



Language in the Online & Offline World

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TABLE OF CONTENTS

THE IMPACT OF MEDIA ROLE IN KHALED HOSSEINI'S NOVELS: FROM NO ONE TO BE SOMEONE Hiqma Nur Agustina	1
STUDENTS' RECORDED VIDEO AS MEANS IN IMPROVING LEARNING MOTIVATION IN SPEAKING ACTIVITY Zahrah Zakiya Ahda Annysa Dwi Cahyani	7
UTILIZING FLIPPED CLASSROOM MODEL IN TEACHING WRITING Mahendra Puji Permana Aji	15
EVIDENTIAL AND BOOSTERS MARKERS IN EFL STUDENTS' ARGUMENTATIVE WRITING: A LOCAL CORPUS-BASED STUDY Reni Andriani Armin Fani	21
CREATIVITY IN POETRY AND PROSE Peter Angkasa	27
TAKING ADVANTAGE OF MOOCS' FLEXIBILITY TO DEPOLARIZE THE SOCIETY'S ADVANCEMENT POTENTIALS William Angkasa	35
E-C IDENTIFICATION THROUGH THEME ANALYSIS IN THE UNILEVER HEROES PROGRAM Condra Antoni Irham Irene Ossi Widyastuti Maria Christiani	43
SPIDERSCRIBE.NET AS A BREAKTHROUGH FOR ORGANIZING STUDENTS' IDEAS IN WRITING Muhammad Affandi Arianto Risda Asfina	51
TEACHING ENGLISH EASIER USING COMPUTER ASSISTED LANGUAGE LEARNING (CALL) Luh Mas Ariyati Arfan Fahmi	57
THE DEVELOPMENT OF DEFENSE MECHANISM AS THE RESULT OF SOCIETY'S TREATMENT IN THE YOUNG ELITES BY MARIE LU Astari	63
CREATIVE LANGUAGE: LANGUAGE DEVIATION IN ROWLING'S LITERARY WORK R. Agus Budiharto	67
FINDING THE BEST MATERIAL TO ENHANCE STATE STUDENTS' VOCABULARIES Pricillia Chandra	73
OXFORD I-WRITER APPS AS INSTRUCTIONAL MEDIA TO ENHANCE STUDENT'S MOTIVATION AND LEARNING ACHIEVEMENT Desi Surlitasari Dewi	81

A MULTIDISCIPLINARY APPROACH TO ENGLISH BUSINESS COMMUNICATION WITHIN CONNECTIVISM LEARNING THEORY Patrisius Istiarto Djiwandono	87
EFFECTIVE COMMUNICATION TO PROMOTE NATIONAL PRIDE WITHIN INTERNATIONAL COMMUNITY Helena Nursanti Djiwandono	93
CULTURAL PENCAK SILAT: MEDIA TRADITION (OFFLINE) AND MODERN (ONLINE) AS A MEANS OF CHARACTER EDUCATION Suryo Ediyono	97
STUDENTS' CHARACTER BUILDING THROUGH POSTER PRESENTATION IN TEACHING SPEAKING Vindy Cahya Ekaningrum	103
TRANSLATOR AS PROFESSION Sari Endahwarni	109
NEGATIVE THOUGHTS ON PSYCHOLOGICAL DISORDER, A PATHWAY TO NEGATIVE ACTIONS Euodia	115
USING SELF-RECORDED VIDEO AS A REFLECTIVE PRACTICE TOOL TO FOSTER STUDENTS' LEARNING AUTONOMY Sandi Ferdiansyah	119
PROMOTING STUDENT-STUDENT INTERACTION THROUGH THE GUESSING GAME AND SOCRATIC STRATEGY Indah Fitriani	131
THE STUDENTS' ATTITUDES TOWARDS THE USE OF AUTHENTIC MATERIALS IN BUSINESS COMMUNICATION CLASS Abdul Halim	135
ENGLISH READING FOR BUSINESS STUDENTS: A WAY TO BUILD CHARACTERS Nuriyatul Hamidah Siti Lailatul Khoiriyah	139
TEACHING MULTILITERACIES BY USING SOCIAL MEDIA IN LANGUAGE, SOCIETY AND CULTURE COURSEWORK Astri Hapsari Ahmad Faozan	145
DESIGN AND IMPLEMENTATION OF RST (RECOLLECTING SMART TEACHING) FOR SECONDARY SCHOOL Hastowohadi	151
MAXIMIZING ADJACENCY PAIRS TO PROMOTE THE INTERACTIVE CONVERSATION IN SPEAKING CLASS Muhammad Hidayat	157
INVESTIGATING INDONESIAN ENGLISH IMMERSION STUDENTS' CHOICE OF COMPLIMENT RESPONSE Pritz Hutabarat	163
THE IMPACT OF VIOLENCE ON TELEVISION ON AGGRESSIVE BEHAVIOR Inge Hutagalung	169

