

CHAPTER II

REVIEW AND RELATED LITERATURE

The present chapter describes some theories or literature related to the problems discussed. The following are several topics related to the study: non-formal education, English specific purpose, interview, a job interview, and related research.

A. Non Formal Education

Talk about education, there are many definitions of it. There are three kinds of education, those are formal education, non formal education, and informal education. Due to the importance of education to the people, Indonesian government designs law in UUD 1945 that every people has to study until 12 years or recently called 12 years compulsory study. But the program is not really effective; remind that education in Indonesia still far and able not to compete with International.

Non formal education is expected to improve the standard of education in International and Indonesia too. Education non formal is appears about the end of 60's and began of 70's in the book *The World Crisis In Education*² Philip states on his book that non-formal education is any organized, systematic educational activity outside the framework of the formal (school) system (designed) to provide selective type of learning particular sub-groups in the population adult, as well as children. Then in the states non formal education is education which outside the formal education organized and

² Philip Coombs, Manzoor A, *The World Crisis in Education* (New York: Oxford University Press, 1985)

processed. The result of non formal education can be appreciated as a result of formal education after equalization by some government institutes or regional institute based on education national standard that we have known. Fordham suggests that in the 1970s, four characteristics came be associated with non-formal education: (1) Relevance to the needs of disadvantaged groups (2) Concern with specific categories of person, (3) A focus on clearly defined purposes, (4) Flexibility in organization and methods.

Based on UU No. 20, 2003, Section 26 verse 1 explained that non formal education is aimed to the people who need education service as the replacement, adding, or completing formal education in order to support long life education Furthermore in verse 2 explained non formal education functioned to develop the ability of the student by stressed on mastering knowledge, functional creativity, leadership, and entrepreneurship. So, there are many courses spread in Indonesia more over 59, 50% is placed on Java Island. Then in the verse 3 explained that non-formal education enveloped about life skill, education for young learner (PAUD), youthful education, woman employee, literature education, creativity and education job training, and other in purpose to develop the ability of student. Non formal education is believed able to complete the need and the importance that invaluable in formal education to reach global demanding in the job.

Research in Latin America and Caribbean, since 1950 until 1980 is focused in doing innovation and practice in non formal education. Non formal education is often being center strategy to change and increase the social-economic for slam society. Non formal education is designed to build

infrastructure region in getting the human more intelligent and eligible in certain job position.

Non formal education is different with formal education which in fact the person is able to join with the same age, level, and time in year of receive education level in each own step. The training and courses at school community and college are for student and complement in order to make someone being confident from self-employment, so they have skill and strength to work increasing their social economic status.

B. English Specific Purpose³

ESP is an important area in English Language Teaching today: there is a large variety of professions for which tailor-made courses and materials are importance for effective and task-based learning. There are many people studying English for specific purposes (ESP). ESP clarify how language is required by specific needs of the learners. The teaching ESP focuses on special the objective of study.

1. English Specific Purpose (ESP)

ESP has had a relatively long time to mature and so we would expect the ESP community to have a clear idea about what ESP means. Strangely, this does not seem to be the case. In October last year, for example, a very heated debate took place on the TESP-L e-mail discussion list about whether or not English for Academic Purposes (EAP) could be considered

³ Laurence Anthony, "English for Specific Purposes: What does it mean? Why is it different?", *Japan anthony 'at' ice.ous.ac.jp.* (Faculty of Engineering Okayama University of Science), 700

part of ESP in general. At the Japan Conference on ESP also, clear differences in how people interpreted the meaning of ESP could be seen. Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes.

At the conference, guests were honored to have as the main speaker, Tony Dudley-Evans, co-editor of the ESP Journal mentioned above. Very aware of the current confusion amongst the ESP community in Japan, Dudley-Evans set out in his one hour speech to clarify the meaning of ESP, giving an extended definition of ESP in terms of 'absolute' and 'variable' characteristics.

2. Is ESP different with general English?⁴

If we agree with this definition, we begin to see how broad ESP really is. In fact, one may ask 'What is the difference between the ESP and General English approach? In the theory, nothing in practice a great deal. When their book was written, of course, the last statement was quite true. At the time, teachers of General English courses, while acknowledging that students had a specific purpose for studying English, would rarely conduct a needs analysis to find out what was necessary to actually achieve it. Teachers nowadays, however, are much more aware of the importance of needs analysis, and certainly materials writers think very carefully about the goals of learners at all stages of materials production.

