Workplace English in Indonesia: Research For Curriculum Development

Dedy Setiawan
Politeknik Negeri Bandung, Indonesia
*Corresponding author Email: dedy.setiawan@polban.ac.id

March 29, 2018

Abstract

Research on workplace English has been conducted in many different places around the globe with various issues and diverse fields. Many of the research were to find out English communicative events, language attitude and language needs in workplaces, but none were virtually conducted in Indonesia. In Indonesia, English is taught from primary school to tertiary education and it is a requirement to enter the world of work. The present research is to investigate the importance of English is in workplaces and the role of the tertiary institution and workplaces in upbringing the needs of English skills for their alumni. Guided with research questions, the present study investigated alumni workers and company representatives from four different workplaces favored by tertiary alumni. This made a unique study with four sub cases employing interview as the main instrument for inquiry. Using Inductive Data Reduction (IDR) analysis, the present research found ideas for curriculum development especially useful for education in Indonesia mainly in the area of English learning and teaching in tertiary education.

Key Words: workplace English, Indonesia, tertiary education, IDR analysis.
1 Introduction

Indonesia was colonized by the Dutch for 350 years before the Japanese occupied it for three 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 became extinct. A new generation took over; some major foreign languages were taught in schools and universities: English, Russian, French, German, Japanese, and Mandarin; and the most popular foreign language learnt was, and until now remains English. This can be seen from the information from one of the foreign language schools in Indonesia which state that their English department have graduated 7572 (62.26%) out of the total school alumni of 12566. This means that the rest of the alumni are divided into three other departments of Japanese, German, and France (STBA Yapari, 2015) English in Indonesia is taught as compulsory subject from first year of junior high schools to first year of tertiary education. In polytechnics and other three diploma programs, English is taught from the first to the last sixth semester. The alumni of Indonesian polytechnics have been welcomed well by many Indonesian companies as they are known to be ready-for-work graduates: they are more eagerly sought after than those students graduating from general tertiary education (Kompas, 2010). A greater number of English sessions in Indonesian polytechnics to compare with those in general tertiary institutions and their better profile have motivated me to find out the impacts of their English learning to their work performance.

Indonesian polytechnics or university alumni work in many different types of organizations, some even become self-employed. Of the diverse organizations, there are some different types of workplaces in Indonesia which are favored by the alumni. 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 size, owner or manage-
ment of the company. The present research may not accommodate all types of Indonesian workplaces, but my expectation is that it will deal with the range of companies with which most Polytechnic alumni will seek a career.

The general research question formulated in the present study is as follows: What English skills and knowledge do polytechnics 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 Polytechnics alumni working in Indonesian companies required to use English in Indonesian workplaces?

2. How well prepared are Polytechnic alumni, working in Indonesian companies, to enable them 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 working in Indonesian companies?

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.

2 Literature Review

There is a great deal of research that relates to investigating English language skills and competency in the workplace. In terms of the present research, the studies under review are limited to communicative events and communication skills needed at the workplace, on language needs in textile and on specialized groups.

The use of communicative events in which English was used were investigated by Kassim and Ali (1) and Kaewpet (2). Some communicative events used in workplaces found were useful as inputs for curriculum development in countries where English is used as a foreign language.

Other researchers were interested in investigating English communication needs in a more specific working place such as in textile and clothing merchandisers by So-mui and Mead (3); in tourism and
banking personnel in Jordan Al-Khatib (4) and in computer science graduates in Japan Kaneko, Rozycki (5). Investigation on language attitude is an attractive part of workplace language study, because attitude and motivation have impacted significantly on learning achievement (6, 7).

In a more specific aspect of workplace language, Waldvogel (8) investigated the use of emails at work. The use of facsimile transmissions (the fax) as the medium of business correspondence with the shift to e-mails in the mid-1990s was investigated by Loohiala-Salminen (9). He then found the contrast between business communication taught in classroom with that of reality in Finland.

