at work or when they do their duties. This analysis enables me to identify the language need specifications which are certainly useful for curriculum development. First, it begins with the analysis of the specific language skills of listening, then of speaking, reading, writing and other language elements. The figures found in the following sections derive from data which are tabulated from the respondents' answers as found in Appendix 3.

Specific listening skills

The data in Figure 9.5 and Table 9.23 show the frequency of use and the level of mastery of the English listening skills. From Figure 9.5, I note that all of the listening skills were used 'sometimes', and that the skill mastery of all the listening skills ranges from 'average' to 'above average'.

Figure 9.5 Language skills in listening



Notes on the answers to the questions:

1. *How often do you listen to people speaking English through phone including mobile?*
2. *How able are you at listening to people speaking English through phone including mobile?*
3. *How often do you listen to people speaking English through announcements from load speakers?*
4. *How able are you at listening to people speaking English through announcements from load speakers?*
5. *How often do you listen to people speaking English through the radio?*
6. *How able are you at listening to people speaking English through the radio?*
7. *How often do you listen to people speaking English through TV?*
8. *How able are you at listening to people speaking English through TV?*
9. *How often do you listen to people speaking English through speech or presentation?*
10. *How able are you at listening to people speaking English through speech or presentation?*
11. *How often do you listen to people speaking English through people speaking at meetings?*
12. *How able are you at listening to people speaking English through people speaking at meetings?*

Ratings on frequency of use (How often):
0-1.5 never;1.51-2.5 very seldom; 2.51-3.5 sometimes; 3.51-4.5 often; 4.51-5 very often
Ratings on skill mastery (How able)
0-1.5=very low; 1.51-2.5=low; 2.51-3.5=average; 3.51-4.5=above average; 4.51-5=exceptional

Table 9.23 Value difference of frequency of use and skill mastery on listening

Frequency of Use	Av	Ability to Use	Av	Need
• How often do you listen to people speaking English through phone including mobile?	3.00	• How able are you at listening to people speaking English through phone including mobile?	3.88	-0.88
• How often do you listen to people speaking English through people speaking at meetings?	3.57	• How able do you listen to people speaking English through people speaking at meetings?	3.79	-0.22
• How often do you listen to people speaking English through speech or presentation?	3.33	• How able do you listen to people speaking English through speech or presentation?	3.73	-0.40
• How often do you listen to people speaking English through TV?	3.10	• How able do you listen to people speaking English through TV?	3.43	-0.33
• How often do you listen to people speaking English through announcements from load speakers?	2.81	• How able do you listen to people speaking English through announcements from load speakers?	3.30	-0.49
• How often do you listen to people speaking English through the radio?	2.88	• How able do you listen to people speaking English through the radio?	3.21	-0.33

Scale:

Frequency: 0-1.5= never; 1.51-2.5 very seldom; 2.51-3.5 sometimes; 3.51-4.5 often; 4.51-5 very often
Ability: 0-1.5=very low; 1.51-2.5=low; 2.51-3.5=average; 3.51-4.5=above average; 4.51-5=exceptional

	Positive discrepancy = need for curriculum action
	Negative discrepancy = no need for curriculum action

In Table 9.23, I present the value difference of the frequency of use and skill mastery followed by a discussion of these differences. My interpretation of these data is as follows:

- Alumni showed an above average mastery of the sub-skills of listening to people speaking English by phone or mobiles, speaking at meetings, or when making a speech or presentation.

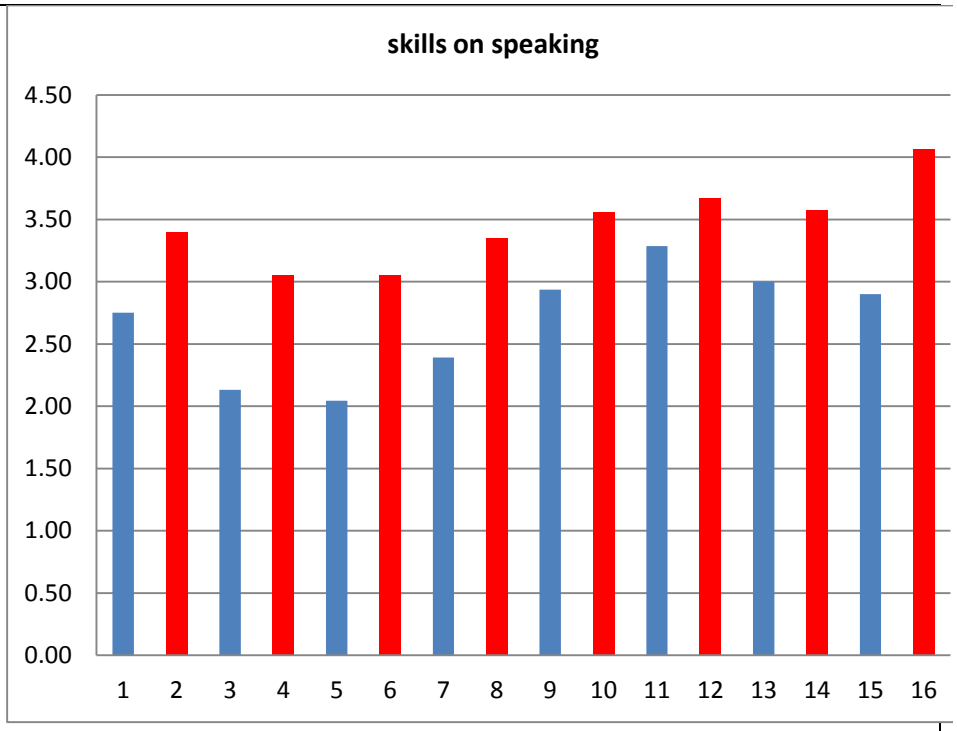
- Alumni showed an average mastery of the sub-skills of listening to people speaking English through TV, speaking English through announcements from load speakers, and speaking English through the radio.
- The most frequent use of listening sub-skills occurred with people speaking English at meetings, followed by people making a speech or presentation.
- In all cases, the level of mastery was greater than that required for the particular listening task; thus at this stage, there is no immediate need to improve listening skills in polytechnic courses.

The most frequent use of listening sub-skills occurred with people speaking English at meetings, followed by people making a speech or presentation. In all cases, the level of mastery was greater than that required for the particular listening task; thus at this stage, there is no immediate need to improve listening skills in polytechnic courses.

Specific speaking skills

The data in Figure 9.6 and Table 9.24 relate to the level of use and mastery of speaking sub-skills.

Figure 9.6 Language skills in speaking



Notes on the answers to the questions:

1. *How often do you have to speak English through phone including mobile?*
2. *How able are you to speak English through phone including mobile?*
3. *How often do you have to speak English through announcements from load speakers?*
4. *How able are you to speak English through announcements from load speakers?*
5. *How often do you have to speak English to people on the radio?*
6. *How able are you to speak English to people on the radio?*
7. *How often do you speak English to people on TV?*
8. *How able are you to speak English to people on TV?*
9. *How often do you speak English on speech or presentation?*
10. *How able are you to speak English on speech or presentation?*
11. *How often do you speak English to people at meetings?*
12. *How able are you to speak English to people speaking at meetings?*
13. *How often do you speak English as customers?*
14. *How able are you to speak English as customers?*
15. *How often do you speak English as tourist or guides?*
16. *How able are you to speak English as tourists or guides?*

Ratings on frequency of use (How often):
0-1.5 never;1.51-2.5 very seldom; 2.51-3.5 sometimes; 3.51-4.5 often; 4.51-5 very often
Ratings on skill mastery (How able)
0-1.5=very low; 1.51-2.5=low; 2.51-3.5=average; 3.51-4.5=above average; 4.51-5=exceptional

From Figure 9.6, I note, with one exception, a close balance between speaking skills use and the level of skill mastery. In Table 9.24 I have compared the value difference of the frequency of use and skill mastery. My interpretation of these data is as follows:

- Alumni showed the highest level of mastery of speaking English as tourists or guides, at meetings, when speaking at meetings, and when speaking to customers and when making a speech or presentation.
- An average level of mastery was shown when speaking English to people on TV, speaking on the phone or mobile, making announcements from loud speakers and speaking on the radio.
- English speaking skills were most frequently used at meetings, with customers, making speeches or presentations and when being a tourist or tourist guide.
- Low frequency of use occurred when speaking as a radio or TV announcer, on the radio or TV, or making loudspeaker announcements.

Table 9.24 Value difference of frequency of use and skill mastery on speaking

Frequency of Use	Av	Ability to Use	Av	Need
• How often do you speak English as tourists or guides?	2.90	• How able are you at speaking English as tourists or guides?	4.06	-1.16
• How often do you speak English to people at meetings?	3.29	• How able are you at speaking English to people speaking at meetings?	3.67	-0.38
• How often do you speak English as customers?	3.00	• How able are you at speaking English as customers?	3.58	-0.58
• How often do you speak English on speech or presentation?	2.94	• How able are you at speaking English on speech or presentation?	3.56	-0.62
• How often do you have to speak English through phone including mobile?	2.75	• How able are you at speaking English through phone including mobile?	3.40	-0.65
• How often do you speak English to people on TV?	2.39	• How able are you at speaking English to people on TV?	3.35	-0.96
• How often do you have to speak English through announcements from loud speakers?	2.13	• How able are you at speaking English through announcements from loud speakers?	3.05	-0.92

• How often do you have to speak English to people on the radio?	2.04	• How able are you at speaking English to people on the radio?	3.05	-1.01

Scale:

Frequency: 0-1.5= never; 1.51-2.5 very seldom; 2.51-3.5 sometimes; 3.51-4.5 often; 4.51-5 very often

Ability: 0-1.5=very low; 1.51-2.5=low; 2.51-3.5=average; 3.51-4.5=above average; 4.51-5=exceptional

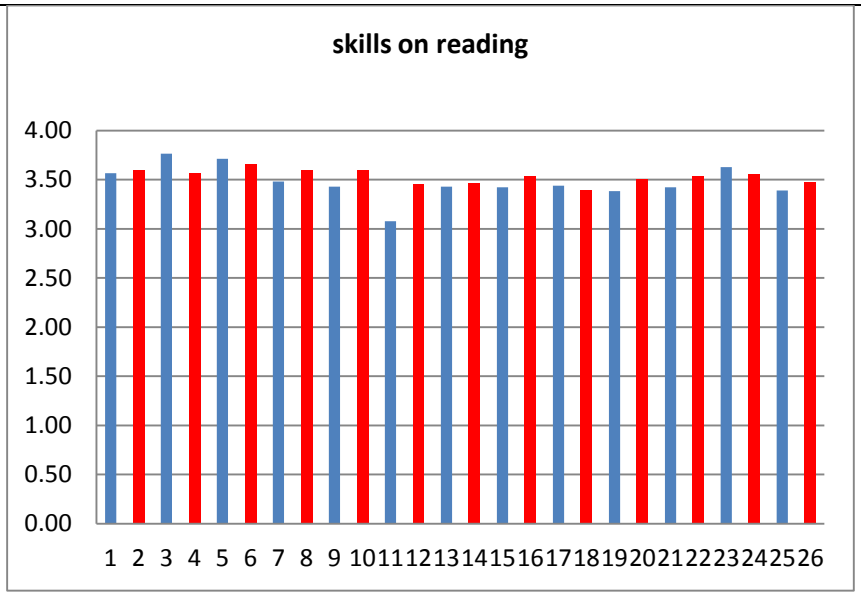
	Positive discrepancy = need for curriculum action
	Negative discrepancy = no need for curriculum action

- As with listening cases, the level of speaking mastery was greater than that required for the particular speaking task; thus at this stage, there is no immediate need to improve speaking skills in polytechnic courses.

Specific reading skills

The data in Figure 9.7 and Table 9.25 show the level of use and mastery of reading sub-skills. From Figure 9.7 I note that reading skills were, in the main, used 'often'; in the main their level of mastery was above average. In

Figure 9.7 Language skills in reading



Notes on the answers to the questions:

1. *How often do you read manuals written in English?*
2. *How able are you to read manuals written in English?*
3. *How often do you read emails written in English?*
4. *How able are you to read emails written in English?*

5. *How often do you read web pages written in English?*
6. *How able are you to read web pages written in English?*
7. *How often do you read signs and instructions written in English?*
8. *How able are you to read signs and instructions written in English?*
9. *How often do you read minutes of meetings written in English?*
10. *How able are you to read minutes of meetings written in English?*
11. *How often do you read advertisements written in English?*
12. *How able are you to read advertisements written in English?*
13. *How often do you read catalogues/booklets written in English?*
14. *How able are you to read catalogues/booklets written in English?*
15. *How often do you read news articles written in English?*
16. *How able are you to read news articles written in English?*
17. *How often do you read textbooks written in English?*
18. *How able are you to read textbooks written in English?*
19. *How often do you read magazines written in English?*
20. *How able are you to read magazines written in English?*
21. *How often do you read newspapers written in English?*
22. *How able are you to read newspapers written in English?*
23. *How often do you read forms written in English?*
24. *How able are you to read forms written in English?*
25. *How often do you read contracts or legal documents written in English?*
26. *How able are you to read contracts/legal documents written in English?*

Ratings on frequency of use (How often):
0-1.5 never; 1.51-2.5 very seldom; 2.51-3.5 sometimes; 3.51-4.5 often; 4.51-5 very often.
Ratings on skill mastery (How able)
0-1.5=very low; 1.51-2.5=low; 2.51-3.5=average; 3.51-4.5=above average; 4.51-5=exceptional

Table 9.25 Value difference of frequency of use and skill mastery on reading

Frequency of Use	Av	Ability to Use	Av	Need
• How often do you read emails written in English?	3.77	• How able are you at reading emails written in English?	3.57	+
• How often do you read web pages written in English?	3.71	• How able are you at reading web pages written in English?	3.65	+
• How often do you read signs and instructions written in English?	3.48	• How able are you at reading signs and instructions written in English?	3.60	-
• How often do you read minutes of meetings written in English?	3.43	• How able are you at reading minutes of meetings written in English?	3.60	-
• How often do you read manuals written in English?	3.57	• How able are you at reading manuals written in English?	3.59	-
• How often do you read forms written in English?	• 3.63	• How able are you at reading forms written in English?	3.56	-

• How often do you read news articles written in English?	• 3.42	• How able are you at reading news articles written in English?	3.54	-
• How often do you read newspapers written in English?	• 3.42	• How able are you at reading newspapers written in English?	3.54	-
• How often do you read magazines written in English?	• 3.38	• How able are you at reading magazines written in English?	3.50	-
• How often do you read contracts or legal documents written in English?	• 3.39	• How able are you at reading contracts/legal documents written in English?	3.48	-
• How often do you read advertisements written in English?	3.08	• How able are you at reading advertisements written in English?	3.46	-
• How often do you read catalogues/booklets written in English?	• 3.43	• How able are you at reading catalogues/booklets written in English?	3.46	-
• How often do you read textbooks written in English?	• 3.44	• How able are you at reading textbooks written in English?	3.39	+

Scale:

Frequency: 0-1.5= never; 1.51-2.5 very seldom; 2.51-3.5 sometimes; 3.51-4.5 often; 4.51-5 very often

Ability: 0-1.5=very low; 1.51-2.5=low; 2.51-3.5=average; 3.51-4.5=above average; 4.51-5=exceptional

	Positive discrepancy = need for curriculum action
	Negative discrepancy = no need for curriculum action

In Table 9.25, I present the value difference of the frequency of use and the skill mastery followed by a discussion of these differences. My interpretation of these data is as follows:

- There were two reading sub-skills in which the reading skills need to be improved: reading emails and web pages written in English. These skills were required 'often' – they had the highest use ratings; however, there was a small positive discrepancy indicating that mastery in these areas needs to be improved. The need, in fact, is at both a high level of use and of mastery.
- There is a cluster of sub-skills that are used often, where the mastery level is above average, but where the discrepancy is negative: reading signs and instructions, minutes, manuals, forms, news articles and newspapers. These areas need to be sustained without any special attention being given.
- Finally, there is a cluster of sub-skills in which the mastery level is above average, but the use is average so that the discrepancy is clearly negative: reading magazines, contracts and legal documents, advertisements, catalogues and booklets, and textbooks that are written in English. These areas do not require any additional attention in polytechnic courses.

