

TRAINING ON INTRODUCTION TO ECONOMIC TERMS IN INDONESIAN TO TGBC THAILAND STUDENTS

Sutianingsih

Management Study Program, STIE Atma Bhakti Surakarta

E-mail: sutianingsih.stie-atmabhakti.ac.id

Abstract

The introduction of economic terms in Indonesia to other countries is very important because language is a very important communication tool to support a country's economic activities. Training activities were conducted on TGBC Thailand students. Knowing these economic terms, it is hoped that it can help trainees to understand simple economic terms in Indonesian., provide practical training in the use of these terms in daily communication and improve participants' ability to communicate related to the economy in the surrounding environment. As a result of this activity, the participants, namely TGBC Thailand students, were able to understand and pronounce simple economic terms were more interested in learning Indonesian and wanted to visit Indonesia. With so many tourists visiting Indonesia, economic activities will increase

Keywords: Indonesian, Introduction of Economic Terms.

1. INTRODUCTION

Thailand is part of ASEAN with the capital Bangkok being the economic center and government area in Thailand. The human population in Thailand reaches more than 68 million with the average use of Thai which is the national language in Thailand. Thai is the mother tongue of Thais, but part of the Thai population speaks Malay. The use of the Malay language in Thailand is precisely used in the area of Southern Thailand which happens to be directly adjacent to Malaysia.

According to the information we got from quora.com explained by Faruq, there are several dialects or accents typical of Thai Malay, such as Satun Malay, Ranong Malay, Nakhon Sithammarat Malay, Pattani Malay, Kawthoung Malay and Bokpyin Malay. However, the language that is generally used is the native language, namely Thai. Thailand's government adheres to a constitutional monarchy system in which the country is led by a King and Queen.

The territory of Thailand is directly adjacent to Cambodia and Laos while Myanmar is located in the northwest of Thailand. Thailand's southern region connects directly with Malaysia's high hills, filled with forests. Thailand's climate is the same as that of countries in Southeast Asia, namely a tropical climate where rain falls between May or September with the intensity of humid weather.

According to written history, Thailand was never colonized by foreign nations. There are several reasons why Thailand was never colonized, one of which is due to the infertility of the territory in Thailand at that time which allowed the colonial country's lack of interest in controlling Thailand. Thailand during the past was called Siam, where Siam was not like most countries in Southeast Asia which had abundant crops so that many Westerners did not colonize Thailand.

On November 11, 2022, STIE Atma Bhakti service executors together with APTISI Commissariat II Surakarta carried out community service activities with activity workshops at the Thai Global Business College Thailand. This activity was initiated to help groups of Thai students who need to improve their understanding of communication, especially in the context

of economics in Indonesia. The activities carried out are providing training and accompanying TGBC Thailand students in getting to know and speaking in special Indonesian for simple everyday economic terms.

This training is very important, considering that language is a very important communication tool in everyday life, especially in the economic context. Many members of society, especially those without a formal educational background in economics, often have difficulty understanding economic terms used in various situations, such as in business transactions, reading economic news, or everyday discussions (Tarigan, 2018).

Language plays a crucial role as a means of communication in everyday life, and the economic context is one of the areas where language has a significant role. Some important points that can be considered related to the statement include: 1) Language as a Tool of Communication: Language becomes the main means of conveying information, thoughts, and ideas between individuals, including in the economic context; 2) Difficulties for People Without Economic Background: Individuals who do not have a formal educational background in economics may have difficulty in understanding technical terms and economic concepts; 3) Business Transactions: In the business world, clarity of communication regarding financial transactions, investments, and business strategies is essential. Misunderstandings can have an impact on business decisions and outcomes; 4) Economic News Reading: Economic news often contains specific terms and economic analysis. Understanding this news requires an understanding of the language of economics; 5) Everyday Discussions: In everyday discussions, especially those involving economic aspects such as inflation, monetary policy, or market changes, understanding economic terms helps individuals participate more effectively; 6) The Importance of Economic Education: Economic education is the key to overcoming difficulties in understanding economic terms. The more people who have an understanding of economics, the better the communication in an economic context; 7) The Role of Language Skills in Economic Careers: Individuals who have good economic language skills can more easily pursue careers in economics and finance (Saepuloh & Rodiah, 2020).

By improving economic literacy and economic language skills, people can more effectively participate in economic life, make more informed decisions, and contribute to overall economic development. It emphasises the importance of educational and educational efforts in ensuring a better understanding of language and economic concepts among the people.

Some of the factors that can affect TGBC Thailand's ability to understand Indonesian include: 1) Curriculum: The extent to which Indonesian integrated into the educational curriculum in Thailand; 2) Teaching Methods: Teaching approaches and Indonesian learning methods applied in schools; 3) Frequency of Exercise: How often students have exercises or opportunities to use and understand Indonesian in a communicating context; 4) Learning Resources: Availability of textbooks, teaching materials, and other learning resources that support Indonesian learning; 5) Use of Indonesian in the Surrounding Environment: The extent to which students have the opportunity to use Indonesian in daily life outside the classroom, 6) Teacher Support: The role of the teacher in providing support and guidance to students to improve Indonesian ability.