In terms of the area and subjects under investigation (graduates of tertiary institution), a study similar to the present research was undertaken by Qian (10) 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. A similar study, undertaken by Hart-Rawung (11), 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 balancing learner-centered approach, a communicative approach and a task-based approach.

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. This literature review inspired me to conduct a research on the use of English in Indonesian workplaces such as to find out the communicative events and the attitude of the alumni workers toward English. As I plan to use the qualitative approach with interviews as the main instrument, I could not figure out what would emerge from the research. It was the research questions that guided me so that research was beneficial.
for curriculum development.

3 Methodology/Materials

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

3.1 Sample

The sample is taken from the target population who were working in one of the four research venues: state-owned (SO); multinational (MN); foreign-owned (FC); private (PC). The sample also included employer representatives. They are also varied in terms of types of duties in administration and service jobs secretary or technician. Table 1 shows the respondents participating on the research.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Proficiency and Types of Company</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Employed</td>
<td>State-owned</td>
</tr>
<tr>
<td>Alumni/Alumni</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Company representatives/employees/Managers</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

3.2 Instrument

The main instrument used for data collection is interviews as what Richards (2009, p. 219) stated: Interviews can provide insights into peoples experiences, beliefs, perceptions, and motivations at depth that is not possible with questionnaires Semi structured interviews are used as the interviewer has a clear picture of the topics need to be covered but is prepared to allow the interview to develop in unexpected directions. This view is supported by Nunan (12) 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 (13) will be used because they can produce a wide range of rich and often surprising responses (14).

3.3 Inductive Data Reduction (IDR) Analysis

The analysis of the data in this chapter, using the qualitative method of inductive data reduction (later abbreviated as IDR) developed by Ling (15) was undertaken on data collected in a total of 11 semi-structured interviews.

The data analysis follows the chronological order in which the visits were made to the four companies. Then having been transcribed the translation, when needed, was done and finally put in a table in the columns comments. The analysis was conducted in the table with the columns consisting of respondent code, comments, constructs, concept, topic area and organizing theme.

In Table 2 below, I include one example of IDR analysis result under some organizing themes detected in the present study.

<table>
<thead>
<tr>
<th>RESP</th>
<th>DVN</th>
<th>STMT</th>
<th>CONSTRUCT</th>
<th>CONCEPT</th>
<th>TOPIC AREA</th>
<th>ORG THEMAE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCwa</td>
<td>.32</td>
<td>English maybe used for some terminologies for promotion, for example “buy one, the you’ll get another for free”. Just like that.</td>
<td>Terminologies in English may sound attractive.</td>
<td>Terminologies in English may sound attractive.</td>
<td>Brontage in terminology</td>
<td>Brontage in language</td>
</tr>
<tr>
<td>S0na</td>
<td>.32</td>
<td>Not so. (English is not a requirement for promotion), because all workers should know English.</td>
<td>English is not a requirement for job promotion and everybody has to know English.</td>
<td>English is not a requirement for job promotion and everybody has to know English.</td>
<td>Career enhancer</td>
<td></td>
</tr>
<tr>
<td>MNw</td>
<td>a.32</td>
<td>Yes I think so. (English is a requirement for job promotion).</td>
<td>English is a requirement for job promotion.</td>
<td>English is a requirement for job promotion.</td>
<td>English required for job promotion</td>
<td>Job requirement</td>
</tr>
</tbody>
</table>

4 Results and Findings

There are 348 statements that I analysed coming from the interviews conducted to the 11 respondents. The distribution of the statements can be seen from Table 3 below.

From the table, we can see that the number of statements from the manager is relatively consistent ranging from 38 until 45. The total answer from the manager, which is 82, represent 23.56 % of
the total statements. This is adequate number to stand for the company in vocalizing their voices.