BOOSTING STUDENTS' SELF-ESTEEM IN SPEAKING THROUGH SELF-FOOTAGE	173
Evi Yuniarisda Hutagalung Ririn Ovilia	
ENHANCEMENT OF LANGUAGE ACQUISITION THROUGH ONLINE COUPON DEALS	179
Ajit Ilangovan Ramesh Manickam Arun Gunasekaran	
IMAGE AND TEXT RELATIONS IN INDONESIAN COMIC BOOK MICE CARTOON: OBLADI OBLADA LIFE GOES ON	183
Nobella Indradjaja Aylanda Hidayati Dwi-Nugroho	
RELATING OFFLINE AND ONLINE LINGUISTIC LANDSCAPES TO LANGUAGE AND INTERCULTURAL COMMUNICATION IN THAILAND	189
Andrew Jocuns	
CHARACTER EDUCATION THROUGH LITERATURE IN LANGUAGE CLASSROOM: MAKING IT HAPPEN	195
Udin Kamiluddin	
COMPARING THE TRANSLATION OF NOUN PHRASES OF HUMAN AND GOOGLE TRANSLATORS	201
Clara Herlina Karjo	
WIKIS IN THE CLASSROOM: PROMOTING COLLABORATIVE ARGUMENTATIVE WRITING	207
Rizqi Khoirunnisa	
TEACHING GERMAN PHONETICS TO INDONESIAN STUDENTS – USING NEW MEDIA-TOOLS TO ENHANCE COMMUNICATION IN THE CLASSROOM	211
Marlene Klaessner	
RESEARCHING THE LANGUAGE AND CULTURE OF CHINESE INDONESIANS IN CONSTRUCTING, DECONSTRUCTING, AND RECONSTRUCTING THEIR IDENTITIES	221
Esther Kuntjara	
TABLEAU SCRIPT WRITING, PERFORMING, AND DIGITALIZING: HUMANIZING LEARNERS VIA CREATIVE PROCESSES	227
Oktafina Dewi Kurnianti	
BULLYING IN WORLD WIDE WEB AGE: A CORPUS BASED ANALYSIS OF [BULLY] AS VERB IN THE AMERICAN ENGLISH	233
Johan Coccliant Malendra	
THEME AND RHEME PATTERN ANALYSIS IN SENTENCES: PROMOTING LEARNERS' SELF REFLECTION TO BUILD COHESION	241
Dyah Dewi Masita	
TEACHING AND LEARNING ENGLISH WITH DIGITAL MEDIA TECHNOLOGIES: BENEFITS AND CHALLENGES IN INDONESIA	247
Venny Eka Meidasari	

UTILIZING AUTHENTIC E-MEDIA IN EFL CLASSROOM FOR PROMOTING STUDENTS' CHARACTER BUILDING	253
Alfi Hidayatu Miqawati	
BUSINESS COMMUNICATION IN TOURISM INDUSTRIES: BEST PRACTICE IN IN-HOUSE TRAINING	257
Kun Aniroh Muhrofi-Gunadi	
PEDAGOGICAL DISCOURSE FUNCTIONS ON TRANSLANGUAGING PRACTICE IN THE CLASSROOM INTERACTION	261
Mujiono	
BUILDING STUDENTS' CHARACTERS THROUGH "JOINT CONSTRUCTION" STAGE IN GENRE-BASED TEACHING OF WRITING	269
Sri Mulatsih	
ONLINE DISCUSSION FORUM: ENCOURAGING STUDENTS TO BE SELF-DIRECTED LEARNERS	275
Ira Mutiaraningrum Senia Puspita Ayu	
LANGUAGE CREATIVITY IN ONLINE MEMES	279
Novrika Nartiningrum Yusnia Sakti Nur Laili	
UNITING CHAINED-SENTENCES WITH CONJUNCTIONS AND ITS IMPLICATION TO STUDENTS' WRITING SKILL	287
Iffatun Nida	
THE USE OF DISCOURSE MAKERS TO IMPROVE WRITING SKILL OF EFL STUDENT	293
Ulin Ni'mah	
SAFARI: SOCIAL PROGRAM FOR PREPARING TEACHER TRAINING STUDENTS TO BE PROFESSIONAL TEACHER	299
Nurnaningsih	
INSTAGRAM: A SOCIAL MEDIA USAGE TO CREATE ATTRACTIVE ADVERTISEMENT FOR MANAGEMENT STUDENTS	305
Lulud Oktaviani Elsa Marina Desiarti	
EXTRA-LINGUAL FACTORS FACILITATING EAST INDONESIAN STUDENTS' PERCEPTION ON PRODUCING LONG-SHORT VOWEL OF ENGLISH	311
Yune Andryani Pinem	
STUDENT'S PERCEPTION TOWARDS PEER ASSESSMENT IN PEER TEACHING	317
Gatot Prasetyo	
IMPLEMENTING STAY-STRAY TO IMPROVE MANAGEMENT DEPARTMENT STUDENTS' BUSINESS COMMUNICATION SKILLS	325
Dian Pratiwi Rizki Amalia Rachmawati	
KAJIAN PENGGUNAAN LAGU DALAM PENGAJARAN PRONUNCIATION PADA PEMBELAJAR MUDA	331
Veronika Unun Pratiwi	