⁴ Tom Hutchinson and Alan Waters, *English for Specific Purpose: a learning-centered approach*. (Great Britain, Cambridge University, 1987). Page 53

Perhaps this demonstrates the influence that the ESP approach has had on English teaching in general. Clearly the line between where General English courses stop and ESP courses start has become very vague indeed.

Rather ironically, while many General English teachers can be described as using an ESP approach, basing their syllabi on a learner needs analysis and their own specialist knowledge of using English for real communication, it is the majority of so-called ESP teachers that are using an approach furthest from that described above. Instead of conducting interviews with specialists in the field, analyzing the language that is required in the profession, or even conducting students' needs analysis, many ESP teachers have become slaves of the published textbooks available, unable to evaluate their suitability based on personal experience, and unwilling to do the necessary analysis of difficult specialist texts to verify their contents.

3. Future of ESP

If the ESP community hopes to grow and flourish in the future, it is vital that the community as a whole understands what ESP actually represents. Only then, can new members join with confidence, and existing members carry on the practices which have brought ESP to the position it has in EFL teaching today. In Japan in particular, ESP is still in its infancy and so now is the ideal time to form such a consensus.⁵ Perhaps this can stem from the Dudley-Evans' definition given in this article but I suspect a more rigorous version will be coming soon, in his book on ESP to be

⁵ Dudley and Maggie Jo ST John, *Developments in ESP: a multi-disciplinary approach*, (United Kingdom, 2006, Cambridge University Press). Page 5.

published in 1998. Of course, interested parties are also strongly urged to attend the next Japan Conference on ESP, which is certain to focus again on this topic.

C. Curriculum

The meaning of curriculum is those subjects that are most useful for living in contemporary society. In the other hand, curriculum is such “permanent” subjects as grammar, reading, logic, rhetoric, mathematics, and the greatest book of the Western world that best embody essential knowledge. There is the other meaning of curriculum is all planned learning for which the school is responsible.⁶ This definition shows that curriculum becomes a basic of teaching learning process. Student will study English because it is part of curriculum in the school. The syllabus design of English is decided and made by the institution. The student must study English, whether they like or dislike.

D. Materials

Materials are used to support the application of teaching and learning. The materials provide what should be accommodated in the process of teaching and learning. We know that teaching learning cannot be divided with the roles of materials. However, the materials of ESP are very concerned with the needs of the learners. Hutchinson and Waters described some of the objectives of materials design.⁷ There are motivate the learners, construct the teaching-learning systematically, a description in aspects of teaching learning

⁶ Marsh & Willis *Curriculum: Alternative approaches, ongoing issues*. (3rd ed.). (Upper Saddle River, NJ: Merrill Prentice Hall, 2003) Page 26

⁷ Tom Hutchinson and Alan Waters, *English for Specific Purpose: a learning -centered approach*. (Great Britain, Cambridge University, 1987). Page 24

which are to be learned and accommodate teacher experience and the needs of the learners

In the material of ESP, learners is the important aspect in the process teaching learning. For the learner of ESP, there are some to development materials design of ESP. Here they are some language descriptions⁸, which influenced the development materials design of ESP.⁹

a. Classical Grammar

In the classical grammar, the feature of language is discussed based on grammatical point of view. The content of the material much comprehends about structures, especially about how sentences and words are formed and operated.

b. Structural Linguistic

Structural linguistic concerned in the ways of discussion of language based on structured of words and sentences. The most enduring application of structural linguistic was the structural syllabus. In the structural syllabus, the discussion of language emphasized that many forms structures of language can be used to explore and to explain in tenses of grammar, statements, opinions, etc.

c. Language Variation and Genre Analysis

Language variation and genre analysis concerned in the discussion of language in some variants of language. The concept of language variation gave rise to the type of ESP which was based on register analysis.

⁸ The term “*Language Description*” is used by Hutchinson and Waters to explain some features of language which influenced the development of language features.

⁹ Ibid., Page 7.

d. Functional or Notional Grammar

Functional or notional grammar related with the discussion of language that concerned in the roles of language for human beings. It much discusses about how language can be used and required for the needs of the learners.

e. Discourse Analysis

Discourse analysis is not only concerned in the structural of language, but also in the use of language with particular meaning. In the discourse analysis, elaboration of meaning is very important. It is significantly important to make student ability more acceptable in the real situation.