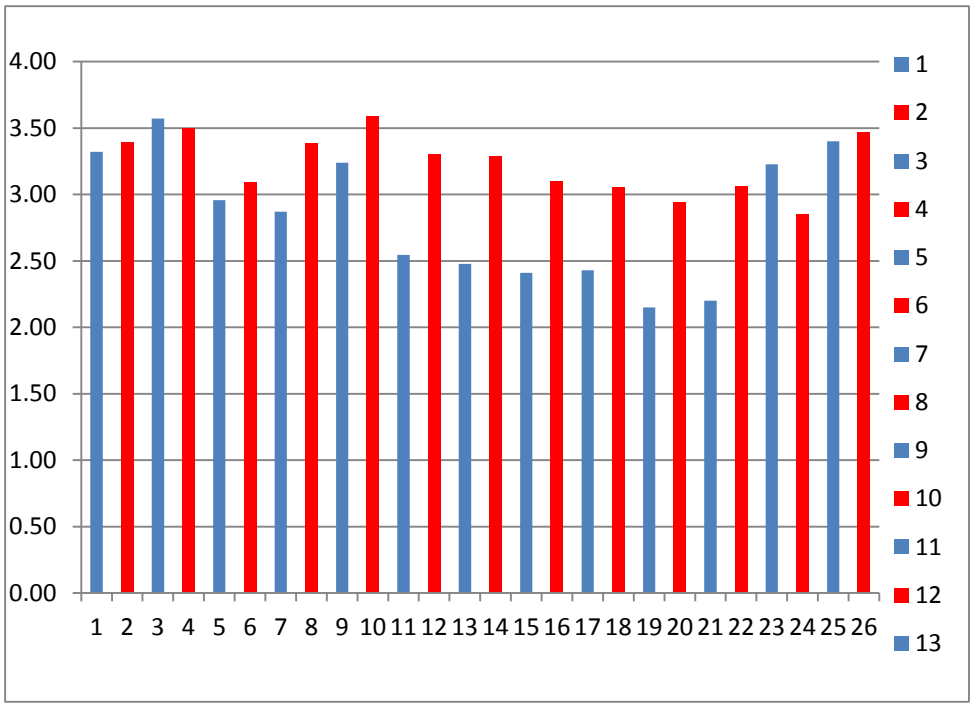
Overall, the ability of the respondents to handle the reading specific tasks is above average indicating that, in general, they have no problems in reading skills in general.

Specific writing skills

The data in Figure 9.8 and Table 9.26 show the frequency of use and the level of mastery of the writing sub-skills. From Figure 9.8, I note that all of the sub-skills are used 'sometimes' and that the skill mastery of the majority lies in the range of 'above average' with two that are 'average'.

In Table 9.26 I have compared the value difference of the frequency of use and skill mastery. My interpretation of these data is as follows:

Figure 9.8 Language skills in writing



Notes on the answers to the questions:

1. *How often do you write manuals in English?*
2. *How able are you to write manuals in English?*
3. *How often do you write emails in English?*
4. *How able are you to write emails in English?*
5. *How often do you write web pages in English?*
6. *How able are you to write web pages in English?*
7. *How often do you write signs and instructions in English?*
8. *How able are you to write signs and instructions in English?*
9. *How often do you write minutes of meetings in English?*
10. *How able are you to write minutes of meetings in English?*
11. *How often do you write advertisements in English?*
12. *How able are you to write advertisements in English?*
13. *How often do you write catalogues/booklets in English?*
14. *How able are you to write catalogues/booklets in English?*
15. *How often do you write news articles in English?*
16. *How able are you to write news articles in English?*
17. *How often do you write textbooks in English?*
18. *How able are you to write textbooks in English?*
19. *How often do you write magazines in English?*
20. *How able are you to write magazines in English?*
21. *How often do you write newspapers in English?*
22. *How able are you to write newspapers in English?*
23. *How often do you write forms in English?*
24. *How able are you to write forms in English?*
25. *How often do you write contracts or legal documents in English?*
26. *How able are you to write write/legal documents in English?*

Ratings on frequency of use (How often):
0-1.5 never;1.51-2.5 very seldom; 2.51-3.5 sometimes; 3.51-4.5 often; 4.51-5 very often
Ratings on skill mastery (How able)
0-1.5=very low; 1.51-2.5=low; 2.51-3.5=average; 3.51-4.5=above average; 4.51-5=exceptional

Table 9.26 Value difference of frequency of use and skill mastery in writing

Frequency of Use	Av	Ability to Use	Av	Need
• How often do you write advertisements in English?	• 4.00	• How able are you at writing advertisements in English?	• 3.30	• +0.30
• How often do you write emails in English?	• 3.57	• How able are you at writing emails in English?	• 3.50	• +0.07
• How often do you write newspaper articles in English?	• 2.20	• How able are you at writing newspaper articles in English?	• 3.06	• -0.86
• How often do you write catalogues/booklets in English?	• 2.48	• How able are you at writing catalogues/booklets in English?	• 3.29	• -0.81
• How often do you write magazine articles in English?	• 2.15	• How able are you at writing magazine articles in English?	• 2.94	• -0.79
• How often do you write textbooks in English?	• 2.43	• How able are you at writing textbooks in English?	• 3.06	• -0.63
• How often do you write news articles in English?	• 2.41	• How able are you at writing news articles in English?	• 3.10	• -0.62
• How often do you write web pages in English?	• 2.96	• How able are you at writing web pages in English?	• 3.38	• -0.42
• How often do you write signs and instructions in English?	• 3.00	• How able are you at writing signs and instructions in English?	• 3.38	• -0.38
• How often do you write minutes of meetings in English?	• 3.24	• How able are you at writing minutes of meetings in English?	• 3.59	• -0.34
• How often do you write forms in English?	• 3.23	• How able are you to write forms in English?	• 3.35	• -0.12
• How often do you write manuals in English?	• 3.32	• How able are you at writing manuals in English?	• 3.39	• -0.07
• How often do you write contracts or legal documents in English?	• 3.40	• How able are you to write write/legal documents in English?	• 3.47	• -0.07

Scale:
Frequency: 0-1.5= never; 1.51-2.5 very seldom; 2.51-3.5 sometimes; 3.51-4.5 often; 4.51-5 very often
Ability: 0-1.5=very low; 1.51-2.5=low; 2.51-3.5=average; 3.51-4.5=above average; 4.51-5=exceptional

	Positive discrepancy = need for curriculum action

	Negative discrepancy = no need for curriculum action

- There are two writing ability sub-skills where there is a positive discrepancy between mastery and usage: in writing advertisements in English (a significant need) and writing emails (a very low need).
- The alumni use a number of writing sub-skills 'sometimes': contracts and legal documents, manuals, minutes, forms, signs and instructions, catalogues and booklets, textbooks and news articles, but in all of these the mastery level is mostly 'above average'; consequently, the discrepancy is negative and there is no need for any adjustment to present courses.
- Finally there is a small number of writing sub-skills – news, newspaper and magazine articles – that have a 'low' use and for which alumni have 'average' mastery; again, the discrepancy is negative and there is no need for any adjustment to present courses.

It would appear that the writing component of English courses in Polytechnics is adequate, except in the writing of advertisements that might well be linked to emerging areas of webpage writing and complex emails.

Summary of specific English language skills used at work

The language skills used at work include all the major language skills – listening, speaking, reading and writing – and related communicative events. They also apply to skills which may occur outside of work such as listening to radio, listening to TV, speaking to people on the radio, speaking to people on TV, reading textbooks, reading magazines, reading newspapers, and many writing sub-skills. The average of the value of frequency of those skills is above 2, which mean in the range of very seldom and sometimes, the average ability of those sub-skills is also similar.

For the listening skill, the average value of the ability of the listening sub-skills is above that of the frequency, which means that there is no need of inclusion in the curriculum because of their ability. The average value of the ability is also higher than that of the frequency, suggesting that there is no need for curriculum action. The average of measure of ability in speaking sub-skills is variable, however: some are higher and some are lower. Since the average of the sub-skills of reading manuals, reading emails and reading web pages is slightly lower than that of the frequency of use, curriculum action is required.

Similarly, the average of the writing skills ability is variable. Writing emails and writing advertisements have a positive discrepancy, which indicates a need for curriculum action. Other skills such as writing manuals, writing web pages and writing catalogues have a negative discrepancy, which means they do not require curriculum action.

Dealing with comments and suggestions

Of the 36 respondents, there were 14 who did not give any comments to item 8; most of the comments had only one theme; I was able to group a small number into two themes. Twenty-two respondents provided comments; most of these were written in English. Only five of them were written in Indonesian language.

I categorised the comments, using key words, into six themes; I clustered the comments into ten topic areas. The predominat theme was English communication skills which comprised over half of the comments. The themes and topic areas were grouped on the basis of frequency of comment. A complete list of original comments and their translation (as necessary) may be found in Appendix 4. A summary of the comments and the topic areas addressed is contained in Table 9.27.

Table 9.27 Summary of comments

Themes	Topic areas	Number of comments	Total	Percentage
English Communication Skills	English is used to communicate with company guests or customers	4	15	53.6
	English used daily	4		
	Positive attitude to English	4		
	Suggestion to use English	3		
Workplace learning	Suggestion to use English at work	3	5	17.8
	course provided by company	1		
	Suggestion how to learn English at work	1		
Globalisation	English an essential skill	3	3	10.7
Job Requirement	English is required	2	3	10.7
	English an essential skill	1		
Career enhancer	English as a drive in to employment	1	1	3.6
Employment matters	English not used in company	1	1	3.6
		Total	**28**	**100**

Comments in English communication skills theme

English communication skills were the main theme; they contained four different topic areas. First, English is used to communicate with company guests or customers: respondents mentioned this as the most important English skill – a 'must' which workers had to master. Respondent, R18.1 commented:

> All process sheets [are in] English; all work instructions [are in] English; all customers usually speak English.
>
> Exactly because this dealing with our business, we use English for our communication with our customers, as our work procedures are written in English too.

Similarly, the respondents mentioned the widespread daily use of English, as in the comment (R24):

> All process sheets [are in] English; all work instructions [are in] English; all customers usually speak English.

Displaying a most positive attitude, R30 pointed to the importance of understanding English at work, indicating that it can continue to be learnt at the workplace:

> So, in my opinion English is very important for my work. Although I did not learn statistics and administration before, I could learn along the way; the most important thing is I can understand.

Finally in the English communication skill theme, respondents suggested that their English had to be improved by using it in the workplace; R35 commented:

> [My English skill] is not so good. I have to improve my English. The staff and management also have to master English.

In this theme, the respondents mention the importance and necessity of English language skill which has to be mastered by all workers as it is used in the workplace every day. The use of English at work assists workers in improving their English language.

Comments from workplace learning theme

Five respondents expressed comments categorised as a workplace learning theme. Three comments related to applying use English at work; R10 commented:

> We should try to apply knowledge and skill of English at workplace directly.

A more detailed suggestion on how to use English at work was given by R25:

> As long as we listen carefully we could understand what it means. Prepare to take a note to what we heard. But if we still face some problem, then we should discuss [it with] others; don't hesitate to be ask, it will help a lot. Learn something new; then, we could develop and improve more.

R22b referred to the courses provided by their company to improve their English language skill:

> There are courses provided by the company to improve language skills for everybody.

The crucial issue to emerge within this theme was that workers' English language skills are improved by both personal experience in the workplace and by courses provided by their organisation.

Comments from globalisation theme

Three respondents expressed comments related to the importance of English as an essential skill within this theme; R2 pointed out:

> English is important in this globalisation era.

Comments from job requirement theme

Three respondents expressed comments relating to English as a job requirement; two mentioned the importance of English in their work. R28b wrote:

> Improving English proficiency is a must nowadays.

R 30a pointed out that English was an essential skill for their work.

> Because I work in export and import department, every day I use English in written or spoken form.

These comments indicate that, in the workplace, English is an important and essential skill which is required for their work; it is required by the organisation, and as such English competence is a career enhancer.

Summary of the comments on the emerging themes

From the comments provided by respondents to the questionnaire, I am able to draw four conclusions:

- Apart from those employed in organisations where English is not used, most respondents realise the importance of English in their workplaces. Their attitude towards English language is good; they recognise that they need English to perform their jobs. Their use of English is part of learning at their workplace as it can also improve their English skill.