A CLOSER LOOK ON THE VERB MOKTA 'TO EAT' IN KOREAN: IMPLICATIONS FOR KOREAN LANGUAGE LEARNERS FROM INDONESIA Prihantoro	335
EXPERIENCING CULTURE SHOCK THROUGH "ANNA AND THE KING" Prima Purbasari	341
TEXT ANALYSIS: AN ALTERNATIVE-SOLUTION TO COMPREHEND THE TEXT FOR ESP STUDENTS Areta Puspa	347
AUTHENTIC ASSIGNMENT TO REDUCE THE PLAGIARISM OF ACADEMIC WRITING AT TERTIARY SCHOOL Priyo Raharjo	351
FELICITY CONDITION OF APOLOGY STATEMENTS IN E-COMMERCE COMPLAINT CASE MESSAGES; CASE STUDY: EBAY Puji Rahayu	357
LANGUAGE AND IDENTITY: CODE SWITCHING AS COMMUNICATION DEVICE BY INDONESIAN MULTILINGUAL SOCIETIES THROUGH FACEBOOK STATUS Ni Putu Ade Resmayani Dwi Puji Septarini	363
A PRAGMA-RHETORICAL ANALYSIS OF THE ENGLISH-WRITTEN JOKES Dyah Rochmawati	369
MOTIVATIONAL STRATEGIES IN TEACHING SPEAKING SKILL Arofiatus Sa'diyah	381
THE STAGES OF HOTEL ADVERTISEMENT PUBLISHED IN INDONESIA NEWSPAPER Wijang Sakitri Tusyanah Sri Utami	387
A GOOD ORDER OF ACTIVITIES IN TEACHING ENGLISH TO YOUNG LEARNERS (3 TO 5 YEARS OLD LEARNERS) Yokhebed Santoso	391
THE USE OF REFERENCE IN STUDENT'S ESSAY Alfiah Nur Senta	397
MONDA'U CULTURAL VALUES AS ORAL TRADITION IN PLANTING RICE ON ETHNIC TOLAKI La Ode Sidu La Ino	401
HOW DO THEY END THE TALK? CLOSING STRATEGIES IN TV SERIES' SPOKEN DISCOURSE Arnis Silvia	407
INDONESIANS CONDOLENCES STRATEGIES IN RESPONDING TO AN OBITUARY STATUS UPDATE ON FACEBOOK Thaibatun Nisa Sirat Istiqamah Ardila Faida Azhimia	415