From the description above, the teacher can select what materials which are suitable with the purpose of the institution and learner needs. The teacher must be combined material as possible it can make the learner enjoy and understand.

However, there are four aspects in the materials design; they are teaching learning goals, material content, methodology and evaluation. Those aspects are integral unity of comprehension. The material is good when the student want to learn the material. Here they are some types of materials that should be evaluated according to Hutchinson and Waters:¹⁰

¹⁰ Ibid., Page 99.

Tabel 1. List of Materials Analysis

| ASPECTS | SUBJECTIVE ANALYSIS (TEACHER'S OWN PERSPECTIVE) |
|------------------------|--|
| The Objective of Study | Decided the aims of the objective of study |
| Content | <p>a. What kind of language description do you required? Should it be structural, nation, functional, discourse based, some other kind, a combination of one or more of these?</p> <p>b. What language points should be covered? (e.g. structures, vocabulary, areas etc)</p> <p>c. What proportion of work on each macro skill? (e.g. reading) is desired? Should there be skill-integrated work?</p> <p>d. What micro skills needed? (e.g. deducing the meanings of the unfamiliar words)</p> <p>e. What text types should be included? (e.g. manuals, letters dialogues, experimental reports, visual texts, listening texts)</p> <p>f. What subject matter area is required? (e.g. medicine, biology, cruise ship and hotel, etc)</p> <p>g. How should the content be sequenced throughout the course units? (From the easier to more difficult?, to create variety?, to provide recycling?, by other criteria?, etc.)</p> <p>h. How should the content be organized? (e.g. around language points, by subject matter, by study skills of language, etc.)</p> <p>i. What types of topics are needed? (e.g. in medicine: hospital organization, medical technology, etc.)</p> |
| Methodology | <p>a. What theory of learning should the course be based on? It can be behaviorist, cognitive</p> |

| | |
|--|---|
| | <p>affective, a combination between the learning theory, etc.</p> <p>b. What aspects of the learner's attitude to/ expectations about learning English should the course take into account?</p> <p>c. What kinds of exercises/ tasks are needed?</p> <ul style="list-style-type: none">• Guided or free,• Comprehension or production,• Language skill practice or language skill use,• Whole class, skill, or individual,• Role-play, simulation, drama, or games• Self study• Etc. <p>d. What teaching learning techniques are to be used? (e.g. pair work, small-group work, students presentations, work involving technical, etc.)</p> <p>e. What media of teaching learning should be used? (e.g. cassette recorders, projectors, video, etc)</p> <p>f. What guidance/support for teaching learning that is needed? (e.g. statements of aims, lists, of vocabulary and language-skill points, language guidance, technical information, methodological directive or hints, texts, etc.)</p> <p>g. How flexible do the materials need to be?</p> |
|--|---|

E. Methods

Methods are concept that described about plans in the teaching learning.

The concept of methods can be separated with discussion of approach, methods and techniques that always appear in the methodology of teaching and learning.

1. Approach

Approach is discussed about the foundation of principles the teaching learning needs. Approach in language contained about general description of philosophy about the core of language.

Principally, there are two approaches; first approach emphasizes in the comprehension of language in the discussion of parts and forms in language; the second approach intended the teaching of language by much considered what the learners need is.¹¹ However there are some method in teaching and learning;¹²

a. GTM (Grammatical Teaching Method)

Grammatical Teaching Method (GTM) is created based on a desire to acquire the language, which emphasizes in the structures of sentences. This method concentrates the study of language in grammatical structure and translation into target language. Reading and writing are most comprehension in the class of GTM.

There are some characteristic of GTM; the objective of study in the learners able to read the literature, Reading and writing are focus of

¹¹ Donn Byren, *English Teaching Perspectives*, (Singapore, 1985; Longman Singapore Publisher), Page 42-43

¹² Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*. (USA, 1986; University of Cambridge) Page. 3

comprehension, emphasize to analyze grammar and translation, grammar is taught inductively

b. Direct Method¹³

In direct method, the explanation of language is taught directly without translating source language to target language; students' mother tongue could be used if it were explaining about the meaning of foreign language. Here, as teacher should have an ability to demonstrate the item of language that they want. And the characteristic of direct method are; demonstration and action to explain the language, giving more attention in the speaking and learning, never explain about translation, grammar is taught inductively

c. Audio Lingual Method¹⁴

This is the opposite of GTM method. In the teaching audio-lingual method, speaking and listening are emphasized to get proficiency of conversation. The weakness of this method is less exercise in the use of language because, the learners face difficulty to apply their ability. The criteria of audio-lingual can be identified as follows; speaking and listening emphasized to get proficiency in conversation, Drilling is the most techniques that are used. The students are permitted to get references reading, writing and vocabulary. Structure is taught through drilling of written dialogues.