Table 3: List of respondents stating their comments

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents</th>
<th>Companies</th>
<th>No of statements</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>S0Mn</td>
<td>State-Owned</td>
<td>42</td>
<td>12.07</td>
</tr>
<tr>
<td>2</td>
<td>S0Wa</td>
<td>State-Owned</td>
<td>38</td>
<td>8.05</td>
</tr>
<tr>
<td>3</td>
<td>S0Wb</td>
<td>State-Owned</td>
<td>28</td>
<td>8.05</td>
</tr>
<tr>
<td>4</td>
<td>MNMn</td>
<td>Multi National</td>
<td>40</td>
<td>11.49</td>
</tr>
<tr>
<td>5</td>
<td>MnWa</td>
<td>Multi National</td>
<td>33</td>
<td>9.48</td>
</tr>
<tr>
<td>6</td>
<td>FCMn</td>
<td>Foreign Company</td>
<td>45</td>
<td>12.93</td>
</tr>
<tr>
<td>7</td>
<td>FCWa</td>
<td>Foreign Company</td>
<td>29</td>
<td>8.33</td>
</tr>
<tr>
<td>8</td>
<td>FCWb</td>
<td>Foreign Company</td>
<td>29</td>
<td>8.33</td>
</tr>
<tr>
<td>9</td>
<td>PCMn</td>
<td>Private Company</td>
<td>38</td>
<td>10.92</td>
</tr>
<tr>
<td>10</td>
<td>PCWa</td>
<td>Private Company</td>
<td>23</td>
<td>6.63</td>
</tr>
<tr>
<td>11</td>
<td>PCWb</td>
<td>Private Company</td>
<td>15</td>
<td>4.31</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>348</td>
<td>100</td>
</tr>
</tbody>
</table>

The number of the statements actually signifies each respondent in having a say on the use of English in their own company, but only the alumni worker from the multinational company could deliver most statements, alumni workers from the private companies did not have much to say about the use of English in their company.

On the next parts, I will focus on the discussion to answer the research questions outlined above.

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

I have identified 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 4. 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 4 English skills and knowledge required by polytechnics alumni workers in their workplaces
4.1.1 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 organizations. It is the extent to which speaking skills are required that is different. At MN, it is non-negotiable; at PC, applicants may choose whether or not to respond but if a candidate is able to demonstrates the ability to be interviewed in English it is regarded as a value-added skill. In the interview at MN 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 MN, 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 SO, 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 SO and FC;
however, as English is used as the lingua franca at MN, 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 SO 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.

4.1.2 Reading skill

The first English reading skill encountered by alumni is the micro skill of reading a job advertisement found in all organizations except at PC. A reading comprehension test is found in all organizations except at FC; it should be noted that at MN 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.

4.1.3 Writing skill

In English writing skills, the most widely required micro skill is writing a job application which is found in all organizations, 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 organizations, 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 MN. 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 MN, 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 SO and MN 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 SO and MN. The difference lies in that at SO the focus is on grammar used in spoken English; at MN, 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 SO as a result of the company dealing with foreign customers from a variety of nationality backgrounds.

To sum up, I have found that speaking is required most in all the workplaces under investigation. This is followed with presenting a paper in a seminar or meeting. Telephoning and communicating or conversing with foreigners are needed in some companies. In reading skills, the alumni needed it for reading a job ad and reading general documents and manuals. Similarly, writing is needed mainly for job application. When they work, writing is needed for preparing presentation slides and emailing.

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

A summary of the communicative events as reflections of the circumstances when alumni are required to use English found in each of the four case studies is contained in Table 5. I note that conversing with expatriates or visitors at FC or talking with superiors at MN, 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 organizations that requires reading and writing skills. Reading documents (office or general; manuals) is the communicative event at SO, MN and FC.
that requires passive reading skills in English.