BATIK MOTIF DESIGN OF WEST JAVA AS BUSINESS MEDIA IN SUSTAINING CREATIVE INDUSTRY	421
Ypsi Soeria Soemantri	
Susi Machdalena	
Tajudin Nur	
Agus Nero	
WHEN TEGAL GOES INTERNATIONAL: TRANSFORMING WARTEG TO FINE DINING THROUGH @WartegGourmet	427
Valentina Widya Suryaningtyas	
Nina Setyaningsih	
THE ANALYSIS OF TWO ESL/EFL WEBSITES: ENGLISHCLUB AND ACTIVITIES FOR ESL STUDENTS	435
Antonia Tefa	
IN THE WORLD OF TERROR: A SHIFT OF CULTURAL VALUES FALSIFIED BY MEDIA	441
Tsuroyya	
THE INFLUENCE OF ACTIVENESS AND ENGLISH USAGE ON SOCIAL MEDIA TOWARD INDONESIANS' ENGLISH WRITING SKILLS	447
Tusyanah	
Wijang Sakitri	
Sri Utami	
THE POWER THROUGH LANGUAGE USE IN FTV PEMBANTU SUPER MODEL	455
Christy M. Uktolsey	
INTEGRATING TECHNOLOGY IN THE WRITING CLASSROOM: A PRACTICAL EXPERIENCE IN FACILITATING BLENDED LEARNING PROCESS FOR A LARGE CLASS SIZE	461
Sri Utami	
Wijang Sakitri	
Tusyanah	
MALL AS A DIGITAL MEDIA IN A FOREIGN LANGUAGE TEACHING: FOSTERING STUDENTS' CREATIVITY	467
Eka Wahjuningsih	
EDUCATION BUSINESS: HOW TO TURN YOUR LESSON PLAN INTO BIG MONEY	471
Subur Laksmono Wardoyo	
THE FLOUTING OF MAXIMS OF CONVERSATION AND ITS IMPLICATURE IN RAGE COMICS	477
Yuli Widiana	
ENGAGING ARGUMENTATIVE ESSAYS: A CASE STUDY IN AN EMBEDDED WRITING PROJECT	489
Marwito Wihadi	
Erwin Oktoma	
CULTURAL MATERIALS IN THE CLASSROOM: A CASE STUDY OF TWELVE INDONESIAN JUNIOR HIGH SCHOOLS	493
Yuyun Yulia	
Hasti Robiasih	
PROMOTING STUDENTS' STUDY SKILL AND CRITICAL THINKING THROUGH MIND MAP ACTIVITIES	499
Ignasia Yuyun	

BUSINESS COMMUNICATION IN TOURISM INDUSTRIES: BEST PRACTICE IN IN-HOUSE TRAINING

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Abstract: Business communication in the global world is becoming badly needed and is unavoidable. This is a challenge for English instructors to prepare their students to become global ready graduates with their global diverse future careers that need business communication. English instructors are to teach not only communication skills required in a diverse community but also entrepreneurial skill values. An instance is shown that Singapore Airlines and Shangri-La hotel are highly committed in training their staffs by implementing corporate culture principles that make these two corporates have a high reputation in tourism industry. This paper discusses how their principles can be incorporated in students' business communication and how in-house training activities can make best use of education business practice.

Keywords: business communication, in-house training, global ready graduate

1. Introduction

People are quite familiar with *Intelligence, Emotional, and Spiritual Quotients (IQ, EQ, and SQ)*. Another quotient is *Communication Quotient (CQ)* that has an important role in the people's career path. Building communication quotient means learning how to develop a bridge between social, digital, cross generational, and cross cultural divides (Becker, 2013, p.1). With the advances of information technology today, communication is supposed to be easier. To some extent, this is quite true but to some points, communication barriers among different communities exist, be it in the level of business, institution or individual. The borderless world today facilitates individual communication among different communities. Friedman (2006) states "the globalization is entering the third phase since the year 2000 and continuing into foreseeable future distinguished by individuals to take control of their economic destiny".

To take control of individuals' destiny nowadays can be performed in many ways and one of which is running own business or working for a national or multinational company business. Many individuals are now making businesses at home by making use of *IT* and the number is increasing day by day, the undertaking of which, of course, needs a certain type of business communication. This situation leads the individual who learns in the colleges and universities will be global ready graduate.

Learning to practice business communication from international, established, and reputable companies such as Singapore airlines and Shangri-La will be of a great help for students and English instructors. Singapore Airlines as pointed out by Chong (2007) is focusing on "internal communication". As has been illustrated in Asia Society Performance Outcomes and the Common Core State Standards: Areas of Greatest Alignment in ELA 2013, "communication is depicted as communication ideas in which the students can communicate their ideas effectively with diverse audiences". In a more detailed elaboration Becker (2013) points out that "... there are global matrices for the arts, English language arts, mathematics, science and social studies". This certainly reflects Bathia's and Bremner's statement (2012, p. 16) that say "...there is a gap to be bridged between the academy and the globalized business world in the coming together of Business English and Business Communication."