¹³ Ibid., Page. 9

¹⁴ Ibid., Page. 10

d. Communicative Language Teaching¹⁵

According to Brown, “the modern teaching method in the late 1980-1990 is communicative language teaching (CLT). The general principles of CLT are probing the nature of social, cultural, and pragmatic features of language. Exploring pedagogical means for real life communication in the classroom. Developing linguistic fluency, not just the accuracy. Looking the learners as partners in language teaching, meaning that the students are active in the classroom process.”

These are the characteristic of Communicative Language Teaching (CLT):

- 1) Classroom goals are focused for all components (grammatical, discourse, functional, sociolinguistic, and strategic) of communication competence.
- 2) Language techniques are designed to engage learners in the pragmatic, authentic, Functional used of language for meaningful purposes.
- 3) Fluency and accuracy are seen as complementary principles underlying communicative technique.
- 4) Students in communicative class ultimately have to use the language productively and receptively, in unrehearsed context contexts outside the classroom.
- 5) Students are given opportunities to focus on their own learning process through an understanding of their own styles

¹⁵ Brown, HD., Teaching by Principles: *An Interactive Approach to Language Pedagogy*, second edition,(New York: Addison Wesley Longman, 2001). Page 42-43

6) The role of the teacher is that of facilitator and guide, not in all knowing best over of knowledge.

F. Evaluation¹⁶

Evaluation is a matter of tugging the fitness of something for a particular purpose. Evaluation and development separately are complementary activities. The material writer can learn a lot in terms of ideas and techniques from evaluating existing materials. There is no absolute good or bad – only degrees of fitness for the required purpose.

In ESP, the evaluation is very concerned to measure specific students' ability. However, some basic principles the evaluation of ESP can draw as follows;

1. Placement Test

Placement test is used to know knowledge of the learner's before of teaching learning is started. Besides, it is also used to know the basic ability of the learners. Placement test can be used to decide what materials are suitable for the students.

2. Achievement Test

Achievement test is used to measure the learners ability related the material given and some skill of language such as reading, writing, listening and speaking. The important thing is teacher must make sure the evaluation given with the objective of study and the learners need.

3. Proficiency Test

Proficiency test is used to measure students' ability in particular unit comprehension of materials. For example, the student ability of nursing are

¹⁶ Ibid, Tom Hutchinson and Alan Waters, *English for Specific Purpose*. Page. 96

measured by his or her reading comprehension, vocabulary in medical terms terminologies, etc.

G. Interview

An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. Interviews are a standard part of journalism and media reporting, but are also employed in many other situations, including qualitative research. In journalism, interviews are one of the most important methods used to collect information, and present views to readers, listeners or viewers.

The qualitative research interview seeks to describe and the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say. Interviewing when considered as a method for conducting qualitative research, is a technique used to understand the experiences of others.

1. Types of Interview¹⁷

In interview, there are four types. There are Informal, conversational interview, general interview guide approach, standardized, open-ended interview and closed, fixed-response interview.

a. Informal, Conversational interview

No predetermined questions are asked, in order to remain as open and adaptable as possible to the interviewee's nature and priorities; during the interview the interviewer "goes with the flow".

¹⁷ Moore, Brenda "In-Depth Interviewing" in *Routledge Handbook of Research Methods in Military Studies*, (eds.) (New York: Routledge, 2014). Page. 115-128.

b. General interview guide approach

Intended to ensure that the same general areas of information are collected from each interviewee; this provides more focus than the conversational approach, but still allows a degree of freedom and adaptability in getting the information from the interviewee.

c. Standardized, open-ended interview

The same open-ended questions are asked to all interviewees; this approach facilitates faster interviews that can be more easily analyzed and compared.

d. Closed, fixed-response interview

All interviewees are asked the same questions and asked to choose answers from among the same set of alternatives. This format is useful for those not practiced in interviewing. This type of interview is also referred to as structured.

