

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 English as a Lingua Franca**

According to Crystal (2018), English is the result of a long development of various dialects referred to as Old English. It was brought to the English region by Germanic tribes, such as the Anglo-Saxons, who came from the Angeln region around the 5th century. The name English comes from the name of the Angles. Over time, English was heavily influenced by Old Norse when the Vikings ruled England in the 9th and 10th centuries. Then, in the 11th century, the Norman conquest brought the influence of Norman French, which further enriched the vocabulary and influenced the spelling of English. Even though it is not part of the Roman language, English also got many words from Latin, especially when it entered the period known as Middle English. One of the major changes was the 15th century vowel shift in southern England, which marked the beginning of modern English. Because of this historical journey involving multiple languages, English nowadays has a very wide and diverse vocabulary.

With its rich and diverse history, English became a lingua franca used for communication around the world. According to Reinecke (1937) lingua franca originally refers to a pidgin spoken in the Mediterranean during the 11th to 19th centuries. This language was used by trade people from different backgrounds such as Arabs, Italians, Spaniards, Greeks and Turks to communicate in trade activities. The term lingua franca comes from Latin, lingua means “language” and franca means “Frankish” or refers to Western Europeans according to the Arabs. It meant “the language of the Frankish people” or “the language of the bridge” at that time, it functioned as an intercommunication language or bridge of communication (Seidlhofer, 2011).

English as a lingua franca refers to the use of English as a tool for communication between speakers who come from a different native language background (Jenkins, 2007). In contrast to native English, English as a lingua franca is shaped by the diverse backgrounds of its speakers, thus creating more flexible forms and practices with the main goal of achieving mutual understanding, rather than simply following the standardized rules of native speakers (Seidlhofer, 2011). In an increasingly globalized world, English has become the key communication tool in international business, education, diplomacy, and cooperation between countries (Crystal, 2018). Overall, English as a lingua franca is characterized by its adaptive nature and its primary focus on achieving effective communication rather than language proficiency (Jenkins, 2007).

## **2.2 Business Communication**

According to Purwanto (2011), business communication is communication used in the business sector includes various forms of communication, both verbal and nonverbal, which aim to achieve certain goals in business organizations. Business communication involves the exchange of ideas, opinions, information, carried out in an organized and planned way, in order to make the message clearly understood and in accordance with the goals. He emphasized that business communication must have six key elements, such as clear goals, information exchange, diverse message according to context, effective communication, symbols or signs as a medium for conveying messages, and goal achievement.

Moreover, business communication can be verbal communication, both spoken and written, or nonverbal communication which is body language and other symbols that support delivery of the message. The success of business communication is highly dependent on the ability of communication in delivering and receiving messages effectively, also adapting to the evolving ways of communication (Purwanto, 2011).

Business communication is the process of exchanging information between two or more people in an organizational environment, especially in a company. This interaction can happen face-to-face or through media such as email and messaging applications. The main purpose can be to complete tasks, build good working relationships, or build a professional image (Violanti, 2016).

In a workplace with people of different ages and cultural backgrounds, good business communication is very important to keep work running smoothly and to achieve goals. Effective communication is marked by clear messages, good listening, and helpful responses (Mohamed & Devaraj, 2020).

### **2.3 English as a Lingua Franca in Vocational Education**

The use of English as a lingua franca in vocational education is becoming increasingly significant in line with the increasing demands for intercultural communication in global work. Students from Applied Foreign Language are required to not only be experts in the language aspects, but also to be able to communicate effectively in situations involving various language and cultural backgrounds.

The research by Cahyadi and Fitriyah (2022) shows that pre-service English teachers in Indonesia recognize the importance of English as lingua franca oriented teaching approaches. They emphasized the need for the integration of teaching strategies that support cross-cultural communication, such as the use of materials that reflect the global variety of English and training in adaptive communication strategies. This is important to prepare students for a realistic communication situation in an international work context.

According to Islama, Dzulfikri, and Nadzifah (2022) the English curriculum in Indonesia is still too focused on general material, so it has not optimally supported the development of English language skills relevant in the workplace. Therefore, they suggest the implementation of an English for Specific Purposes

(ESP) that is in line with the needs of professional communication in various industrial fields.