2. Business English (BE), Business Communication (BC), and Business English Linguafranca (BELF)

As one of the branches of ESP, BE is developing rapidly. This is due to the fact that business is growing fast in many countries. As pointed out by Bhatia and Bremner (2012, p.15) "BE became an independent area of study in the late eighty's and early ninety's due to the globalization of trade and commerce which made it necessary for business people to move out their home grounds and operate across territorial, linguistic, cultural as well as sociopolitical boundaries". As briefly mentioned in the earlier part, communication quotient is "how to develop communication" (Becker, 2013), and "this influences the change in the environment of the workplace". Thomas (2007, p. 288) states that "work is becoming hierarchical; work requires less and fewer rules; the increase use of technology through email, world wide web, teleconferencing, and more work is transcending national boundaries; work is more integrated across stovepipes, work is increasingly characterized by its constant level of change". Consequently, "business communication in the workplace is developing into the form of virtual relationship, virtual communication, electronic communication,

intercultural communication, horizontal communication, strategic communication, and change communication".

Business English lingua franca (BELF) speakers focus on "their own's expertise more rather than fluency and linguistic accuracy in achieving successful communication". In addition in the global context "they have accommodation skills, ability to understand different Englishes and tolerance towards different communication styles" (Kankaanranta and Salminen, 2013). Some of the main differences in research on the BELF are that:

"successful interactions are created through language use appropriate for the needs and requirements of the communication events. Culture is the diversity of globalized business community, and the writer or speaker aims to get the job done" (Charles, 2006, p. 266)

b. Corporate Values and Principles of Singapore Airlines and Shangri-La: Lesson Learned for Business Communication

Singapore Airlines is a world's reputable airlines which applies many strategies. The first is "kung-fu that combines the hard and the soft, speed and flexibility while penetrating attack at the right time at targeted points" (Heracleous, Wirtz, and Johnston, 2005). The next is "the importance of customer feedback which functions as knowledge management tools" (Heracleous, Wirtz, and Menkoff, 2007). The third is "recruiting and selecting the process, controlling the service quality and motivating staffs through rewards and recognition" (Heracleous, Wirtz, and Pangakar, 2008). The next one is two different strategies which are applied at the same time: "low-cost excellent service, decentralized and centralized innovation, standardization and personalization in serving customers" (Heracleous and Witz, 2014). Meanwhile, Chong (2007) points out "that internal communication and training functions as the first border in conquering the customers".

All the strategies have the impact on the curriculum designing as pointed by Waldeck; Durante and Helmuth (2012) "that traditional and contemporary communication skills such nonverbal, chronemic awareness, that have the relation with typical disciplinary division should be the interests of educators and trainers for the curriculum".

Shangri-La as the leading hotel company also has corporate values of "authenticity of non-westerners which is considered important in developing countries, and this influences the authenticity in the hospitality marketing" (Atwal and Williams, 2012). The authenticity is challenged when the Shangri-La is opened in Sydney, "the re-branding of the luxury hotel required a sensitive reading of cultural difference between that of the Chinese parent company and the Australian which faced workplace legislation, minimal staffing, and tenacity of cultural values but management was successful in integrating cultural differences" (Heffernan and Droulers, 2008).

Best Practice of Business Communication in In-House Training

As a tourism college, Diploma IV Tourism Program, Merdeka University Malang, has many education business practices. The curriculum document of Diploma IV Tourism Program 2015/2016 provides "60 % curriculum for practices and 40 % theory in which the implementation of teaching activities is a three-day practice and a two-day theory every week per semester". Of the subjects offered, there are in-house training consisting of food service, food product, pastry and bakery, front office, housekeeping, and MICE (Meeting, Incentive, Conference and Exhibition) at the hotel department. All the subjects are supported by English, hotel management, and other subjects. At the tours and travel department the in-house training consists of tour planning, guiding, ticketing, and MICE. The students have to do the projects once for the MICE and once for another creative project.

How the students practice business communication is by having 'business' of their own, working in groups and sponsored by campus and other sponsors that they have to contact by themselves and are supervised by the lecturers. This is a kind of project-based and problem-based learning in real practice. Some business projects at hotel department that they have demonstrated are among other things 'color me run', 'romantic gala diner', 'food festival', 'cooking competition', and 'table manner'. At tours and travel department they have carried out 'Bali tour package', 'city tour package', 'guiding competition', 'Kaliandra ecotourism' and other projects. At this department, students, teachers, and other customers can buy tour package and book domestic and international tickets through the teaching travel. All these business education practices are intended for the students to learn how to run a business while the students are studying. From these activities there are several studentpreneurs that are born and they are now having their own businesses in pastry and bakery, restaurants and even some others have their own travel agent businesses.