2. Interview Judgments

According to Hackman and Oldman several factors can bias an interviewer's judgment about a job applicant. However these factors can be reduced or minimized by training interviews to recognize them.

Some examples are:

a. Prior Information

Interviewers generally have some prior information about job candidates, such as recruiter evaluations, application blanks, online screening results, or the results of psychological tests. This can cause

the interviewer to have a favorable or unfavorable attitude toward an applicant before meeting them.

b. The Contrast Effect

How the interviewers evaluate a particular applicant may depend on their standards of comparison, that is, the characteristics of the applicants they interviewed previously.

c. Interviewers' Prejudices

This can be done when the interviewers' judgment is their personal likes and dislikes. These may include but are not limited to racial and ethnic background, applicants who display certain qualities or traits and refuse to consider their abilities or characteristics

H. Job Interview

A job interview is a type of employment test that involves a conversation between a job applicant and representative of the employing organization. Interviews are one of the most popularly used devices for employee selection. Interviews vary in the extent to which the questions are structured, from totally unstructured and free-wheeling conversation; to a set list of questions each applicant is asked.¹⁸ Research has shown that structured interviews are more valid than unstructured, that is, they are more accurate in predicting which applicants will make good employees.¹⁹

¹⁸ Dipboy, Macan, *The selection interview from the interviewer and applicant perspectives: Can't have one without the other.* (New York City: Oxford University, 2012). 323-352

¹⁹ Wiesner, Cronshaw, "A meta-analytic investigation of the impact of interview format and degree of structure on the validity of the employment interview". *Journal of Occupational Psychology*, (1988). 61(4), Page 275-290.

1. Interview construct

In light of its popularity, a stream of research has attempted to identify the constructs (ideas or concepts) that are measured during the interview to understand why interviews might help to pick the right people for the job. Several reviews of the research on interview constructs revealed that the interview captures a wide variety of applicant attributes. These constructs can be classified into three categories: job-relevant interview content (constructs interview questions are designed to assess), interviewee performance (applicant behaviors unrelated to the applicant characteristics the interview questions are designed to assess but nevertheless influence interviewer evaluations of interviewee responses), and potentially job-irrelevant interviewer biases (personal and demographic characteristics of applicants that may influence interviewer evaluations of interviewee responses in an illegal, discriminatory way).

2. Job-relevant interview content²⁰

Interview questions are generally designed to tap applicant attributes that are specifically relevant to the job for which the person is applying. The job-relevant applicant attributes that the questions purportedly assess are thought to be necessary for one to successfully perform on the job. The job-relevant constructs that have been assessed in the interview can be classified into three categories: general traits, experiential factors, and core job elements. The first category refers to

²⁰ "Job Interview", <http://en.wikipedia.org>, diakses 7 Desember 2014

relatively stable applicant traits. The second category refers to job knowledge that the applicant has acquired over time. The third category refers to the knowledge, skills, and abilities associated with the job.

Reducing the number of constructs the interview is intended to assess may help mitigate this issue. Moreover, of practical importance is whether the interview is a better measure of some constructs in comparison to paper and pencil tests of the same constructs. Indeed, certain constructs (mental ability and skills, experience) may be better measured with paper and pencil tests than during the interview, whereas personality-related constructs seem to be better measured during the interview in comparison to paper and pencil tests of the same personality constructs. In sum, the following is recommended: Interviews should be developed to assess the job relevant constructs identified in the job analysis.

3. Job-irrelevant interviewer biases²¹

The following are personal and demographic characteristics that can potentially influence interviewer evaluations of interviewee responses. These factors are typically not relevant to whether the individual can do the job (that is, not related to job performance), thus, their influence on interview ratings should be minimized or excluded. In fact, there are laws in many countries that prohibit consideration of many of these protected classes of people when making selection decisions. Using structured interviews with multiple interviewers coupled with training may help

²¹ Ibid, Job Interview.

reduce the effect of the following characteristics on interview ratings. The list of job-irrelevant interviewer biases is presented below.