- Some respondents have a chance to improve their English through English training courses provided by their own company. There is a more general suggestion that workers attempt to improve their English skill in any way that is possible.
- The use of English and a positive attitude toward English in the workplace is influenced by the reality of globalisation which promotes the use of English to communicate throughout the business world.
- Having excellent English communication skills provides a strong lead into a career. So, no matter whether English is used or not (as in PC), English ability is obviously useful for whoever is engaged in the world of work in Indonesia.

Conclusion

The findings obtained from this quantitative input have provided me with more detailed information about the use of English in Indonesian workplaces. The data have provided a variety of responses in terms of the study programs, year of graduation, and length of service in the company, provide more enriching input for those concerned in the area of English learning in Indonesian tertiary education. In particular, these responses confirm my findings from the case studies that all English language skills are both necessary and are used from the time most graduates enter the world of work.

With a significant majority indicating that English is a requirement to apply for jobs, more than half of the respondents stating that job application was written in English and claiming that the job interviews involved a bricolage of English and Indonesian language, I assume that English is an essential requisite for all tertiary graduates when they apply for jobs.

At the same time, again with more than half of all respondents affirming that English is required for job promotion and with more than half stating that they were able to improve their English while at work, I conclude that

English is either required by employees to do their jobs, or that they will be advantaged if they have better than average skills even if English is not formally required by the company.

There is no question exactly stated about the need of English by alumni workers in their own companies, but based on what is shown in Appendix 3, analysing the questions regarding English as required skill, job application, and job interview in English, those working in foreign and multinational companies say 'yes' to those questions, which mean that they needed more English than those working in the other companies.

These findings from a moderately sized sample of respondents who represent polytechnic alumni regarding the use of English in their world of work in Indonesia, yield information that is enlightening for those of us involved in English teaching and learning in tertiary education. In the next chapter, the findings from this mixed methods approach will be triangulated with those with the qualitative findings and from the auto-ethnographic account of my experience of English in the workplace in Indonesia.

CHAPTER 10

Conclusion and Recommendations

In this chapter I draw together the result arising from this research: drawing conclusions from the findings both from the qualitative research as well as mixed methods added with my autoethnographic analysis; considering implications for teaching and, finally, making recommendations for future research.

Conclusions

English has been the most popular foreign language in Indonesia since the early 1960s. English replaced Dutch –the colonial language for more than three and a half centuries – when Indonesia regained its independence at the end of World War II in 1945. In the current era of globalisation English has emerged as an international language; as Firth (1996, p. 240) points out, it is:

> a "contact language" between persons who share neither a common native tongue nor a common (national) culture and for whom English is the chosen foreign language of communication.

In this context English has three categories of users: an inner circle, an outer circle and an expanding circle; these users are spread all over the world. English is used for people to communicate regardless of their national background; it is used as the international language in the world of business, politics, social sciences and popular culture.

In Indonesia, most manuals relating to electronic equipment are written in English; a great number of the textbooks used in universities are written in

English; many job advertisements are in English. This has resulted in reading English becoming the major foreign language skill taught in Indonesian schools. Currently, however, more and more English songs are played on radio stations, and as more English-language speaking films than Indonesian films are being screened in cinemas, the skill focus is changing from reading to the combination of listening and speaking. A related shift is seen within business organisations: their job advertisements are now emphasising a requirement of 'an active skill'of English – not just being able to read an advertisement but, more importantly, to speak English; speaking skill ability is a language skill that is immediately evident at a job interview.

As Indonesia has an open business policy, a growing number of world-class companies have invested in Indonesian businesses. In addition, Indonesia is also engaging in business expansion that has developed international links with companies throughout the world. These developments have opened up opportunities for young Indonesians in jobs which require them to have global-wide communication with people; as a result, demand for the active English skill of speaking has been strengthened even more.

In short, all those accounts have been earlier identified by Lauder (2008, p. 10) in discussing the status and funtions of English in Indonesia:

> A complete social account of English in Indonesia from Independence to the present would necessarily involve information about the role that English has played in society at large, and in particular in business, politics, education and the media.

My investigation to see how English is used in Indonesian companies was thus timely and relevant. There have been a number of studies on how English is used in countries where English is not the first language but such studies have been limited to the areas of textiles, engineering, banking and tourism; the studies have been restricted, in terms of users, to computer science, engineering and accountancy graduates, and to support staff. My study has placed emphasis more on the extent and nature of the use of English in the workplaces where the language is used. In order to place some constraints on the scope of my study, four types of organisations – representative of

organisations where most university or polytechnics graduates work – were chosen for this case study: state-owned, multinational, foreign, and private companies.

This case study with the four sub-cases mentioned above employed a qualitative methodology using semi-structured interviews, observation and document analysis as the main methods of inquiry; to improve the reliability of my findings through triangulation, a mixed methods survey and an auto-ethnographic reflection were employed. Throughout, I considered myself to be a 'bricoleur'researcher, working with the 'bits and pieces'that emerged from my research in order to give me a refined and informed study result.

From the present study there emerged eight themes, each of which should be of concern for those who deal with workplace English language development in Indonesia, namely:

1. English Communication Skills
1. Job requirements
2. Selection processes
3. Career enhancement
4. Workplace learning
5. Bricolage of Language
6. Globalisation
7. Employment matters

Not all of the four companies focused on all eight themes; however, at least six of them are found in the four companies under investigation. English communication skill emerged as the main theme.

The first company in the case study, SOC, was state owned; all of the themes listed above emerged in this case, indicating that globalisation has had an obvious impact on English language usage within the company. Although it is state owned, SOC deals with foreign companies to a greater extent than do most other domestic Indonesian companies. Most of SOC's customers are foreign companies; so English is used extensively, particularly in the marketing and engineering departments. While active English is required in these

departments, passive English such as reading is still needed on the production line. As a large company with facility for upgrading the skills of its workers SOC engages in internally- and externally-based English skill development as a prominent feature of its training programs; at the same time, management supports the workers in the development of their English skills. Enhanced English skills are advantageous to employees in SOC and this was obvious from the outset: there is an English test in the selection process and those with good English skills will take priority in being selected. Later in their careers, employees'English skills will be noted for the purpose of promotion.

Company MNC, a multinational company, has a different atmosphere that places a much higher emphasis on requisite English skills. All of MNC's employees speak English, extending down the hierarchy to cleaners, even though the latter do not deal directly with customers. English is no longer a career enhancer in MNC: it is an absolute requirement. Only those who have an active skill of English will be employed and as a result the initial selection process is highly structured. English is embedded from the outset: in a special written test administered in English and in a spoken test applied in the form of a group debate where candidates are required to argue a position on a given issue in English.

Company FC is a foreign company; as a consequence it has investments and dealings with branches of the company that operate globally. It closely resembles a multinational company such as MNC; however, it is much less strict in terms of its English skill requirement and use. For instance, should the home company be Japanese, as is the case of company FC, the language used to communicate with Japanese visitors or expatriates is English. All staff are encouraged to have an active English skill and they are given financial support to take English lessons with external providers outside normal working hours.

Company PC is a private company that, unlike the other three companies in the study, deals directly with its customers. As the majority of these customers are local people, English is not used to any great extent. Despite

this the need for English skills is stated as a requirement in its job advertisements, and in the selection process there is cloze test in English; thus candidates with superior English language skills are advantaged. There is no special English training provided within PC, but English-like material comprises part of their monthly training; as well English expressions that encourage a 'bricolage of English' are included in these materials.

The bricolage of language in Indonesia – a significant new phenomenon emerging from this study – refers to the use of foreign language words phrases or sentences in their original form being inserted into local language use. It is different from the hybridisation of language which is the use of foreign language expressions which have undergone changes in forms through the process of acculturation, assimilation and creolisation. The bricolage of English is apparent in Indonesian workplaces where English is not used in its full format; consequently, it is not publicly exhibited in MNC. The bricolage of English is, however, used in companies SOC, FC and PC because it is more efficient and effective in conveying meaning than by attempting longer and confusing translations into Indonesia. To some workers, it is prestigious to use the bricolage of foreign languages – English, in particular and; to a lesser extent, Japanese as at FC; to others the use of the bricolage of English is a stepping stone towards a fuller and more comprehensive use of the English language.

Overall, reading retains its significant position as the basic English language skill needed by workers in most situations and conditions in Indonesian workplaces. There is, however, a rapidly growing demand for the active skills of speaking and writing. To enable university or polytechnic alumni to compete effectively in the employment market they should be proficient in the active English communication skills of speaking and writing. Of these two, English speaking skill development should be given priority: speaking is the more important of the two active communication skills.

Implications for tertiary teaching

A summary of my findings is contained in Table 10.1. The summary commences with how well-prepared polytechnic alumni are in facing the world of work, moves to a consideration of the use of English alumni worker make when they work, and finally identifies the skills and knowledge needed by the alumni in their workplaces.

Level of preparation of polytechnic alumni

With the high degree of overlap between the case study and mixed methods survey findings; with the support of the findings from own experience, I can confidently affirm that the findings that emerged in the case studies are consistent with the uses made of English generally found in Indonesian workplaces. These findings are summarised in Table 10.1.

Reading skill is the one language skill in which all alumni feel confident; this is confirmed in the responses to the mixed methods survey. In relation to speaking and writing skills, their skills need improvement. The mixed methods survey suggests that the speaking ability of alumni, generally, is below that required; that their writing skill relies on provision of templates that are usually preset for the ease of drafting documents suggests that there is a need to lift these skills as well.

Based on my experience, I have discovered that reading skill is the most frequently used language skill in workplaces. It is also the skill that is considered to be less problematic than the other three major language skills. Reading manuals, forms and emails are the minor language skills that I have found to be most frequently used: these minor skills are familiar to Indonesian workers.

Table 10.1 English performance of alumni in their workplaces

Case Study Approach	Mixed Methods Approach
General English skill: The alumni workers need to upgrade their English language competency especially with active communication skill.	**General English skill:** Half of the respondents have *not* received a suggestion to learn English.
Reading skill: They may have no problem with understanding documents.	**Reading skill:** The three most frequent use of reading skills are *reading emails*, *forms* and *manuals.* The respondents' ability to handle them is above satisfactory, but a bit beyond what are required.
Speaking skill: polytechnic alumni workers have insufficient skill in oral communication	**Speaking skill:** The mastery of the respondents in the sub-skills of *explaining your identity background in job interview* followed by *explaining your educational background* does not match the frequency of use.
Writing skill: Drafting documents assisted with templates.	**Writing skill:** The most frequently used skills are writing manuals, emails, minutes of meetings, forms and legal documents. While other abilities are adequate, their ability in writing emails is below what is required.

Speaking skill is required, especially when there are foreign visitors or expatriates associated with organisations. In foreign or multinational companies, such foreign visitors regularly are coming and going; in state-owned companies, foreign workers or visitors are there when there is joint cooperation between state owned company and their foreign partners. Those who work with foreign workers or visitors usually have adequate English communication skills: these are selected people who have higher than average English language skills.

English writing skill is used intermittently in most companies. Those who are assigned to write documents in English in Indonesian companies are usually those who have outstanding command of English. However, when communicating with foreigners, writing emails and forms are the minor skills that workers have to be familiar with.

Polytechnic alumni using English in Indonesian work-places

The data in Table 10.2 indicate the overlapping of communicative events which were detected from the findings of the case studies and the findings from the mixed method approach.

Table 10.2 Communicative events used in Indonesian workplaces

From Case Studies	From Mixed Methods Survey
1. Listening to phone calls	1. Listening at a meeting 2. Listening to announcements 3. Listening to phone calls 4. Listening to speech or presentations 5. Listening to the radio 6. Listening to TV
1. Reading emails 2. Reading when applying for a job	1. Reading emails 2. Reading forms 3. Reading job advertisement 4. Reading manuals
1. Speaking on phone 2. Speaking when applying for a job 3. Speaking when booking a hotel 4. Speaking when offering products 5. Speaking/negotiating with customers 6. Speaking/presenting papers in a seminar	1. Speaking at meetings 2. Speaking in job interview skill 3. Speaking to people giving presentation
1. Writing emails or correspondence 2. Writing when applying for a job 3. Writing/preparing documents 4. Writing/preparing slides for presentation	1. Writing documents for job application, 2. Writing emails 3. Writing forms 4. Writing legal documents 5. Writing manuals 6. Writing minutes of meetings

From this list I note that, combined, there are around 24 communicative events (coming with similar names) emerging from the data obtained from the two methods. While the list of events in the case study approach emerges freely, the list in the quantitative is based on the choice which is preset in the questionnaire: only those events that occur with high frequency of use appear in the mixed methods approach list.

From my experience I have found that English is used in many different situations in Indonesian workplaces. Listening and speaking are integrated

skills, which mean that when an event requires speaking skill, listening skill is certainly used. No speaking performance can happen without listening, but listening per se may be required without speaking as in listening to radio, television or announcement. In events such as speaking on the phone or when speaking at meetings or conferences, listening skills are influential on what is actually said when speaking.

In some cases reading and writing are integrated as in responding to emails and forms-filling. In other cases reading events are independent of writing as in reading documents, manuals, job ads, and newspapers. It is a different case from writing which always requires reading ability.

Most of the events mentioned above are also found in my experience when working with foreign workers in Indonesian companies; only events such as booking hotels and writing legal documents are typical duties of special workers. The same situation applies to listening to radio or TV, attending meetings or seminars: these are personal events; they are not parts of assignments given to most Indonesian workers.

In Table 10.1, above, I have compared the findings which show the performance of polytechnic alumni in using English to conduct their jobs. The left column describes the summary of skills derived from data that emerged in the case studies; the right column shows the summarised skills from data that emerged from the mixed methods survey. I assert that there is a high degree of comparability between the competencies emerging from the two approaches. As a general perception, I note the mixed methods survey confirmation of the case study finding relating to the need of alumni workers to upgrade their English language competency.English skills and knowledge required in Indonesian workplaces

From the Chapter 8 findings from the case studies, I found that the macro language skills – speaking (and listening implied), reading and writing – were required by the alumni workers in their workplaces by two out of four companies under investigation. When they applied for a job to enter the companies, all those language skills are needed. The more detailed micro skills

and each macro skill deriving from both approaches as discussed in the previous chapter are found in Table 10.3.