Suoc, Lastino, Lukingan, Baraoil, and Pelila (2025) in their study of the implementation of English as a lingua franca in ASEAN universities found that the use of English as a lingua franca in university can improve students' academic and professional skills. However, some challenges such as grammatical difficulties, communication barriers and fear of distraction can interfere with the learning process. Therefore, there is a need for teaching methods that support the development of cross-cultural communication skills more effectively.

Indonesian students who study abroad are facing challenges in understanding and communicating with other non-native speakers when using English as a lingua franca. To overcome this, they are using strategies such as gestures when they do not understand or letting misunderstandings pass without clarification. The findings emphasize the importance of developing interactional, strategic and understanding skills of English variation in the teaching of English as a lingua franca in Indonesia (Kurniawan, 2023).

#### **2.4 Internship in Applied Foreign Language Program at Diponegoro University**

The internship program is a compulsory academic activity for students in Applied Foreign Language Program at Diponegoro University. During this program, students are expected to actively participate in the daily operations of the institution where they are placed. The main goal of internship is to provide students with real-world work experience in fields related to foreign languages. It serves as an opportunity for students to apply the knowledge and skills they have gained throughout their studies in a professional environment. Given the rapid development of foreign language fields, internship is considered essential in helping students understand how theoretical concepts align with practical realities in the workplace. Through this experience, students are also expected to strengthen their

sense of professional responsibility and improve their critical thinking in addressing real-life challenges (Applied Foreign Language Program, 2025).

The internship placements may include government institutions, such as the Ministry of Foreign Affairs, Japanese companies operating in Indonesia, as well as businesses in tourism, hospitality, and translation services. These institutions are selected based on their relevance to the students' language competencies, particularly in the use of Japanese and English in professional settings. This program is designed not only to enhance students' language proficiency in workplace contexts but also to develop their ability to observe, evaluate, and respond to real-world situations with professionalism (Applied Foreign Language Program, 2025).

## **2.5 Politeness of Communication Strategies**

In business communication by using English as a lingua franca, politeness strategies are important to maintain smooth and harmonious interactions between speakers from different cultural backgrounds. Brown and Levinson (1987) developed a politeness theory that divides these strategies into two main types: positive politeness and negative politeness.

Positive politeness aims to build intimacy and mutual respect. These strategies consist of using pleasant greetings, giving compliments, showing interest in the other person, and emphasizing mutual interest. In the English as a lingua franca context, these strategies are often used to create a collaborative atmosphere, reduce social distance and facilitate cooperation between speakers from different cultures (Brown & Levinson, 1987). For example, in the opening of an international online meeting, participants can start with small talk or light jokes to make the situation more comfortable.

Negative politeness focuses on respecting privacy and social distance. These strategies consist of indirect requests, the use of an apology phrase, or modest

expressions. These strategies are important to maintain professionalism and prevent appearing forced, especially when speaking to people from cultures that value politeness and hierarchy. For example, one could say, “Sorry to bother you, but may I ask...?” when wanting to ask a question to a representative from another country.

Politeness strategies described by Brown and Levinson (1987) are often used when using English as a lingua franca because it helps to keep communication clear while also maintaining politeness. English as a lingua franca speakers come from various cultural backgrounds, so the way they understand and convey politeness can be different. Therefore, they often combine positive and negative politeness strategies flexibly, depending on who they are talking to and the situation of the conversation. These strategies are useful for conveying messages effectively without offending, as well as maintaining good relationships in cross-cultural interactions.

## **2.6 Efficiency of Communication Strategies**

Efficiency is important so that the information can be conveyed clearly, quickly, and without confusing the other person in using English as a lingua franca. Drucker (1967) emphasizes that effective communication is the communication that is able to achieve its goals with the least possible use of time and effort. Efficient communication strategies usually use language simplification. English as lingua franca speakers tend to avoid complex sentence structures, idiomatic expressions or technical vocabulary that can be difficult for the other person to understand. For example, instead of saying “We need to think outside the box to gain traction,” they prefer simple sentences like “We need creative ideas to succeed.”

The information is conveyed in a direct and straightforward way, for example by stating the goal, and the action that needs to be taken. This helps people understand quickly. The sentences should also be short and clear to make communication more efficient. By using Drucker's (1967) efficiency communication strategy, English as lingua franca speakers can reduce the potential for misunderstanding and increase clarity in cross-cultural business interactions.