There are *Attractiveness* is applicant physical attractiveness can influence interviewer's evaluation of one's interview performance. *Race* is whites tend to score higher than Blacks and Hispanics; racial similarity between interviewer and applicant, on the other hand, has not been found to influence interview ratings. *Gender* is females tend to receive slightly higher interview scores than their male counterparts; gender similarity does not seem to influence interview ratings.

In addition, there are *Similarities in background and attitudes* is interviewers perceived interpersonal attraction was found to influence interview ratings. *Culture* is applicants with an ethnic name and a foreign accent were viewed less favorably than applicants with just an ethnic name and no accent or an applicant with a traditional name with or without an accent.

The extent to which ratings of interviewee performance reflect certain constructs varies widely depending on the level of structure of the interview, the kind of questions asked, interviewer or applicant biases, applicant professional dress or nonverbal behavior, and a host of other factors. For example, some research suggests that applicant's cognitive ability, education, training, and work experiences may be better captured in unstructured interviews, whereas applicant's job knowledge, organizational fit, interpersonal skills, and applied knowledge may be better captured in a structured interview.

Further, interviews are typically designed to assess a number of constructs. Given the social nature of the interview, applicant responses to interview questions and interviewer evaluations of those responses are sometimes influenced by constructs beyond those the questions were intended to assess, making it extremely difficult to tease out the specific constructs measured during the interview.

4. Preparing²²

There are two main aspects to be prepared for a suitor in earnest, that aspect non-language and language. There are aspects non-language and aspects of language. But, here the researcher does not describe about them. Here, concern in the preparation.

Preparation in language skill must be done carefully. Look for a partner to practice doing interviews simulation. Train the following points several times to advanced.

First, polite Expressions is expression of courtesy or manners so need to be mastered in order to interview went well and the interviewer was impressed with how to answer questions and express opinions. Expression can showed anything that you feel.

Second, greeting is upon entering the interview say one of the following sentences. You should always call the interviewer man as Sir and that woman with Madam or abbreviation ma'am.

Good morning Sir / Madam
 Good afternoon Sir / Madam
 If you are welcome to sit with one of these expressions:
 Have a seat please

²² Bambang, Y. *English for Job Hunting*, (Puspa Swara. Jakarta, 2008). Page. 44-50

Take a seat please

....

The third is clarification. This expression is used when you are not or less captures the interviewer. Such as;

I beg your pardon?

I am sorry I could not get it?

Would you repeat your question, please?

The fourth is complete sentence. Answer with a complete sentence is part of manners. Answers are also adapted to the question. For example, you asked:

Do you understand what I mean?

Yes, I do (this is a complete sentence, not just a yes, then silence)

Are you a hard worker?

Yes, I am (and then spliced with proof)

The fifth is leave-taking. When the interview was over, say thank you and hope to see the results.

Thank you very much for your consideration, Sir / Madam,

I would like to know about the result of this interview.

I'm very curious about the result of this selection process.

....

In addition to preparing the ability to use the expression, you should also expect questions for which will be filed by interview. You can estimate the direction of questions to understand the purpose of the interview. The purpose interviewing in general to dig up information about you that is not revealed in the history life list in the interview, you will know whether sufficient competent and qualified to carry out the responsibilities that will be charged to you.

In addition, The main points that will be asked, among others about responsibility, organization, communication skill and enthusiasm for consumer. Here, the example of interview a suitor that has competence skill in tour guide, tour supervisor, and tour manager.

| | |
|-------------|---|
| Wibowo | : <i>Good Morning</i> |
| Interviewer | : <i>Good Morning, Mr. Wibowo! How are you?</i> |
| Wibowo | : <i>Very well, thank you. How are you?</i> |
| Interviewer | : <i>Fine, Thank you. Take a seat please!</i> |
| Wibowo | : <i>Thank you.</i> |
| Interviewer | : <i>We will ask you some questions for about an hour, so please be relax. What would you like to drink? Tea or coffee?</i> |
| Wibowo | : <i>No, thank you</i> |
| Interviewer | : <i>My name is Wiliam Anderson, I am the personnel manager here. And this is Mr. Wilson Smith, the General Manager</i> |
| Wibowo | : <i>I am glad to see you Sir.</i> |
| Interviewer | : <i>glad to see you too, Mr. Wibowo.</i> |

a. Responsibility

Responsibility here is to show to the interviewers reason, why they chose the position and what contribute that they will be given for company. They have responsibility or not we as interviewer can understand in this section. The interview such as;

| | |
|-------------|--|
| Interviewer | : <i>For what tasks in your previous position did you have full responsibility?</i> |
| Wibowo | : <i>In my first position as a tour guide I had a full responsibility of conducting tours. At first I was responsible only for local tours to be responsible for overland tours too. Then in my second position as a tour supervisor I was responsible for day to day operation of tour such as choosing and booking guide, transportation, booking hotels, taxis etc. In my</i> |

third position as a tour manager I had a full responsibility for planning, organizing and evaluating all aspects of tour operation in my company