Listening skill was not detected; rather, it is an integrated skill with speaking; it is required although no detailed information on its macro skills usage was found. For speaking skill, the micro skills found in Chapter 8 were similar to those detected in the case studies: most companies are communicating with 'expatriates'; presenting in seminars; negotiating; debating; telephoning; presenting product knowledge.

For reading skill, the micro skills ranging from the highest frequency to the least are: reading job advertisements; reading manuals or technical documents; reading for comprehension as in a test as part of an interview.

The micro skills of writing ranging from the most frequent from the previous chapter are: writing a job application; corresponding; emailing; preparing documents; preparing draft contracts; preparing plans or proposals; and presentation slides.

From the findings from the mixed methods survey, I was able to identify new details relating to the four macro language skills and to their corresponding detailed micro skills. These findings are summaraised in Table 10.3. The key points to emerge are as follows:

First, I have witnessed that **all micro skills** are used sometimes and often (with the value of between 2.10 and 4 out of 5 on the five-point scale), so they are considered important both during the selection process and at work.

- The mixed method survey data provides **additional details about the micro skills** such as reading job advertisement, writing documents for job application, and job interview skills.
- For the **language used at work**, the mixed methods inquiry provides more details about the micro skills of listening compared with those of writing. In listening skills, the micro skills emerging are listening to people speaking in meetings, listening to people speaking during the speech (presentation), and listening to TV.

Table 10.3 English Language Macro skills and Micro skills used in Indonesian workplaces

Case Studies		Mixed methods survey	
Macro skills	**Micro Skills**	**Macro skills**	**Micro Skills**
Listening	Not detected, but integrated with speaking skills. So, all speaking micro skills should also include all listening micro skills: Listening to expatriates Listening to people in seminar Listening to phones.	**Listening**	Listening to people speaking in meetings Listening to people speaking during a speech (as in a presentation) Listening to TV
Speaking	Communicating with expatriates Presenting in a seminar Negotiation Debating Telephoning Presenting product knowledge.	**Speaking**	Speaking to people at meetings Speaking as customers Speaking to people – giving a speech Explaining your identity background in job interview Explaining your educational background
Reading	Reading a job ad Reading manuals or technical documents Reading for comprehension as in a test.	**Reading**	Reading emails, reading web pages, Reading manuals and Reading forms. Understanding abbreviations and Identifying how to apply for a job
Writing	Writing a job application Corresponding, (especially e-mailing) Preparing documents Preparing draft contracts Preparing plans or proposals Preparing presentation slides.	**Writing**	Writing emails, Writing contract drafts, Writing manuals, Writing minutes of meetings and Writing forms (form filling) Writing documents for job application
Other		**Other**	To apply for a job through internet and to send documents of job application through email

- In **speaking**, the micro skills are speaking to people at meetings, speaking to customers, and speaking to people giving speeches.
- In **reading**, there are micro skills such as reading emails, reading web pages, reading manuals and reading forms.
- In **writing**, the micro skills are writing emails, writing contract drafts, writing manuals, writing minutes of meetings and writing forms (form filling).

From my experience, I have found that all of the major language skills are used in conducting tasks in the Indonesian workplaces with which I have been associated. This was also the case when I first applied for a job as an ESL instructor to a multinational organisation called Save the Children; hence, I had to be able to impress interviewers with the English language skills that I had in order that I might be accepted. Listening is always integrated with speaking skill; accordingly, when speaking skill is required, so is that of listening. In some companies where English is used, even passive listening skills such as 'listening to announcements' are required. In reading, I have found the most frequently used minor skill is reading manuals. Other types of reading skills such as reading (office) documents and reading (public) notices are also required. Reading skills are often integrated with writing skills as in the case of reading emails and reading forms: they are both performed, simultaneously. Other types of writing skills depend very much on the condition of the company and individuals. There are tasks such as drafting contracts, proposals or minutes of meetings which are assigned to individuals; however, all workers in a company should be able to respond to emails, filling in forms, and writing job application.

In summary, I have found that there are overlapping needs for both macro and micro skills found within the case studies and the mixed methods inquiry. The details in Table 10.3 show the overlapping skills happening in both approaches. The language used in describing the concepts may be different, but the ideas are similar. The case studies have provided me with rich data from which I was able to write a more detailed survey document; consequently the mixed methods survey furnished me with more detail relating to micro skill requirements. Accordingly, both support approaches have provided me with different, yet related, details of data and outcomes.

To conclude, my research has yielded inputs to be considered for curriculum development in English language teaching in Indonesian tertiary institutions. First, I have found that reading remains a basic skill that is needed in many different conditions in Indonesian workplaces. Most manuals of

electronic equipment, some instructions advertisements and announcements are written in English. While the alumni in this study were found to be handling this skill well, it now emerges that the development of speaking and writing skills is required. Speaking together with listening is the language skill that can easily be assessed: to demonstrate that they have adequate English communication skills, alumni need to be able to converse in a social setting. To enter the world of work, alumni first need to demonstrate their ability to communicate in a job interview. Later they will need to apply their speaking skills in telephoning, negotiating with customers, and communicating with foreigners. Teaching programs in English speaking and listening skills are now needed in Indonesian tertiary institutions – reading skill, alone, is now an insufficient language preparation.

Writing is the most demanding of the four English language skills; this study reveals that it is growing in importance and relevance. To compete in a job selection process alumni should be familiar with writing a job application. In workplaces, writing skills are needed and applied in writing presentation slides and reports, preparing documents and in emailing and other correspondence. There is a need for a focus on the development of English writing skill programs in Indonesian tertiary institutions.

While realising that this set of implications for expanding English language skills is derived from Indonesia workplaces it is my belief that they have general application in other countries where English is not the first language.

Recommendations for future research

As I have discussed earlier the present research is general in nature. It was intended to see how English is used in various Indonesian workplaces especially in for-profit oriented companies regardless free of any specific issues or conditions. There are polytechnic or university alumni who work in government offices, non-government institutions and non-profit organisations; a determination of the English language skills used in these workplaces – using

the data collection and analysis process described in this study – would be of benefit to both employees and employers. As a first step I recommend that a range of these companies be categorised into four groups: into those that serve the public and those that deal with other organisations; into those that have and do not have links with foreign organisations. My study reveals that the English language needs and requirement will be different within these four categories; a needs assessment of these issues ought to be undertaken.

My account of how English is used in Indonesia and Indonesian tertiary education is primarily based on my personal observations. A more extensive study is needed on how English is used in Indonesian university, such as the use of English textbooks, how high is the dependency of Indonesian university on English textbooks and how effective are the textbooks themselves in assisting Indonesian university students, and furthermore the use of English on manuals of electronic equipment.

A study on the use of English in Indonesian media or social media or even audio visual art will also be interesting. Through this type of study, we will be able to find out how English is used by Indonesian artists or how extensive English is used in Indonesian televison and radio.

There is also a need to investigate further how secretaries and personal assistants working in multinational companies use English at work. This should be different from the language needs of a manager of such a company; different from an ordinary company which does not have links with foreign customers. The English language needs and use of a particular type of profession in a company is attention-grabbing as it deals directly with the future career of alumni.

Of further interest would be the determination of how and the extent to which English language is used in job interviews, in meetings, and in other situations in workplaces. The application of the bricolage of English also needs to be further investigated. This could be applied as in corpus linguistics so that English phrases or expressions often used by Indonesians can be identified. Corpus linguistics is a branch of linguistics to discover more about how

languages work in all of their variety (Kennedy 1998). In addition, analysis on how the bricolage of English is used –correctly or incorrectly- is worthy of note. This could become a great resource for teaching English in Indonesia.

Document analysis on the present study is limited. Further study is needed to see what English documents are frequently produced by Indonesian workers, what language features are obvious in the documents and uses and functions of English documents apart for promotional purposes.

A further quantitative survey involving a larger number of respondents from various organisations will be advantageous to gain a better picture of needs for considerations to be included in the curriculum related to English use in Indonesian companies.

I realise that the present study only involves 13 main respondents in four main companies. There are millions of workers and thousand of companies operating in Indonesia. Accordingly, special care should be taken in handling the result of the present research. Certainly, a more extensive research involving bigger number of respondent workers and companies is needed to have a better and more comprehensive picture of English use in Indonesia.

I am particularly aware that, before this study, virtually no research on English use in Indonesian workplaces has been conducted. I would hope that this study might encourage others to engage in similar research.

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Appendices

Appendix 1 Sample data from interviews in four companies for research on workplace English in Indonesia

Appendix 2 Questionnaire for polytechnic alumni workers

Appendix 3 Tabulation of data from questionnaire

Appendix 4 Comments from the questionnaire data

Appendix 5 IDR analysis on bricolage of English

Appendix 1 Sample data from interviews in four companies for research on workplace English in Indonesia

Reasons for Recruitment						
10. What could be the main reason why you got your first job? ***(Apa kemungkinan alasan Anda dapat pekerjaan tersebut?***						
RSPDNT	Original Comments	Comment (Translated)	Construct	Concept	Topic area	Org Themes
MNwa.10	Becasue as I know that it is an established company and this is one of dreams to get work in a oil company.	Because as I know that MN is an established company and that it is one of dreams to get work in an oil company.	The alumni's ambition to work in an established company.	The alumni's ambition to work in an established company.	Drive for employment.	Employment Matters
FCwa.10.1	Kalau saya lihat ya mungkin managerial disini yang waktu itu mungkin melihat ada potensi yang bias dimanfaatkan dalam diri saya. Dari aplikasi saya mungkin mereka melihat ada kemampuan kemampuan yang mungkin ada yang bisa dikembangkan disini gitu.	I'd say maybe the manager here at that time saw my potential which could be applied here.	The alumni's potential sighted by the manager during the job application stage.	First impression is important to gain employment	Drive for employment.	career enhancer
FCwa.10.2		From the job application they saw my abilities which could be developed here.	The alumni's abilities were seen by the manager in the first stage.	First impression is important to gain employment	Drive for employment.	career enhancer
FCmn.12.m.1	Kita bagi karyawan itu dua macam yah satu direct dan indirect. Direct itu adalah yang berkaitan langsung dengan	We divide the workers into two: direct and indirect. Direct is related directly with production.	Two groups of workers: direct and indirect. Direct are concerned with production.	Production workers are described as 'direct workers'	Types of employees	Employment Matters

Reasons for Recruitment						
10. What could be the main reason why you got your first job? ***(Apa kemungkinan alasan Anda dapat pekerjaan tersebut?***						
RSPDNT	Original Comments	Comment (Translated)	Construct	Concept	Topic area	Org Themes
FCmn.12.m.2	produksi. Ini kita ngambil yang skilful biasanya ngambil dari BLK dari berbagai daerah. Yang indirect pada dasarnya sama. Jadi kalau ada kebutuhan kita nya sourcing yah istilahnya. Kemudian setahu saya untuk test bahasa Inggris itu lebih kepada wawancara. Biasanya dari awal yah iklan macam macam melalui media atau internet yah atau mengikuti job career juga. Dari situ direcruit diambil kemudian wawancara baik dengan HR maupun user.	We got them from skilful workforce usually from training centres from various regions or cities - in Indonesia.	Direct workers come from skilled workforce training centres in Indonesia-wide.	Indirect workers are widely-sourced	Sourcing employees	selection process
FCmn.12.m.3		The indirect is basically the same. When we need workers we call it sourcing.	Indirect workers sourced from skilled training centres -- colleges - Indonesia-wide.	Service workers are described as 'indirect workers'	Sourcing employees	selection process
FCmn.12.m.4		Then in my opinion English test is only in the interview.	English test is only in the interview.	Interview tests in English.	Speaking skill	English Communication Skills
FCmn.12.m.5		Usually form the beginning we advertise the vacancy through media or internet or job career.	We advertise the vacancy through the media internet or career fair.	wide network of sources	Modes of announcement	Selection process
SOwa.11	Ehm kalau misalnya requirement dalam test masuk iyah Pak. Bahkan dalam pekerjaan itu juga ada.	Ehm as a requirement yes it is. Even when we work we use it.	English is required both in the application stage as well as at work.	English is required both in the application stage as well as at work	English as an implied requirement	Job Requirement
FCwa.11	Waktu itu yah salah satu prasyarat.	*At that time yes (English) as one of the requirements*	English as a requirement to apply for a job.	English as a requirement to apply for a job	English as a necessary skill	Job Requirement

Job Advertisement in English						
App 2 - 13. Did you advertise the job vacancy in English? ***(Apakah Anda mengiklankan lowongan pekerjaan dalam Bahasa Inggris)***						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
PCmn.13.m	Ehh campur ada Bahasa Inggris ada bahasa Indonesia.	(Job advertisement written) Mixture in English and in Indonesian	Job advertisement written in mixture of English and Indonesian.	Mixed language in job ad.	Code switching	Bricolage of Language
SOmn.13.m	Yah. Dalam Bahasa Inggris.	Yes job advertisement is written in English.	Job advertisement is written in English.	Reading for Job advertisement	Reading skill	English Communication Skills
MNmn.13.m	Yes.	Yes. (Job advertisement written in English)	Job advertisement is written in English.	Advertisement is written in English.	Reading skill	English Communication Skills
PCwa.12	Tidak	No (Job application is not written in English)	Job application is not written in English.	Job application is written in Indonesian	Local language predom-inant	Bricolage of Language
SOwa.12.1	Kalau iklan ada yang dalam Bahasa Inggris ada yang dalam Bahasa Indonesia. Tapi kelau melamar pekerjaan mereka rata rata minta in English.	Regarding the advertisement some in English and some in Indonesian.	The advertisement is in English or Indonesian or mixture of Indonesian and English.	Job advertisement in English or mixed Indonesian and English.	Use of English terminology	Bricolage of language
PCwa.13	Bahasa Indonesia.	(The job interview is done in) Bahasa Indonesia.	The job interview is done in Indonesian.	Job interview is in Indonesian.	Local language predom-inant	Bricolage of Language
SOwa.13	Tidak Pak. Kebanyakan dalam Bahasa Indoneaia.	No Sir (The job interview was) mostly in Indonesian.	The job interview is mostly done in Indonesian.	This may tell us that English is not used in the Company, although it's not a guarantee.	Local language use	Bricolage of language
PCwb.13	Bahasa Indonesia.	(The job interview is done) Bahasa Indonesia.	The job interview is done in Indonesian.	Job interview is in Indonesian.	Local language predom-inant	Bricolage of Language