In marketing the products they create, the students use the social media, 'multi level friend and family marketing, presentations in other classes and faculties within Merdeka University Malang as their close markets. They arrange and promote the specification and competitiveness of the product to attract the customers. After the project is over, a reflective evaluation is conducted under the supervision of the lecturers teaching the class. The reflective evaluation is conducted comprehensively, starting from the evaluation of pre activities, during the activities and after the activities.

The in-house training is prepared for on-the-job training or internship in which the students will have the real practice in the workplace of hotel, restaurants, travel agents, airline, tourist attractions, and cruises. The internship can be accomplished in Indonesia or overseas for one year. The students have to self-finance for their visa, airline ticket, and sponsorship, and any additional language program needed, depending on the requirements from countries in which the on-the-job training will be conducted. The common language program is English or English plus Japanese, English plus Korean.

In Retrospect

This project means a lot for other the instructors as they can make use of the projects in their teaching-learning process based on their subject point of views. English for example can take the benefits. For instance, they have to do business matters in the form of writing letters to sponsor, making and creating invitations, writing menus, writing tour-package brochures or flyers, and many other activities. In speaking classes, English instructors can ask them to simulate how to approach, and to assure the companies or institution so that the students can get the sponsors. In dealing with 'business communication', the teaching of writing and speaking skills can represent not only the language of businesses but also the way how to 'speak' to sponsors, to customers and to the stakeholders and beyond.

Through such activities described previously, indirectly the students learn to be discipline (Waldeck; Durante, and Helmuth 2012), to have a solid teamwork, to do accurate time management, to be competent in hospitality, and to be skillful in non verbal communication. All this is what is meant by internal communication by Chong (2007), and personalization (Heracleous and Witz, 2014). The students realize that if they are not solid in carrying out the project, the project will fail and this means that time, energy, money that they have already spent is wasted unproductively. Similar to Chong (2007), a very famous chain hotel The Ritz-Carlton opened the vacancy and required the candidate for only the most passionate and skilled hospitality professionals (Career at Ritz-Carlton, 2016).

Concerning evaluative feedback upon the execution of the project, the students of hotel department learn it by distributing questionnaires to the guests to evaluate the menu, taste, atmosphere of the restaurants, service appropriateness, and the service rate. The students of tours and travel learn the feedback by learning the comments from the guests about transport, accommodation, menu, guide service and tour leader service (MICE syllabus, 2015). Questionnaire and guest comments function as evaluative feedback for the improvement, and what that "feedback functions as management tools" (Heracleous, Witz and Johnston, 2005) to improve the business performance in the future.

On the authenticity of the project performance, the students are still considered in the level of 'observing, imitating, and modifying'. Nevertheless, based on casual observations, their projects from year to year are getting better in quality and the students are accustomed to making innovative and creative business projects. This can be seen that the students do not make the same business projects from year to year.

Concluding Remark

"Communication in the digital technology and the development of the communication in the third level have changed the directions and reached person to person level" (Friedman, 2006). This implies that BELF that is currently developing rapidly and the dynamisation of reputable tourism industries are not only the concern of ESP instructors but also EGPs. This is due to the very fact that we are now in the era of AEC, APEC, and SDGs in which business communication is more needed than never before, and this will have a significant impact on strategies to teach English to our students that will be global ready graduates. The activities at campus which have the 'business atmosphere' can be used as a supporting tool to widen the teaching learning process of English. Thus, while empirical evidence demonstrates a rather overwhelming picture in the field, this situation can be harnessed as an efficient learning source for English instructors. A survey on ESP practitioners at the tertiary level in Malang showed that ESP practitioners were aware on their roles but felt still limited in the knowledge and the learning of industry and the related matters (Muhrofi-G, 2014). In addition, it is also discovered that the interest of ESP practitioners in writing ESP research and articles in TEFLIN from 2011 to 2014 was increasing but the percentage decreases (Muhrofi-G, 2015). In this year and the upcoming years there will be many more international students, teachers, businessmen and other professionals coming and

visiting our country and Indonesians will go to other neighbouring countries for many kinds of different reasons as a result of AEC. English instructors can contribute a lot in business communication and education business practice by taking benefits of campus activities.

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