This strategy allows communication to happen smoothly, even if the speakers have different levels of English proficiency.

## **2.7 Clarity of Communication Strategies**

Clarity communication strategy aims to ensure messages can be understood appropriately, especially when speakers come from different language and cultural backgrounds. Based on Grice's Cooperative Principle (1975), particularly the maxim of manner, speakers are expected to avoid ambiguity, and speak clearly.

The main focus of this strategy is to avoid misinterpretation. Often, English as lingua franca speakers choose words that are more explicit and easy to understand over specific idioms or expressions. For example, instead of saying "Let's table this discussion," they will use a sentence like "Let's postpone this discussion to our next meeting" to avoid misinterpreting the message.

This strategy shows that clarity is important for everyone to understand each other. In the use of English as a lingua franca, it is a concern to ensure that differences in language ability do not hinder mutual understanding. Therefore, the clarity strategy is not just about simplifying sentences, but an approach to mutual understanding.

## **2.8 Previous Studies**

The study of the use of English as a lingua franca in business communication and vocational education has been widely conducted in recent years, which shows the importance of English as a lingua franca in professional contexts. A research conducted by Caprario (2024) titled "Communication Strategies in English as a Lingua Franca A Research Synthesis" discusses communication strategies in the use of ELF. He concluded that the success of communication in ELF is usually measured by three aspects: mutual understanding, achieving the purpose of the conversation, and building good relationships between speakers. The strategies used also vary such as explaining it again, using humor, or

giving non-verbal gestures, depending on the context whether in the workplace, academics, or daily life.

Another study conducted by Shofiya and Basuni (2024) titled “Communication Strategies Performed in an English as Lingua Franca Context and Their Contributions Toward Students' Engagement” showed that ELF communication strategies help students to be more confident and active when learning in classrooms. They found that when students are comfortable using strategies such as repetition, gesture, or substituting difficult words, they are more engaged in the conversation. In other words, ELF not only helps convey messages, but also increases learning participation.

Research by Cahyadi and Fitriyah (2024) titled “Pre-Service Teachers Perception and Strategies in Teaching English as a Lingua Franca in Indonesia” examined pre-service English teachers in Indonesia and how they understand the concept of English as a lingua franca. The result is that many of them are aware that ELF is important for global communication, but are still confused about how to teach it because our education system still focuses on native-oriented English. This research suggests that the curriculum should better support teaching that is relevant to multilingual contexts.

Furthermore, research by Ardiansyah and Sari (2024) titled "The Use of English as a Lingua Franca in English Language Learning in Indonesia: Challenges and Opportunities" highlights the challenges of implementing ELF in Indonesian classrooms. The researchers note that teachers and students still tend to focus on American or British accents and structures, rather than on communication effectiveness. In fact, a multilingual environment supports the ELF concept. The research emphasizes the need for teacher training in order to teach English in a more flexible and communicative way.

A research by Permatasari, Faizin, and Palupi (2023) titled “Vocational University Teacher's Beliefs Upon Business English as a Lingua Franca” discusses lecturers' beliefs towards Business English as a Lingua Franca (BELF). Although

not all of them are familiar with the term, their teaching practices are in line with the BELF principles, which focus on clarity of meaning, appropriate context, and the ability to interact in a multicultural business context.

From the various studies above, it can be concluded that the use of English as a lingua franca in business communication, especially by vocational students, is an important topic for further research. While many previous studies have focused on theoretical perspectives, such as teacher beliefs (Permatasari et al., 2023), classroom settings (Shofiya & Basuni, 2024), or general communication strategies in English as a lingua franca (Caprario, 2024), there is still a lack of research that highlights the actual, real-life experiences of students using English as a lingua franca in professional contexts. This study aims to fill that gap by focusing on the real experiences of Applied Foreign Language students who have been involved in professional situations using English as a lingua franca as the medium of communication. By exploring how these students apply communication strategies such as politeness, clarity, and efficiency when interacting with speakers from different language and cultural backgrounds, allows for a deeper look at how communication strategies are not only understood in theory but also put into practice in professional workplace settings.