Job Advertisement in English						
App 2 - 13. Did you advertise the job vacancy in English? ***(Apakah Anda mengiklankan lowongan pekerjaan dalam Bahasa Inggris)***						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
MNwa.13	Yah.	yah. (The job interview was done in English.)	The job interview is done in English.	Job interview is done in English	Speaking	English Communication Skills

Type of Tests to Apply for a Job						
13. Additional Question Regarding Job Recruitment						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
PCwb.13.a	Dalam bentuk test dasar aja.Kayak ada paragraph dibolongin kata apa. Ada testnya test Bahasa Inggris.	In a basic test format as in a paragraph there are blank spaces that we have to complete. It was the English test like that.	The form of English test is filling in the blank spaces in a paragraph or sentences.	Clozed Test as common English type of test.	Test for employment	Selection Process
MNwa.13.a.1	Ada beberapa test. Test yang pertama tests tertulis seperti kita mengerjakan logika lah ya matematika fisika dasar. Kedua adalah team building. Jadi kita dibagi beberapa kelompok. Lalau kita dilihat bagaimana kemampuan kita untuk memanage group itu apakah kita bias jadi leader atau tidak terus bagaimana kemampuan kita dalam	There are some tests. The first test is written test like a logics test as in mathematics basic physics.	There are some tests such as logics, mathematics, and physics and it is written in English.	'General tests' delivered in English.	Reading & Writing	English Communication Skills
MNwa.13.a.2		The second test is team building. We are divided into some groups. Then we are observed on how well we can manage the group; can we become a leader or not and can we also give suggestions to the group? We are assessed there.	Team building test in which candidates are divided into some groups to discuss a matter.	English is used in the staff selection process via a debate in a team building exercise	Speaking	English Communication Skills

Type of Tests to Apply for a Job						
13. Additional Question Regarding Job Recruitment						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
MNwa.13.a.3	memberikan pendapat dalam groiup itu disitu dinilai. Seteklah team building nanti dikasih ada permasalahan apakah kita bias mampu memecahkan permasalahan itu baru interview. Ada test khusus Bahasa Inggris? Enggak enggak ada. Tidak ada. Semuanya conversation.	After the team building we are given some problem-solving then interview.	Interview test is to follow team building test.	Job interview is done in English	Speaking	English Communication Skills

Knowledge and Skills to Apply for Job						
14. What English language skills and knowledge are needed to apply for the job? ***(Keahlian dan pengetahuan Bahasa Inggris apa yang dibutuhkan waktu untuk melamar pekerjaan?)***						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
PCwa.14	Writing	Yes (the knowledge and skills to apply for the job is) writing.	English skill to apply for a job is only for the test, and the alumni think it is writing.	English test is included in employment test.	Writing	English Communication Skills

Knowledge and Skills to Apply for Job						
14. What English language skills and knowledge are needed to apply for the job? ***(Keahlian dan pengetahuan Bahasa Inggris apa yang dibutuhkan waktu untuk melamar pekerjaan?)***						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
SOwa.14.1	Kebutuhan Bahasa Inggris itu jatuh ke bagian teknisnya Pak. Jatuh kepada membaca maksudnya memahami enggak kita dalam bacaan Bahasa Inggris itu. Pengertian pehmahaman readingnya lah. Yah pada saat test nya.	The need of English skill is on its technical part - English.	Technical English is needed more.	Technical English belongs to ESP -	ESP - English for Special Purpose	workplace learning
SOwa.14.2		It's about reading which whether we can understand the reading passage. So comprehension mean reading.	Candidate workers are given an English test in a form of reading comprehension test.	Reading comprehension test	Reading skill	English Communication Skills
SOwa.14.3		Yes (English is needed) especially for the test.	English is needed for the test in the stage of job application.	English for the test	All English Language skills	English Communication Skills
PCwb.14	Tidak ada kebutuhan. Itu hanya sebagai prasyarat aja.	There is no need (for English skill at work). It's just a requirement.	English is just a requirement, not a needed skill to apply for a job.	English is just a requirement, not a needed skill to apply for a job.	English is not used.	Bricolage of Language

Use of English at work						
19. Do you have to use English at all in your company? ***(Apakah Anda harus menggunakan Bahasa Inggris di tempat kerja?)***						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
PCwa.19.1	Pernah sewaktu waktu pada saat saya menjaga stand pameran di Mall suatu mall sya kan ketemu dengan customer dia nanyain mobil Avanza kebetulan waktu itu itu dia percakapannya itu melalui Bahasa Inggris – oraang asing – yah turis yang menetap di Bandung gitu	I experienced sometimes when I was on duty in an exhibition in a mall.	When he was on duty [exhibition] he had to speak English.	English is the lingua franca for all employees	All English language skills	English Communication Skills
PCwa.19.2		I met a customer who asked me about Avanza in English; he was a foreigner who stayed in Bandung.	An unexpected occurrence which can happen to any frontline workers and need English skill to communicate.	Spoken English is required throughout the organisation	Speaking	English Communication Skills
SOwa.19	Ya. Yah manual.	Yes. (English is needed especially for reading) Manual.	Workers use manual which is often written in English. It is a guide for workers to use machinery.	Reading for Manual	Reading skill	English Communication Skills
PCwb.19	Tidak.	No (English is not used in his/her workplace).	English is not used in his/her workplace.	English is not used in his/her workplace.	English is not used.	Bricolage of Language

Workers Using English						
20 of App 2: Who Usually Use English in Your Company? *(Siapakah yang biasanya menggunakan Bahasa Inggris di perusahaan Anda?)*						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
FCmn.20.m.1	Misalkan ya kalo conversation terutama kita kalau kita ngomong dengan koordiansi yah dengan expatriate itu sudah pasti. Kemudian ehhh email. Apabila didestinationnya ada foreigner itu harus dalam Bahasa Inggris.	For example when we make a conversation when we coordinate with expatriates it should be in English.	They converse with foreigners in English no matter where they come from.	English is used to communicate with foreigners or expatriates.	Speaking skill	English Communication Skills
FCmn.20.m.2		Email if the sender is a foreigner it should be in English.	Emailing with foreigners is in English no matter where they come from.	English required for correspondence especially through e-mail.	Writing skill	English Communication Skills
PCmn.20.m	Biasanya seperti saya dengan kepala cabang. Kepala cabang ketika presentasi ke operational manager kepala wilayah itu dipakasa harus in English.	Usually I with the head of a branch when presenting to operational manager or head of regional office we are forced to use English.	They are forced to speak English during the presentation with the head of a branch operational manager and head of regional office.	Spoken English is required throughout the organisation	Speaking	English Communication Skills

Documents Written in English?						
20. Do you deal with any documents written in English to perform your job? What are they? ***(Apakah Anda menggunakan dokumen yang ditulis dalam Bahasa Ingggris untuk melaksanakan pekerjaan? Dokumen apakah itu?***						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
PCwa.20	Ada sebagian.	There are some (documents written in English)	He has to deal with some documents written in English.	Some documents written in English.	Reading	English Communication Skills
PCwb.20	Dokumen yang ditulis dalam Bahasa Ingggris? Tidak ada.	Documents written in English? No there are no(documents written in English)	No documents are written in English or at least the documents that he only deals with.	Documents not in English for this respondent	English is not used.	Bricolage of Language
FCmn.20.1	Even orang produksi mungkin kita ngomong PDS yah istilah istilah yang dipakai pun eh apa istilah nya campur baur yah. kayak production design sheet. It's common thing yah jadi PDS nya mana?	Even the production people when we talk about PDS the terminologies used are mixture of (Bahasa and English) just like production sheet.	Terminologies use mixture of English and Indonesian and it is used for efficiency.	Use of English terminology for efficiency	Use of terminology	Bricolage of Language
FCmn.20.2		It's a common thing to say where is PDS?	This is an example where bricolage of English is used: PDS nya mana? (Where is the PDS?)	Use of English terminology for efficiency	Use of terminology	Bricolage of Language

Problems of English at Work						
21. Do you have any difficulties in understanding the documents? ***(Apakah Anda punya kesulitan dalam mengerti dokumen dokumen itu?)*** **(Worker's View)**						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
PCwa.21	Awalnya sih mungkin karena saya fresh graduate masih meraba raba dunia kerja kayak gimana yah mungkin agak kesulitan	In the beginning maybe because I was just a fresh graduate still groping with the world of work so there are some difficulties.	Difficulties were found in the beginning of work as he was a fresh graduate.	A common problem of a new worker.	English language level	Workplace Learning
SOwa.21	Tidak pak.	Not Sir.(There is no problem in understanding documents written in English).	There is no problem in understanding documents written in English.	No problems in understanding documents in English.	Sufficient skill for reading	English Communication Skills
MNwa.21	No.	No. (There is no problem in understanding documents written in English)	No problem in understanding documents written in English.	Sufficient English ability.	Reading skill	English Communication Skills
FCwb.21	I think not really.	I think not really. (There seems to be no problem in understanding the documents written in English)	No problem in understanding the documents written in English.	Sufficient English ability.	Workers language competency	Workplace Learning
SOwb.21	Kalo saya sendiri tidak. Cuma kalo untuk orang lain saya kurang tahu.	For me (there is) not really a problem in understanding the documents written in English). But for the others I do not know.	There is no problem in understanding the documents written in English for her but she doesn't know with the other workers.	Each worker has different capability and different duty.	Sufficient skill for reading	English Communication Skills

30. of appendix 2: Do you see any difficulties faced by the workers in using English? ***(Apakah Anda melihat permasalahan yang dihadapi oleh para pekerja dengan Bahasa Inggrisnya?*** ***(Manager's View)***						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
FCmn.30.m.1	Enggak. Even buat orang yang tadinya sulit berbahasa aInggris jadi terpaksa. Jadi mungkin Anda akan temuin orang yang ngomong bahsa Inggris nya belepotan tapi satu hal yang bagi kami apa istilahnya bias dibanggakan dia berani berbahasa Inggris.	No (I see no difficulty of workers using English) even for workers with English difficulty in the beginning because they are forced	They are forced to use English despite with difficulty.	Forced' condition to use English.	Company condition.	Workplace Learning
FCmn.30.m.2		So you will find those who speak English with struggle	Some workers speak English with struggle.	Forced' condition to use English.	Company condition.	Workplace Learning
FCmn.30.m.3		but one thing that we are proud they are brave to use English.	Manager is proud because their workers are brave enough to use English.	It needs bravery to use English.	Risk taking strategy to learn the language	Workplace Learning
SOmn.30.m.1	Kesulitan ya tentunya semua dulunya juga mengalami kesulitan. Karena bahasa inggris kan proses belajar sehingga pada awalnya gradenya atau levelnya rendah tapi dengan belajar setiap hari dan setiap hari harus menggunakan dan membaca dan kemudian secara bertahap kemampuannya bertambah.	Problem yes everybody has a problem in the beginning.	Problem is always faced by workers in the beginning.	General: Workers learn through problems.	Solution to English language problems	Workplace Learning

Who Write the English Documents?						
22. Who do you think created or designed the documents/templates? ***(Siapa kemungkinan yang membuat atau mendesain dokumen/templatnya?)***						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
PCwa.22	Kalo itu mungkin dari sananya langsung	*It is originally like that (English documents were originally written as such in English.*	English documents were originally written as such (in English) as an international language.	Some documents written in English.	Reading	English Communication Skills
SOwa.22	Ini ada Pak. Pak Arifin. Ini apa yang kepala lab disini.	*Here is he -the writer of the document- Mr. A----.He is the head of the lab here.*	The writer of the documents is the head of the lab in the company.	English as a requirement for job promotion and for work	English as an implied requirement	Job Requirement
MNwa.22	It is a template already but sometimes we got it from client. We got it from client and we distribute it again.	It is a template already but sometimes we got it from client. We got it from client and we distribute it again.	The client writes the documents and it is distributed.	Common practice: work documents are written in English.	Reading & Writing	English Communication Skills
FCwb.22	Some are related templates and some I made by myself. If the template hasn't been available I created by myself. If it is there I just copy paste them.	Some are related templates and some I made by myself. If the template hasn't been available I created by myself. If it is there I just copy paste them.	Some documents are written based on the templates except when they are new kind of documents and no templates exist.	The first reliance is on the templates	Writers of documents	Globalisation

Correspondence in English?						
23. Do you correspond with anybody in English to perform your job? ***(Apakah Anda melakukan korespondensi dalam Bahasa Inggris untuk melaksanakan pekerjaan?)***						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
PCwa.23	Belum	Not yet. (We haven't done any correspondence in English)	They haven't done any correspondence in English.	English is not used for correspondence.	Local language predom-inant	Bricolage of Language
SOwa.23	Surat meenyurat ada tapi kalau intern kita menggunakan Bhs Indone-sia Pak. Kalo kita berhubungan dengan luar yah kita gunakan Bhs Inggris.	There is correspondence but in-ternally we use Indonesian language Sir. If we correspond with foreigners we use English	They use Indone-sian to correspond with Indonesian colleagues but Eng-lish with foreigners.	English for correspond-ence	Reading & Writing	English Communication Skills
PCwb.23	Korespondensi dalam ba-hasa Indonesia. Tidak dalam bahasa Inggris.	Correspondence is in Indonesian not in English	They use Indone-sian to correspond.	They use Indonesian to correspond.	Local language predom-inant	Bricolage of Language
MNwa.23.1	Yes. Mostly email. Email fax let-ters are always in English.	Yes. (I correspond with anybody in English to perform the job)	They correspond in English to perform the job.	Job correspondence in English.	Reading & Writing	English Com-munication Skills
MNwa.23.2		Mostly email. Email fax letters are always in English.	Correspondence is mostly by e-mail but all are always in English.	Job correspondence in English.	Reading & Writing	English Com-munication Skills