Interviewer : *Describe a time when you were criticized for the way you handled a project.*

Wibowo : *There were some criticized but they were only based on feeling. For example someone complained about food the other about weather etc. All I could do about those complaints is just tried to calm them down and tried to talk to the one responsible to correct the mistakes.*

b. Organization

Organization here to show the contributes to maintaining the integrity of the organization; displays high standards of ethical conduct and understands the impact violating these standards would have on an organization, self, and others; is trustworthy. The interview such as;

Interviewer : *How do you organize your work day?*

Wibowo : *I make a tight schedule and implement it effectively*

Interviewer : *What is your procedure for meeting deadlines?*

Wibowo : *I run regular meetings to plan it. then I organize my time on a tight schedule and implement it with my staff.*

Interviewer : *What have you done when you found yourself swamped?*

Wibowo : *I organize all my strength, intellectual, spiritual, financial and I asked for other opinion.*

c. Communication skill

Communication skill here is interview candidates sociality. How they live in their environment, how they communicate with other etc. The interview such as;

Interviewer : *What makes you effective when you are speaking before a group of people.*
 Wibowo : *I make a plan what to tell them. I organized my speech and include something to motivate them to listen.*
 Interviewer : *What have you found to be most effective way of communicating an idea, and persuading peers to your point of view? Your manager?*
 Wibowo : *I told them I have a solution or a better idea or an improvement. I told it briefly and clearly so that they understand it easily.*

d. Enthusiasm for costumer

Enthusiasm for costumer is the candidates' interview spirit to get their job that they want especially for customer service. Here they must showed that they really have good attitude here. The interview such as;

Interviewer : *How do you define customer service?*
 Wibowo : *Customer service is very important to us because our business is tourism. We sell service, not goods. We know well that our profit come from customer satisfaction. So we trained our employee in both mental attitude as well as technical skills in tour operation, ticketing etc. Our main objective is customer satisfaction. And most of our clients are satisfied with our service. We know that they are satisfied from their comments they are gave us.*

Interviewer : *What types of customer service improvement programs were you part of in your last position?*

Wibowo : *We ran refreshment program for tour guides and ticketing staff. While for drivers we held a weekly meeting to help them improve their mental attitude to be more positive.*

Interviewer : *What worked and did not work in your customer service improvement effort at your last position?*

Wibowo : *The refreshment program for tour guides worked well while weekly for drivers was less satisfactory.*

And many examples while interview sometimes you will find some question like this.²³ The question such as; How did you hear about our company?, Why are you applying for this position?, Have you applied anywhere else?, How do you envision this job?, How would you sum up your CV? and etc.

Rather than answering the questions briefly in one sentence, tell something about you. You should especially mention the points that are relevant for the position. And sometimes provocative questions you should answer at an interview like; who selected that suit for you? Do you think that you can make an impression with that jewelry or that tie? Why are you so nervous? Do you think you will find a job with these documents? and etc.

And questions that should be answered by the company at a job interview; questions about the company to which you could not find an

²³ Yuni . *English in Use*, (2003). Page. 22-23

answer in the company report, questions arising from the company report, questions about the position, special requirements, reporting paths and job description, questions about your predecessor, the reason for his leaving or the length of his continuance, questions about the management system and agreement on objectives and etc.

I. Related Research

Hasyimi Abdullah, Amru, M. Nasir. *Strategi Pengajaran Job Interview Dalam Bahasa Inggris Untuk Alumni Politeknik Negeri Lhokseumawe*. This study is aimed at describe teaching strategy of Job interview for graduation of Lhokseumawe Institute. The research problems are how strategy is appearing in there. And know I just want to know the implementation of English for Job Interview at Neptune. The research is conducted in observation and interview. The analysis data uses qualitative. The qualitative data are obtained from the observation sheet, field notes, and teacher's diary.