**Table 5 Communicative events in workplaces**

<table>
<thead>
<tr>
<th>Required: Listening and speaking skills</th>
<th>State-Owned Company</th>
<th>Multinational Company</th>
<th>Foreign Company</th>
<th>Private Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephoning, negotiating with customers and presenting papers in a seminar.</td>
<td>Telephoning, negotiating with customers and presenting papers in a seminar.</td>
<td>Talking with superiors.</td>
<td>Conversing with expatriates or writers from overseas</td>
<td>Interacting with foreign customers or clients, offering products and services, meeting, and attending presentations.</td>
</tr>
<tr>
<td>Required: Reading and writing skills</td>
<td>Emailing or correspondence, preparing documents, and preparing slides for presentation.</td>
<td>Making correspondence, responding to emails, drafting documents, especially contracts, and translating.</td>
<td>Making a proposal, making correspondence, preparing a presentation slide.</td>
<td>Correspondence, writing letters of warrant and writing reports.</td>
</tr>
<tr>
<td>Reading documents and reading manuals.</td>
<td>Reading company documents.</td>
<td>Dealing with documents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required all language skills</td>
<td>Applying for a job.</td>
<td>Applying for a job.</td>
<td>Booking a hotel and applying for a job.</td>
<td>Applying for a job (added value is English).</td>
</tr>
</tbody>
</table>

The most important communicative event with which alumni have to cope is applying for a job. This is the communicative event found in all organizations that requires reading, writing and speaking as active communication skills. At MN, these English skills are a must have requirement, a non-negotiable competency; at FC they are a highly recommended requirement; at SO 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 favorable light.

Communicative events requiring active oral communication skills such as telephoning, negotiating with customers, and offering products are required to some degree at SO, MN 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.
4.3 How well prepared are polytechnic alumni to enable them 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 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 organizations. Employees at SO 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.

Employees at FC are at a level above those at SO. 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 MN. MN is an organization 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 MN! 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.

Table 6 The English language competency performance of polytechnic alumni in their workplaces

<table>
<thead>
<tr>
<th>Company</th>
<th>Level of English Language Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>SO</td>
<td>Middle</td>
</tr>
<tr>
<td>FC</td>
<td>Above SO</td>
</tr>
<tr>
<td>MN</td>
<td>Highest</td>
</tr>
<tr>
<td>PC</td>
<td>Lowest</td>
</tr>
</tbody>
</table>
4.4 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 7. Here, I have presented a checklist of summarized 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 SO, 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 MN 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, MN used to send their workers abroad to learn English, that is now discontinued; they operate

<table>
<thead>
<tr>
<th>State-Owned Company</th>
<th>Multinational Company</th>
<th>Foreign Company</th>
<th>Private Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polytechnic alumni workers have insufficient skill in oral communication. They have problems with active communication; they can understand, but they cannot respond. Those working as mechanics and on the production line in the company seem to have no problems with their English as it is intended for them to understand English documents only. Polytechnic alumni working at MN 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 needed 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 interpreters 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 aspersion or so in that condition does not compel them to indulge the language sophistication in the Company.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
a rigid selection process that ensures the language competency of successful candidates.

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 that all companies, apart from MN, 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. MN, through its process of careful selection, ensures that only those graduates with sufficient prior English language skills are appointed and so does not have to engage in workplace training.

Table 7 How Indonesian companies provide support for English language skills to their workers

<table>
<thead>
<tr>
<th>State-Owned Company</th>
<th>Multinational Company</th>
<th>Foreign Company</th>
<th>Private Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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-site English language training such as existed in the past.</td>
<td>The organization provides support for the workers to improve their English by providing food which is spent by the workers do their addition English language training course outside the company. In addition, an encouragement in a form of ‘offering conditions’ is set up by the company so that the workers there use English at work.</td>
<td>The company provides a climate in a form of monthly training 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.</td>
</tr>
</tbody>
</table>

5 Conclusion

My analysis has helped me to find answers to the research questions that I formulated in the introduction. 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 organizations.
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 organizations 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 organizations 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 organization. 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.

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.

The present study is significant for tertiary colleges in Indonesia, especially polytechnics, as a great number of their alumni work in
the four types of companies, namely state-owned, multinational, foreign and private companies. This is also significant for other tertiary colleges in countries where English is not the first language. As a lesson to learn, this can inform all interested readers that English can enhance an alumnae's career; and to some extent, one's career can be determined by his/her English language competency in Indonesia.

References