Appendices

Knowledge and Skills at Work						
25. What English language skills and knowledge are needed to perform duties at work? ***(Keahlian dan pengetahuan Bahasa Inggris apa yang dibutuhkan waktu untuk melaksanakan tugas pekerjaan?)***						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
PCwa.25	Communication skill speaking. – karena harus menjelaskan – product knowledge.	Communication skill speaking. – because we have to explain product knowledge	Of all English skills speaking is the most required as he has to explain the product knowledge.	Spoken English is required throughout the organisation	Speaking	English Communication Skills
SOwa.25.1	Hampir semuanya sih pak. Grammarnya kalo kita komunikasi. Titik berastnya ke reading Pak. Sama pak perlu.	Almost anything - skill and knowledge of English- Sir.	Almost all language skills are needed.	Almost all language skills are needed.	All English Language skills	English Communication Skills
SOwa.25.2		The grammar (is needed especially) when we communicate.	The grammar is needed especially when we want to communicate well.	Grammar knowledge needed	Language element	English Communication Skills
SOwa.25.3		The emphasis is on reading Sir.	The emphasis of the language skills needed is on reading.	Reading is especially needed	Reading skill	English Communication Skills
MNwa.25.1	Mostly conversation but sometimes if you send the letters you have to know about the grammar. It is Writing skills.	(The language skill they need to perform duties at work is) Mostly conversation	The language skill they need to perform duties at work is speaking skill.	Speaking skills are the most prominent and useful language skill at work.	Speaking	English Communication Skills

Level of English in Polytechnic College						
26. How good was your English when you were in Polytechnic? ***(Sebaik apa Bahasa Inggris Anda ketika di Polteknik?)***						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
PCwa.26	A: Cukup hhhhh	Just enough.(English was just enough to pass the tests).	His English was just enough to pass the tests.	Sufficient skill of English	English language level	Workplace Learning
SOwa.26	Bagus Pak. Selain dari SMA kan meningkat ke sana.	(My English is) Good Sir. From high school then in college we have progress.	His English is good.	Progress in English	Learning process happening	Workplace Learning
PCwb.26	Sedang pas pasan.	(My English was).Just enough passed the test.	His English was just enough to pass the tests.	Sufficient skill of English	English language level	Workplace Learning
MNwa.26	In first semester I got C and then B and in the last semester I got A. Because I also took English course when I was in college.	In first semester I got C and then B and in the last semester I got A. Because I also took English course when I was in college.	There is a good progress in English subject.	It's how English is improving.	Personal efforts to gain achievement	Employment Matters
FCwa.26	I think maybe average.	I think (my English in college was) maybe average.	His English in college was average level or maybe good enough	Satisfactory grade of English in college	English language level	Workplace Learning
FCwb.26	Not really good I think.	(My English was) Not really good I think.	He judged himself that his English was not good enough	Self judgment of English own competency.	English language level	Workplace Learning
SOwb.26	Cukup bagus.	(My English is) Good enough.	His English is good enough.	Sufficient skill for reading	Sufficient skill for reading	English Communication Skills

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Level of English at Present/at Work						
27. How good is your English now? ***(Sebaik apa Bahasa Inggris Anda sekarang?)***						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
PCwa.27	Sama saja lah	Just the same.(lMy level of English now is the same as that when I was in college).	His level of English now is the same as that when he was in college.	No progress.	English language level	Workplace Learning
SOwa.27	Lebih baik Pak.	It's better Sir. (My English now is better than that when he was in college).	His English now is better than that when he was in college.	Progress in English	Learning process happening	Workplace Learning
PCwb.27	Justru malah lupa. Berkurang	I even forget now. The skill is decreasing.	His level of English now is probably worse than that when he was in college.	No progress.	English language level	Workplace Learning
FCwa.27	Maybe better than before.	Maybe (my level of English is) better than before (when I was in college).	Her level of English now is better than that when he was in college.	Their English progressing	Workers language competency	Workplace Learning
PCmn.27	Biasa yah.	Yes it is OK.(My English is OK)	The workers' level of English is sufficient.	Sufficient skill of English	English language level	Workplace Learning

31. Why do you think an employee at your workplace gets promoted to higher position? *(Mengapa menurut perkiraan Anda seorang pekerja di tempat kerja Anda dapat promosi ke posisi lebih tinggi?)*						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
PCwa.31	Karena dia punya apa – melebihi target? – kapasitas cukup untuk dijadikan pegawai ini apa untuk naik jabatan.	Because he/she is over the target. He/she has the capacity enough to get promotion.	The main factor to get promotion is he/she can reach over the target and this is a marketer's achievement.	Marketer's achievement is whether he/she can sell over the target.	Organis-ational values	Selection Process
SOwa.31	Faktornya sih kinerja. Kinerja itu yah bagaimana dia memecahkan persoalan di lapangan yah dalanm pekerjaan aja.	The factor is performance. Performance is how he/she solves a problem in the field in his/her own field.	The most important factor for job promotion is performance.	Performance is how he/she solves a problem in the field i his/her own field.	Valuing	selection process
MNwa.31.1	Yang jelas bagaimana dia bias perform pekerjaan lalu apakah dia bias mencapai objective dia kemudian ada beberapa career path yang harus dia ikutin. Dulu kitika saya lab technician memang ada career path yang harus saya ikutin karena disitu bias mebuat saya promote untuk naik ke grade berikutnya. Jadi ada beberapa step career disitu	It's obviously how he/she performs in his/her work; if he/she can reach the objective and there is a career path that he/she can get.	Performance is a factor that can make a worker promoted.	Performance for job promotion	Valuing performance and attitude	Selection Process
MNwa.31.2		Last time when I was a lab technician there was a career path that I had to follow because from there I could be promoted to get a higher grade. So there is a career step there.	There is a career path to follow so a worker can reach higher position.	Career path should also consider performance and dedication.	Valuing performance and attitude	Selection Process

English as a Requirement for Job Promotion						
32. Is English one of the requirements to get promotion? ***(Apakah Bahasa Inggris merupakan salah satu syarat untuk dapat dipromosikan?)***						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
PCwa.32	Bahasa Inggris mungkin hanya misalkan kayak ada istilah sedikit istilah Bahasa Inggris yang kita pakai dalam promosi misalkan buy one dapat ini kalau misalkan promosi gitu.	English maybe used for some terminologies for promotion for example "buy one the you'll get another for free". Just like that.	English is used for some terminologies for promotion and they may sound attractive.	English sounds attractive.	Code switching	Bricolage of Language
SOwa.32	Enggak ada Pak da semua juga Bahasa Inggris mah harus tahu.	Not Sir (English is not a just requirement for promotion) because all workers should know English.	English is not a requirement for job promotion because everybody has to know English.	English as a requirement for job promotion and for work	English as an implied requirement	Job Requirement
PCwb.32	Kalo sales mungkin iyah. Karena interaksi sama banyak orang customer dari dalam Negeri atau customer dari luar.	For sales man maybe yes because they can interact with people from this country or abroad).	Sales people need English because they interact with many kinds of people.	English is the lingua franca for all employees	All English language skills	English Communication Skills
MNwa.32	Yes I think so.	Yes I think so. (English is a requirement for job promotion).	English is a requirement for job promotion.	English required for advancement	English required for job promotion	Job Requirement

How to solve problems of English language						
33. How do you cope with English language difficulty at work? ***(Bagaimana Anda mengatasi permasalahan Bahasa Inggris di tempat kerja?)***						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
SOwa.33.1	Kamus. Kamus umum dulu lah. Udah itu kita apa namanya tuh dibandingkan lah dengan untuk yang tekniknya. Saya lihat dari kalimat Aduh contohnya ya gak tahu yah. Kalau ada yang susah sssst kita ambil masukkan rumus eh Terjemahan kalo translate kan pasti umum nah kemudian kita kaitkan dengan kalimat itu. Ini maksudnya kemana?	(I use) Dictionary. General dictionary first. Then we compare the word with its technical equivalence.	Using a dictionary to solve an English problem.	Sentence level: Compare the word with its technical equivalence	Solution to English language problems	Workplace Learning
SOwa.33.2		I also see from the sentence. I cannot give an example unfortunately.	To see a word in the sentence context.	Sentence level: Looking at the word in a context.	Solution to English language problems	Workplace Learning
SOwa.33.3		When there is a difficulty we try to translate.	If he still cannot find the meaning he translates the word.	Sentence level: Translating words	Solution to English language problems	Workplace Learning
SOwa.33.4		It is still general then we try to put it in context. What does it really mean then?.)	If the translation does not help find the meaning in the context.	Sentence level: Looking at the word in a context.	Solution to English language problems	Workplace Learning
MNmn.33.4		But we are not only operate in Indonesia we operate in all over the World.	The company operates all over the world.	Worldwide company	Company structure	Globalisation

English Training Provided by Company						
34. Have you been provided with any English training program by the Company? If Yes how long was it and how was it conducted? ***(Apakah Anda pernah disediakan pelatihan Bahasa Inggris oleh Perusahaan) Apabila ya berapa lama dan bentuknya bagaimana?***						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
PCwb.34	Tidak ada. Belum pernah.	There has never been. Never (been provided with English training).	They have never been provided with English training.	English Training is not needed.	Training not needed	Workplace Learning
FCwa.34.1	Belum sempat aja Pak. Iya kan seringnya pulang malam. Jadi. Enggak jadi kan ada suatu les kalau kita mau les dimana kita propose ke perusahaan saya mau les disini kemudian discover oleh perusahaan. Biasanya harus ada ini Pak persyaratannya kalau mau diciver sama Perusahaan. Setelah les selesai itu kan ada test nya seritifikatnya. Kalau testnya OK lulus baru kita bisa reimburse pembiayaan selama kita les.	I have never had a chance (to learn English in a training college). I often go home late.	She cannot attend the training because she often goes home from work late.	There is an offer, but the opportunity is not there.	Personal condition	Workplace Learning
FCwa.34.2		When there is an English training - outside - we propose to the company so it can be covered	The company will cover the training fee so the company actually open an opportunity for workers to improve their English.	Company open an opportunity for workers to improve their English.	Opportunity for training	Workplace Learning
FCwa.34.3		After the training ends there should be a test with its certificate. If we pass the test we can get reimbursement.)	The company needs a proof of the workers' ability and certificate.	Certificate to document the ability gained.	Ability and certificate	Workplace Learning

Appendices

English Learning Suggested by Company						
35. Have you ever been suggested to learn English by the Company (your supervisor)? If Yes how did you do that? Please explain: ***(Apakah Anda pernah disarankan untuk belajar Bahasa Inggris oleh Perusahaan /supervisor Anda? Apabila Ya bagaimana Anda melakukan itu? Tolong jelaskan.)***						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
PCwa.35.1	Kalau disarankan langsung tidak sih. Cuma kita sebagai ini lah harus siap aja gitu harus bias.	Not directly suggested. (I have never been suggested directly by my supervisor to take a training g course.	He has never been suggested directly by his supervisor to take a training g course.	English Training is not needed.	Training not needed	Workplace Learning
PCwa.35.2		But we have to be ready with that ability	Workers have to be ready with English skill.	English is the lingua franca for all employees	All English language skills	English Communication Skills
SOwa.35	Kalo disarankan pernah.	(I have) never been suggested (by my supervisor to take a training course).	He has never been suggested by his supervisor to take a training course.	No training needed	Sufficient English ability	Workplace Learning
PCwb.35	Belum pernah	Not yet. (I have never been suggested by his supervisor to take a training course).	He has never been suggested by his supervisor to take a training course.	English Training is not needed.	Training not needed	Workplace Learning
MNwa.35	No never.	No never. (I have never been suggested by his supervisor to take a training course)	She has never been suggested by his supervisor to take a training course.	Sufficient English ability.	Workers language competency	Workplace Learning

Suggestions and Comments Regarding the Use of English at Work						
36. Do you have any comments/suggestions about the use of English at your workplace? ***(Apakah Anda punya komentar atau saran tentang penggunaan Bahasa Inggris di tempat kerja Anda?)***						
RSPDNT	**Original Comments**	**Comment (Translated)**	**Construct**	**Concept**	**Topic area**	**Org Themes**
PCwa.36.1	Sarannya mungkin untuk dipakai langsung Bahasa Inggris mungkin enggak yah kalau saat situasit tertentu Bahasa Inggris ini sangat dibutuhkan -- Jadi kita harus siap – Harus siap yah sebagai karyawan	My suggestion is we do not use English directly but under certain conditions English may be really needed.	English is not used directly or all the time but sometimes it is needed.	English is the lingua franca for all employees	All English language skills	English Communication Skills
PCwa.36.2		So we have to be ready. We have to be well prepared as workers.	Workers have to be ready with English skill.	English is the lingua franca for all employees	All English language skills	English Communication Skills
SOwa.36.2		They can use English well but when they have to converse some have difficulty. They can listen - understand - but they cannot speak.	People (of English as a second or foreign language) can listen and understand English but they cannot speak what they want to speak.	Poor application of communication skill.	Admitted passive skill	English Communication Skills
SOwa.36.3		Now the manuals are mostly in English.	Manuals are written in English.	Reading for Manual	Reading skill	English Communication Skills

Appendix 2 Questionnaire for polytechnic alumni workers

Dear Colleagues

You have been selected as a person who understands the use of English in your company. The interview is part of research which has an aim to investigate the use of English in Indonesian workplaces. The research has great significances for curriculum development in Indonesian education system as it can help identify English language needs in Indonesia especially in workplaces.

Please answer the questions as detailed as you can and feel free to answer the questions either in Indonesian or English or mixture whichever is comfortable for you. Please also note that:

- Responses to the questions will be strictly confidential;
- You do not have to mention your name and identity;
- All responses will only be seen by myself and supervisor;
- All responses will be destroyed once the study is completed;
- Your answers will be audiotaped.

If you have any questions please feel free to contact Mr. Dedy Setiawan at (+61) 452277969 or email: dedy.Setiawan@live.vu.edu.au. You can also contact my principal supervisor Dr Ian Ling at (+61) 417368072 or e-mail: Ian.Ling@vu.edu.au or Ian.Ling@bigpond.net.au.

Thank you for your participation in the research. Your involvement will be very useful.

Regards

Dedy Setiawan
School of Education
Victoria University
Melbourne Australia

The Translation/Terjemahan

Para Kolega yth

Anda telah terpilih sebagai salah seorang yang mengetahui mengenai penggunaan Bahasa Inggris di Perusahaan Anda. Interview ini merupakan bagian dari penelian yang mempunya tujuan untuk meneliti penggunaan Bahasa Inggris di tempat kerja di Indonesia. Penelitian ini memiliki manfaat yang besar untuk pengembangan kurikulum dalam system pendidikan di Indonesia karena dia dapat mengidentifikasi kebutuhan Bahasa Inggris di Indonesia khususnya di tempat kerja.

