Chapter 37

Foreign Language (English) Learning in Cross–Cultural Communication in Indonesia

Mario Nugroho Willyarto
Bina Nusantara University, Indonesia

Ulani Yunus
Bina Nusantara University, Indonesia

Bhernadetta Pravita Wahyuningtyas
Bina Nusantara University, Indonesia

ABSTRACT

The use of English in all aspects, especially in the world of education in Indonesia, has become more popular. Indonesia has a strategic location geographically, the need to be able to communicate in English is inevitable. This chapter was focusing on the foreign-language learning of Indonesian people regarding their interaction with people from other countries and cultures, which is using English. There were several previous researches taken, to be discussed in this chapter in supporting the idea that interaction with people from different countries and cultures would be able to promote the process of foreign-language (English) learning in verbal communication, especially for Indonesian people. Researches came up with the results that cross-cultural communication of Indonesian showing that the circumstances were giving a positive impact for their work and life, either professionally or personally. The verbal interaction should be conducted well to a better understanding. In order to communicate well, one should be able to master the international language, in this case is English.

INTRODUCTION

The use of English in Indonesia almost covers all aspects, politics, economics, defenses, etc. Indonesia's education saw this phenomenon of globalization then immediately responded by developing new

educational system which presented in English (Willyarto et al., 2017). English as a foreign language in Indonesia is a lingua franca that is used internationally. The demand for using English will probably remain high for years to come. English language teaching is becoming the most important to acquire the English language for Indonesian people, not only for adults but also for every student in all level of education. English as a global language nowadays plays an important role in Indonesia's foreign language education, especially to Indonesian people who perceived English as a foreign language. Some of the children in certain situation obtained sufficient communication in English from their surroundings, such as school, friends and family. This exposure makes them absorb English instantly. As the result, they are able to communicate in English appropriately. Indonesian children have substantial ability to imitate and express a number of sentences in English relatively close and similar to the pronunciation of native speakers, due to the influences from movies and television series. It is widely recognized that English is important for Indonesia and the reason most frequently put forward for this is that English is a global or international language. This means in effect that approximately one in four of the world's population are capable of communicating to a "useful level" in English. That is potentially a lot of people for Indonesians who know English to communicate with (Lauder, 2008). Language policy in Indonesia has to contend with a highly multicultural and multilingual society. English, its status, and its role or function in the functioning of the nation and in education in particular has to be seen against the backdrop of where it takes a place in the third of three main categories, Bahasa Indonesia, the regional vernaculars, and foreign languages.

Many challenges are still faced by education stakeholders in integrating technology for English language teaching, particularly for teachers as the agent of educational mobility. Researches have been done on cross-cultural communication findings from different countries in order to determine what factors might be best applied to the Indonesia situation to improve learning and teaching. In addition, the use of technology for teaching can be a countless message for agents of education particularly for teachers in choosing the most adaptive technology tools within their pedagogy setting. However, more research on technology integration and technology tools for English language are still needed to be explored to enrich research on education, such as more areas of technology to investigate, for instance, on finding more varied technology types to be applied in teaching language skills (Ammade et al., 2018). productive skills such as speaking, and writing had become the priority. The integrated nature of language and culture was emphasized. Communication across cultures also gained an important position (Wahyudi et al., 2018). The information of lecturers' perceptions and the strategies used to promote intercultural competence. It portrayed that learners were to be more inclusive, aware of their own culture and acquire more understanding of other cultures, acknowledge commonalities, and respect differences. More importantly, learners have to be able to interact harmoniously and reciprocally with people from cultures other than their own (Abduh & Rosmaladewi, 2018).

Developing insights into human resource strategies and the importance of understanding cross-cultural psychological communication is a key issue. Such analysis provides a picture of the importance to an organization in the development of a worldwide communication network, may it be in the company or with external stakeholder such as supplier, customer, government and others. These phenomena also involve the development of technology that provides the ability to send messages in large volume and in high speed in a short span of time and across great distances. The capacity of communication that bridges between cultures becomes important for the affectivity of workers as well the organization. The organizational implication from these types of variations is that individuals that originate from different cultures, and have different levels of language competencies, will need special strategies that can assist

12 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/foreign-language-english-learning-in-cross-cultural-communication-in-indonesia/266056

Related Content

Instructional Design Process of a Gamified EFL Learning to Improve Autonomy
Serhat Güzel (2024). *Policy Development, Curriculum Design, and Administration of Language Education (pp. 132-169).*
www.irma-international.org/chapter/instructional-design-process-of-a-gamified-efl-learning-to-improve-autonomy/354338

Impact of Regulations on Fintech Firms/Banking and Non-Banking Financial Services
Devaraj Kinslin (2025). *Examining Global Regulations During the Rise of Fintech (pp. 371-428).*
www.irma-international.org/chapter/impact-of-regulations-on-fintech-firmsbanking-and-non-banking-financial-services/357491

Transforming Teachers Through Professional Development Distance Learning Programs
Eirini Tzovlaand Katerina Kedraka (2023). *Implementing Transformative Education With Participatory Action Research (pp. 232-253).*
www.irma-international.org/chapter/transforming-teachers-through-professional-development-distance-learning-programs/329923

The Harmony Model: A Well-Orchestrated Vocabulary Learning and Consolidation Program for EFL Learners
Mustafa Sarolu (2024). *Policy Development, Curriculum Design, and Administration of Language Education (pp. 106-131).*
www.irma-international.org/chapter/the-harmony-model/354337

Policy Reform After a Mass Shooting: The Case of Las Vegas
 (2021). *Examining Gun Regulations, Warning Behaviors, and Policies to Prevent Mass Shootings (pp. 53-65).*
www.irma-international.org/chapter/policy-reform-after-a-mass-shooting/270968