Tolong jawab pertanyaan-pertanyaan ini sekomplet mungkin dan gunakan Bahasa yang Anda senang menggunakannya: Bahasa Inggris atau Bahasa Indonesia atau campuran. Tolong dicat bahwa:

- Jawaban terhadap pertanyaan-pertanyaan itu bersifat rahasia;
- Anda tidak perlu menyebuit nama dan identitas lainnya;
- Semua jawaban hanya akan dilihihat oleh sya sendiri (Peneliti) dan supervisor;
- Semua jawaban akan dihancurkan segera setelah penelitian ini selesai;
- Jawaban Anda akan direkam.

Apabila Anda ada pertanyaan silahkan hubungi saya Dedy Setiawan at (+61) 452277969 atau melalui email: dedy.Setiawan@live.vu.edu.au atau supervisor utama saya Dr. Ian Ling at (+61) 417368072 atau melalui e-mail: Ian.Ling@vu.edu.au or Ian.Ling@bigpond.net.au.

Terima kasih atas partisipasi Anda dalam Penelitian ini. Keterlihatan Anda sangat berguna.

Hormat Saya

Dedy Setiawan
School of Education
Victoria University
Melbourne Australia

A. Personal Data

Name and address:.(Optional)..... Gender:.....
(Nama dan alamat – Boleh diisi boleh tidak) *(Jenis Kelamin)*

PLEASE CIRCLE THE RIGHT ANSWER
MOHON DILINGKARI JAWABAN YANG TEPAT.

1. When did you graduated from Polytechnic?
(Kapan Anda lulus dari Politeknik?)
   - One year ago *(Satu tahun yang lalu)*
   - Two years ago *(Dua tahun yang lalu)*
   - Between 2 – 5 years ago *(Antara 2 s/d 5 tahun lalu)*
   - Over 5 years ago *(Lebih dari 5 tahun lalu)*

2. What Study Program/Department in Polytechnic did you graduate from?
(Dari Program Studi/ Jurusan apa di Politeknik Anda lulus?)

a. Accounting and Banking Finance
b. Aeronautic
c. Business Administration Marketing and Management
d. Chemical Engineering
e. Civil Engineering
f. Computer Engineering
g. Electronics and Electrical Engineering
h. Energy Conversion Engineering
i. English Language
j. Mechanical Engineering
k. Telecommunications Engineering
l. Others:.....

2. What level of diploma did you gain from Polytechnic:
(Tingkat/Jenjang dploma yang Anda raih di Polteknik?)

a. Diploma 3
b. Diploma 4

4. Present company you work for:.....
(Perusahaan/Tempat Anda bekerja sekarang:)

5. Type of company: Nation☐ Private National Public Fo☐gn or Multi-national ☐*(Jenis Perusahaan: Swasta Nasional Milik Negara Asing/ Multi-nasional)*

6. What area does your company deal with?
(Perusahaan tempat bekerja Anda bergerak dalam bidang apa?
☐nance and insurance oil ☐retail business ☐ travel and tourism ☐elec☐munication ☐food ☐extile service
Others:☐.....

7. What position do you take now?
(Jabatan posisi Anda sekarang adalah?)
   - Administration or secretarial
   - Operator or production line
   - Information or other front liner

- Line manager
- Managerial
- Others:.....

8. How long have you worked for the present company?
(Berapa lama Anda bekerja di perusahaan sekarang ini?)
   - Less than six months *(Kurang dari enam bulan)*
   - Between 6 and 12 months *(Antara 6 s/d 12 bulan)*
   - Between 1 and 2 years *(Antara 1 s/d 2 tahun)*
   - Over 2 years *(Lebih dari 2 tahun)*

9. Have you worked in another company before?
(Apakah Anda pernah bekerja di perusahaan lain sebelumnya?
   - Yes
   - No

A. Entry to Employment

1. When did you first obtain your first job after graduation?
(Kapan Anda mendapatkan pekerjaan pertama setelah lulus?)
   - Recruited when I was in college *(Direkrut ketika Saya masih di Politeknik)*
   - Within 3 months after graduation *(Dalam waktu 3 bulan selelah lulus)*
   - Between 4 months and 12 months after graduation *(Antara 4 s/12 bulan setelah lulus)*
   - Between after one and 2 years after graduation *(Antara 1 s/d 2 tahun setelah lulus)*
   - After two years of graduation *(Setelah 2 tahun setelah lulus)*

2. What could be the main reason why you got your first job?
(Apa yang mungkin membuat Anda mendapat pekerjaan tersebut?)
   - Because of your high GPA (3 or over from the scale of 1 - 4). *(Karena Indeks Prestasi Anda yang tinggi – 3 atau lebih dari skala 1 s/d 4)*
   - Because of your English *(Karena Bahasa Inggris Anda)*
   - Because the company really needed a new recruit *(Karena Perusahaan benar-benar sedang membutuhkan tenaga baru)*
   - Because of your personality that might have impressed company personnel *(Karena pribadi Anda yang mungkin mengesankan)*
   - Other:.....

3. Was English one of the requirements to apply for the job?
(Apakah Bahasa Inggris merupakan salah satu persyaratan untuk melamar pekerjaan?)
   - Yes
   - No

4. Did you have to apply for the job in English?
(Apakah Anda harus melamar pekerjaan dalam Bahasa Inggris?)
   - Yes
   - No

5. When you were interviewed was it delivered in English?
(Ketika diinterview apakah dilakukan dalam Bahasa Inggris?)
   - Yes
   - No
   - Mixture of Indonesian and English *(Campuran Bahasa Inggris dan Indonesia)*
   - There was no interview. *(Tidak ada interview)*

B. English language skills used to apply for a job:

(Keahlian Bahasa Inggris yang Digunakan untuk Melamar pekerjaan)

Use your own experience or your friends' experiences to answer the following questions and place tick (V) on the appropriate column.
(Gunakan pengalaman Anda atau teman Anda untuk menjawab pertanyaan berikut dan pasang tick (V) pada kolum yang sesuai.

English Language Skills/Elements	**English Language Sub-skills**	**Frequency of Use** (How often do you use them?) *(Seberapa sering Anda menggunakannya?)* ○ 5. Very often ○ 4. Often ○ 3. Sometimes ○ 2. Ever ○ 1. Never					**Language skills mastery** (How able are you to do them?) *(Sejauh mana Anda mampu melakukannya)* ○ 5. Very well ○ 4. well ○ 3. satisfactory ○ 2. Not well ○ 1. Not well at all				
		5	4	3	2	1	5	4	3	2	1
Reading Job Advertisements	I have to be able to understand: (*Saya harus mampu mengerti):* **a)** Abbreviations found in the ads *(Singkatan yang ada di iklan)* **b)** Identifying requirements in the ads *(Mengidentifikasi persyaratan yang ada di iklan)* **c)** Identifying how to apply for a job *(Mengidentifikasi bagaimana melamar pekerjaan)* **d)** ..... a. b.	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .
Writing documents for job application	I have to be able to write documents such as *(Saya harus mampu menulis dokumen seperti halnya)* **a)** Letter of application *(Surat lamaran)* **b)** Letter of resume/CV *(Surat riwayat hidup)* **c)** Draft Letter of recommendation/reference *(Draft surat rekomendasi/referensi)* **d)** Others (*Yang lainnya)*:.....	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .
Interview	I have to explain or be able to answer questions about *(Saya harus menerangkan atau mampu menjawab pertanyaan-pertanyaan mengenai:)* **a)** My identity/backgrounds *(Latar belakang/identitas saya)* **b)** Reasons why I am applying for the job *(Alasan mengapa saya melamatr pekerjaan*) **c)** My educational backgrounds *(Latar belakang pendidikan saya)* **d)** My work experiences	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .

	(Pengalaman pekerjaan saya) **e)** My skills in relation to the job applied *(Keahlian yang berhubungan dengan pekerjaan)* **f)** My enthusiasm on the job applied *(Anthusiasme saya terhadap pekerjaan)* Others (*Yang lainnya)*:.....	. . .

	d. On the Radio	.	.	.	.	.	.	.	.	.	.
	e. On TV	.	.	.	.	.	.	.	.	.	.
	f. On a Speech/Presen-	.	.	.	.	.	.	.	.	.	.
	tation	.	.	.	.	.	.	.	.	.	.
	g. In meetings										
	h. As customers										
	i. As tourists (You act as a guide)										
	j. Oth- ers:.....										
Reading skills	I have to read/understand English of										
	(Saya harus membaca/mengerti Bahasa Inggris dari)	.	.	.	.	.	.	.	.	.	.
	a. Manuals	.	.	.	.	.	.	.	.	.	.
	g) E-mails	.	.	.	.	.	.	.	.	.	.
	h) Web pages	.	.	.	.	.	.	.	.	.	.
	i) Signs and Instructions in	.	.	.	.	.	.	.	.	.	.
	workplaces	.	.	.	.	.	.	.	.	.	.
	j) Minutes of meetings	.	.	.	.	.	.	.	.	.	.
	k) Advertisements	.	.	.	.	.	.	.	.	.	.
	l) Catalogues/Booklets	.	.	.	.	.	.	.	.	.	.
	m) News articles	.	.	.	.	.	.	.	.	.	.
	n) Textbooks	.	.	.	.	.	.	.	.	.	.
	o) Magazines	.	.	.	.	.	.	.	.	.	.
	p) Newspapers	.	.	.	.	.	.	.	.	.	.
	q) Forms	.	.	.	.	.	.	.	.	.	.
	r) Contracts/Legal documents	.	.	.	.	.	.	.	.	.	.
	s) Others:.....										
Writing Skills	I have to write in English										
	(Saya harus menulis Bahasa Inggris tentang)	.	.	.	.	.	.	.	.	.	.
	a) Manuals	.	.	.	.	.	.	.	.	.	.
	b) E-mails	.	.	.	.	.	.	.	.	.	.
	c) Web-pages	.	.	.	.	.	.	.	.	.	.
	d) Signs and Instructions in	.	.	.	.	.	.	.	.	.	.
	workplaces	.	.	.	.	.	.	.	.	.	.
	e) Minutes of meetings	.	.	.	.	.	.	.	.	.	.
	f) Advertisements	.	.	.	.	.	.	.	.	.	.
	g) Catalogues/Booklets	.	.	.	.	.	.	.	.	.	.
	h) News articles	.	.	.	.	.	.	.	.	.	.
	i) Textbooks	.	.	.	.	.	.	.	.	.	.
	j) Articles for Magazines	.	.	.	.	.	.	.	.	.	.
	k) Articles for Newspapers	.	.	.	.	.	.	.	.	.	.
	l) Forms	.	.	.	.	.	.	.	.	.	.
	m) Contracts/Legal documents	.	.	.	.	.	.	.	.	.	.
	n) Others:.....	.	.	.	.	.	.	.	.	.	.

Do you have any comments/suggestions about the use of English at your workplace?
(Apakah Anda mempunyai komentar/saran tentang penggunaan Bahasa Inggris di tempat kerja Anda?)

.....
.....
.....

THANK YOU FOR YOUR ANSWERS

Appendix 3 Tabulation of data from questionnaire

Part I Personal Data									
RSPDN	Gender 0	Year of graduation 1	Study Program 2	Study Level 3	Company Type 5	Company Area 6	Present Position 7	Length of Service 8	Worked before 9
1	F	2 years ago	Bus Admin	D 3	Private co	Service	Information	6 - 12 months	Yes
2	F	2 - 5 years	Electro	D 3	Private co	Otomotive	Admin secr	over 2 years	Yes
3	M	Over 5 year	Bus Admin	D 3	Private co	Retail busn	Admin secr	over 2 years	Yes
4	M	2 - 5 years	Bus Admin	D 3	Private co	Otomotive	Operator	6 - 12 months	Yes
5		Over 5 year	Electro	Dipl 4	Private co	Service	Line manager	1 - 2 years	No
6	M	Over 5 year	Mechanical	Dipl 4	State-owned	Electronics	Operator	over 2 years	No
7	F	2 - 5 years	Bus Admin	D 3	Foreign	Heavy equipment	Admin secr	6 - 12 months	Yes
8		1 year ago	Bus Admin	D 3	Foreign	Heavy equipment	Admin secr	6 - 12 months	No
9	M		Bus Admin	Dipl 4	Foreign	Heavy equipment	staff	1 - 2 years	No
10	M	2 years ago	English lang	D 3	Foreign	Heavy equipment	Admin secr	1 - 2 years	No
11			Chemical eng		Foreign	Heavy equipment	others	less 6 months	Yes
12		1 year ago		D 3	Foreign	Heavy equipment	Staff org dev.	less 6 months	No
13		2 - 5 years	Law	Dipl 4	Foreign	Heavy equipment	Admin secr	1 - 2 years	Yes
14	F	2 - 5 years	Communication	D 3	State-owned	aircraft manf	PR and infor.	over 2 years	Yes
15	F	Over 5 year	Other	D 3	State-owned	aircraft manf	Cult dev & agency	over 2 years	Yes
16	F	Over 5 year	Bus Admin	Dipl 4	State-owned	Indust engin	Admin secr	over 2 years	No
17	F	2 - 5 years	Bus Admin	D 3	State-owned	aircraft manf	Admin secr	over 2 years	Yes

Part I Personal Data									
RSPDN	Gender 0	Year of graduation 1	Study Program 2	Study Level 3	Company Type 5	Company Area 6	Present Position 7	Length of Service 8	Worked before 9
18	F	2 years ago	JM	D 3	State-owned	aircraft manf	other staff	1 - 2 years	No
19	M	2 years ago	Acc & bank finance	d 3	State-owned	aircraft manf	Admin secr	over 2 years	Yes
20	M	Over 5 year	Electro	D 3	State-owned	aircraft manf	technician	over 2 years	Yes
21	M	2 - 5 years	Electro	D 3	State-owned	aircraft manf	Prod. Controler	over 2 years	Yes
22	F	Over 5 year	Chemical eng	D 3	State-owned	aircraft manf	Process contr. Engineer	over 2 years	Yes
23	M	Over 5 year	Aeronatics	D 3	State-owned	aircraft manf	quality tooling	over 2 years	Yes
24	M	2 - 5 years	Energy convertion	D 3	State-owned	aircraft manf	quality control	over 2 years	Yes
25	M	2 years ago	English lang	D 3	State-owned	Other: phramacutical	Admin secr	less 6 months	Yes
26		1 year ago	Chemical eng	D 3	Foreign	Chemicals	Operator	6 - 12 months	No
27	M	Over 5 year	Bus Admin	D 3	State-owned	Other: Education	Admin secr	over 2 years	No
28	M	2 - 5 years	Chemical eng	D 3	Multinational	oil	safety supervisor	over 2 years	No
29	F	1 year ago	English lang	D 3	Private co	Other: textile	Exp Imp Staf	1 - 2 years	No
30	F	2 - 5 years	English lang	D 3	Private co	Other: textile	Exp Imp Staf	6 - 12 months	Yes
31	L	1 year ago	Aeronatics	D 3	Multinational	oil	Operator	less 6 months	No
32	F	2 years ago	Acc & bank finance	Dipl 4	Multinational	oil	Admin secr	1 - 2 years	No
33	M	2 - 5 years	English lang	D 3	Private co	Media	Quality Control	less 6 months	Yes
34	F	1 year ago	English lang	D 3	Private co	Security Hardware	Admin secr	less 6 months	Yes
35	F	2 - 5 years	English lang	D 3	State-owned	Pharmacetical	Admin secr	1 - 2 years	No

Part I Personal Data									
RSPDN	**Gender 0**	**Year of graduation 1**	**Study Program 2**	**Study Level 3**	**Company Type 5**	**Company Area 6**	**Present Position 7**	**Length of Service 8**	**Worked before 9**
36	F	2 years ago	English lang	D 3	Private co	Finance and insurance	Admin secr	6 - 12 months	No

Part II Entry to Employment						
RSPDN	**First Job Obtained 1**	**Main reason for First job 2**	**English as Requirement 3**	**Job Appl in English 4**	**Interview in English 5**	**Ideas on English Lan-guake skills to Apply for Job 6**
1	3 months	Company needs	Yes	No	Mixture	completed
2	4 - 12 months	Personality	No	No	No	completed
3	3 months	High GPA	No	No	No	completed
4	In college	Personality	No	No	Mixture	completed
5	4 - 12 months	Company needs	Yes	No	Mixture	completed
6	4 - 12 months	Company needs	Yes	yes	Mixture	completed
7	In college	Company needs	Yes	yes	Mixture	completed
8	4 - 12 months	Company needs	Yes	yes	Mixture	completed
9	4 - 12 months	Company needs	Yes	yes	Mixture	completed
10	4 - 12 months	personlt & Engl	Yes	yes	Yes	completed
11	4 - 12 months	personality	Yes	yes	Mixture	Little com-pleted
12	3 months	personality	Yes	yes	Mixture	Little com-pleted
13	4 - 12 months	Company needs	Yes	yes	Mixture	completed
14	3 months	Company needs	Yes	No	Mixture	completed
15	3 months	Company needs	Yes	yes	Mixture	completed
16	3 months	Company needs	Yes	yes	Mixture	completed
17	4 - 12 months	Company needs	Yes	yes	Mixture	completed
18	3 months	GPA Eng & Co needs	Yes	No	No	completed
19	4 - 12 months	company need and Personality	Yes	yes	Mixture	completed
20	3 months	Other: relasi	Yes	yes	Mixture	completed
21	3 months	company needs	Yes	yes	Mixture	completed
22	3 months	personality	No	No	No	completed
23	3 months	company needs	Yes	yes	Mixture	completed
24	3 months	company needs	Yes	yes	Mixture	completed
25	4 - 12 months	English	Yes	yes	Yes	completed

Part II Entry to Employment						
RSPDN	**First Job Obtained 1**	**Main reason for First job 2**	**English as Requirement 3**	**Job Appl in English 4**	**Interview in English 5**	**Ideas on English Lan-guake skills to Apply for Job 6**
26	In college	GPA Eng & Co needs	Yes	yes	Mixture	completed
27	3 months	Other: from practical exp.	No	No	Mixture	completed
28	In college	GPA Eng & Person-ality	Yes	yes	Mixture	completed
29	3 months	English	Yes	No	No	completed
30	In college	English	Yes	yes	Yes	completed
31	In college	GPA Engl & Person-ality	Yes	yes	Yes	NC
32						completed
33	3 months	Engl Compt and ana-lytical skill	Yes	yes	Mixture	completed
34	In college	GPA	Yes	No	Yes	completed
35	3 months	English	Yes	yes	Mixture	completed
36	4 - 12 months	Personality	No	No	Mixture	completed

Appendix 4 Comments from the questionnaire data

Rspdnt	Comments and Suggestion
1	
2	English is important in this globalisation area
3	For globalisation area
4	English is important at workplace because in this era of globalisation everyone needs to use English.
5	
6	
7	
8	
9	There is English day in one day
10	We should try to apply knowledge and skill of English at workplace directly.
11	
12	
13	-
14	English language is very important for my job because I have to connected with all of company's guests which is from another country
15	No
16	In myself must be commit and consistance speaking English to add vocabulary to make habbit that English language very important. (sic)
17	Yes sometimes we must use of English if we do communication with our auditors or customers
18	Excatly because this dealing with our business we use English for our communication with our customers as our work procedure written in English too. But the use of English returned to each personil by each self. All just the matter how every body develops each self. (sic)
19	
20	it's a must
21	Sangat bagus krn saya sering bebrhubungan dg customer dari luar indo; perintah kerja semua tertulis dl bhs inggris (Translation: Very good because I often deal with customers outside Indonesia. All worksheets are in English).
22	English lang use as daily conversation and there is course provided by the company to improve language skills for everybody
23	
24	all of process sheet use english; all work instructions use engl; all custiomers ussually speak engl. (sic)
25	As long as we listen carefully we could understand what it means. Prepare to take a note to what we heard. But if we still face some problem then we should discuss to others don't hesitate to be asker it will help a lot. Learn something new then we could develop and improve more. Sorry for the late reply sir. Happy working for all and success for your thesis sir
26	Skill in English is so important for working exspecially if worked in multinational company cause in there you will find and meet foreign person in aroung the world. "IMPROVE YOUR ENGLISH AS SOON AS BETTER"
27	The present teacher needs more practice to teach english
28	In my workplace English is the only bridging way to communicate with expatriate who are commonly French (Eventhough their English are sometimes 'gargling' J). Improving english proficiency is a must nowadays.

Rspdnt	Comments and Suggestion
29	
30	Karena saya bekerja di bidang export dan import terutama export maka setiap hari saya pasti menggunakan b.inggris baik itu lisan maupun tulisan. Jadi menurut saya b.inggris hal yang paling penting dalam pekerjaan saya meskipun sebelumnya saya tidak belajar statistic atau administrasi tp dengan sejalanya waktu semua itu dapat saya pelajari yang terpenting mengerti dengan apa yng saya. Seperti halnya saya pribadi perusahaan menerima saya karena communication skill dlm bahasa inggris yang saya miliki karena hampir smua staff export partner kerja saya merupakan sarjana ekonomi atau administrasi. (Translation: Because I work in export import department especially in export section I use English every day both in written and spoken. So in my opinion the most important thing in my work is English. Statistics and administration skill can be learnt while working. As from my experience the Company accepts me because of my English communication skill. Almost all my colleagues are graduates from economics and administration).
31	
32	English is important and it is a must
33	NOPE. THE COMPANY WHERE I AM WORKING FOR DO NOT USE ENGLISH AS A MAIN LANGUAGE. I THINK THE USE OF ENGLISH IN MY COMPANY SHOULD BE IMRPOVED USUALLY FOR CUSTOMER SERVICE DEPARTMENT TO MAKE FOREIGN CUSTOMERS SATISFY WITH THE SERVICE THEY PROVIDE
34	
35	Kurang begitu baik harus ada peningkatan lagi baik untuk staff maupun manajer harus bisa menguasai bahasa Inggris. (Translation: {My English is not very good] there has to be improvement program both for staff and managers. We have to master English skill.)
36	English skills are rare used at my workplace cause it is a national private company

Appendix 5 IDR analysis on bricolage of English

Respndt	Comment	Construct	Concept	Topic area
FCmn.19.6	But there are also the Japanese terminology as in Ken Sa Yu which means problem report. We do not say 'laporan kesalahan' - problem report but 'Ken Sa Yu'.	Japanese terminology is also used and it is used maybe for practicality	Other language terminology used	Bricolage of Japanese
SOwb.32.2	Although we cannot communicate or just struggle to at least he can understand even just saying yes no doesn't matter	The most important is to be able to speak English although it is struggling.	A bravery to speak is needed for those with low skill of English.	Code switching
SOwb.13	I applied on Indonesian but interview some in English.	The application was written in Indonesian but some of the interview was in English.	The use of mixed language to avoid misunderstanding.	Code switching
SOmn.13	I think some. Some of the interview was in English and some in Indonesian.	Some of the interview was in English and some in Indonesian.	Using bits and pieces of English in the interview	Code switching
PCwa.32	English maybe used for some terminologies for promotion for example 'buy one then you'll get another for free'. Just like that.	English is used for some terminologies for promotion and they may sound attractive.	English sounds attractive.	Code switching
PCmn.13.m	[Job advertisement written] Mixture in English and in Indonesian	Job advertisement written in mixture of English and Indonesian.	Mixed language in job ad.	Code switching
PCmn.33.1	Yes we are combining [the language use] just like in a workshop as in sales department we also combine.	They use combined or mixed terminology as often done in a workshop or in sales department.	Mixed language in workshop	Code switching
PCmn.13	It depends. If they apply in English I will ask in English.	The interview can be done in English or Indonesian depending on the language used in the application letter.	Mixed language in job interview.	Code switching
SOwb.12	At that time I applied on Indonesian	Job application is not written in English	A Government company may not require an applicant to write in Bahasa.	Code switching
SOwb.19.1	In the Department - where I work in we speak Indonesian	They speak Indonesian with their colleagues.	Communicating in local language is more comfortable than in foreign language.	Code switching
SOwa.13	No Sir [The job interview was] mostly in Indonesian.	The job interview is mostly done in Indonesian.	This may tell us that English is not used in the Company although it's not a guarantee.	Code switching e
MNmn.19.2	When we go out for lunch then we speak our local dialect.	It is more comfortable to speak in the local language.	To socialise with other local workers they use the local language.	Code switching

Respndt	Comment	Construct	Concept	Topic area
MNwa.19.2	But when we talk to other persons it's not in English.	When they talk to their Indonesian friends they use local language.	English is not used all the time.	Code switching
PCmn.23.1	Not a must [English is not always used for correspondence to perform the job]	English is not always used for correspondence to perform the job.	English is not used for Correspondence.	Code switching
PCwa.23	Not yet. [We haven't done any correspondence in English]	They haven't done any correspondence in English.	English is not used for correspondence.	Code switching
PCwb.23	Correspondence is in Indonesian not in English	They use Indonesian to correspond.	They use Indonesian to correspond.	Code switching
PCwa.12	No [Job application is not written in English]	Job application is not written in English.	Job application is written in Indonesian	Code switching
PCwb.12	No [Job application is not written in English]	Job application is not written in English.	Job interview is in Indonesian.	Code switching
PCwa.13	[The job interview is done in] Bahasa Indonesia.	The job interview is done in Indonesian.	Job interview is in Indonesian.	Code switching
PCwb.13	[The job interview is done] Bahasa Indonesia.	The job interview is done in Indonesian.	Job interview is in Indonesian.	Code switching
PCwb.14	There is no need [for English skill at work]. It's just a requirement.	English is just a requirement not a needed skill to apply for a job.	English is just a requirement not a needed skill to apply for a job.	Code switching
PCwb.19	No [English is not used in his/her workplace].	English is not used in his/her workplace.	English is not used in his/her workplace.	Code switching
PCmn.32.1	[English] is not really a requirement [for job promotion].	English is not a requirement for promotion.	Job Promotion does not require English skill.	Code switching
PCwb.20	Documents written in English? No there are none [no documents written in English]	No documents are written in English or at least the documents that he only deals with.	Documents not in English for this respondent	Code switching
SOwa.12.1	Regarding the advertisement some in English and some in Indonesian.	The advertisement is in English or Indonesian or mixture of Indonesian and English.	Job advertisement in English or mixed Indonesian and English.	Use of English terminology
FCmn.25.2	Even in the welder there are a lot of English terminologies if we translate them into Indonesian it's very hard we cannot find the equivalences.	Perfect understanding cannot be reached only by translating the terminologies.	Reason for use of bricolage of English	Use of English terminology
FCmn.25.1	At least I don't think vocabulary. At least -I mean - the terminology there are many.	There are a lot of terminologies in English used in the company.	Terminology is similar vocabulary.	Use of English terminology
FCmn.25.3	For example in the welding there is the word 'bit' it's not found in Indonesian language.	This is an example of how hard it is to translate just a word/terminology	Translation needs background knowledge of technology or the like.	Use of English terminology

Respndt	Comment	Construct	Concept	Topic area
FCmn.19.5	Another example we say have you written in 'control board'? How is the 'delivery'. Those terminologies. Is it already 'CR'? CR means cargo ready. and so on	Some terminologies in English are used. because sometime it is hard to translate or express them in Bahasa.	Hard to translate some terminologies.	Use of English terminology
PCmn.20.6	When we make a SWOT analysis it should be written in English].	An example of SWOT analysis which is written in English.	SWOT is Strength Weaknesses Opportunity and Threat.	Use of English terminology
PCmn.36.1	The most important thing is terminology Sir. There are a lot of English terminologies here	There are lots of English terminologies used in the company.	Lot of English terminologies used in the workplace.	Use of English terminology
PCmn.19.1	Sometimes within the company itself there are a lot of –terminologies in English.	There are a lot of English terminologies used in the workplace.	Lot of English terminologies used in the workplace.	Use of English terminology
PCmn.19.2	In English there are a lot of terminologies. For example If you want to do transaction our obligation is to give *'the best ownership experience'*.	This is an example of terminology' *the best ownership experience'* which is hard to translate into Bahasa.	Examples of English terminology which are hard to translate into Bahasa.	Use of English terminology
PCmn.19.3	So in giving a service we have to give the best service ever the best purchasing and ownership experience.	This is another example of terminology in service '*the best purchasing and ownership experience*'.	Examples of English terminology which are hard to translate into Bahasa.	Use of English terminology