Knowledge of these terms can benefit TGBC Thailand students in their academic and professional endeavours, as well as contribute to overall economic development. The Community Service Executive also discussed some key economic terms that TGBC Thailand students should be familiar with, both in English and Indonesian and provided resources for further learning.

Economic terms are very important to understand the principles, concepts, and mechanisms that drive the global economy (Tamtomo, 2018). Economic terms are essential to understanding the principles, concepts, and mechanisms that drive the global economy.

Economic terms are a common language for economists, policymakers, and researchers to communicate ideas and analyse economic phenomena.

A solid understanding of economic terms can help individuals make informed decisions about their personal finances, investments, and business ventures. In addition, a good understanding of economic terms can help individuals make smart decisions regarding their personal finances, investments, and business ventures. Based on the description above about the importance of understanding and communication skills, especially about economic terms, encouraged the service team to provide training to students in Thailand.

2. PURPOSE AND BENEFITS

The objectives of this service activity are:

1. Help participants to understand simple economic terms in Indonesian.
2. Provide practical practice in the use of these terms in everyday communication.
3. Improve participants' ability to communicate related to the economy in the surrounding environment.

Benefit:

This activity can introduce Indonesians to people in other countries. Participants better understand economic terms in Indonesian. Thus, people are more interested in visiting Indonesia and in the end, it can have a good impact on the Indonesian economy. One of the benefits of introducing Indonesian, particularly economic terms, to other countries is the potential for increased economic and financial collaboration. This can lead to greater understanding and cooperation in areas such as trade, investment, and financial services. In addition, it enables better communication and knowledge exchange between Indonesian and non-Indonesian speakers in economics (Sutini & Hanifah, 2020).

3. IMPLEMENTATION METHOD

This community service activity was carried out by taking place at the Thai Global Business College Campus. Participants in service activities are TGBC Thailand students. The form of community service activities is carried out by providing training in recognizing economic terms in Indonesian. This activity was carried out by the implementer of Community Service STIE Atma Bhakti Surakarta in collaboration with APTISI Rayon II Surakarta, and in this activity, the executor of the activity was Dr. Sutaningsih, S.E, MM.

The implementation of activities includes several stages, namely:

- 3.1. Participant Identification: Participants identify community groups that need assistance, especially those with a limited understanding of economic terms.
- 3.2. Material Development: Training materials are prepared with a simple and practical approach, involving commonly used economic terms.
- 3.3. Implementation of Activities:
 - 3.3.1 Session 1: Introduction to Economic Terms
 - a. A brief explanation of economic terms.
 - b. Group discussions to understand the context in which the term is used.
 - 3.3.2 Session 2: Practical Exercises
 - a. Simulated everyday situations involving economic terms.
 - b. Roleplay to improve practical understanding.
 - 3.3.3 Session 3: Q&A and Discussion
 - a. Participants had the opportunity to ask questions and discuss terms that were still confusing.
 - b. Joint problem-solving to improve understanding.
- 3.4. Assessment and Feedback:

3.4.1. The evaluation was carried out through question-and-answer sessions and discussions.

3.4.2. Feedback from participants is used to refine the material and methods of implementation.

The language used in the training activities is English. This is because English is the official language of the United Nations and can be used as a means of communication around the world. Similarly, as a foreign language for communication and academic purposes (Rido, 2020).

4. RESULT AND DISCUSS

After the training, TGBC Thailand students as participants showed a significant increase in understanding of simple economic terms. The following are examples of simple everyday economic terms in Indonesian practised by participants guided by STIE Atma Bhakti service executors (Dr Sutianingsih, SE, MM), along with English translations used in training, among others (Setyorini, 2018):

4.1. Pasar:

Bahasa Indonesia: Tempat bertemunya penjual dan pembeli.

Bahasa Inggris: Market

4.2. Inflasi:

Bahasa Indonesia: Kenaikan harga barang dan jasa secara umum.

Bahasa Inggris: Inflation

4.3. Anggaran:

Bahasa Indonesia: Rencana pengeluaran uang untuk keperluan tertentu.

Bahasa Inggris: Budget

4.4. Pajak:

Bahasa Indonesia: Pembayaran yang harus diberikan kepada pemerintah untuk keperluan umum.

Bahasa Inggris: Tax

4.5. Hutang:

Bahasa Indonesia: Uang yang dipinjam dan harus dikembalikan.

Bahasa Inggris: Debt

4.6. Investasi:

Bahasa Indonesia: Penanaman modal untuk memperoleh keuntungan.

Bahasa Inggris: Investment

4.7. Produksi:

Bahasa Indonesia: Proses membuat barang atau jasa.

Bahasa Inggris: Production

4.8. Ekspor-Import:

Bahasa Indonesia: Proses menjual (ekspor) atau membeli (impor) barang antar negara.

Bahasa Inggris: Export-Import

4.9. Gaji:

Bahasa Indonesia: Pembayaran bulanan dari perusahaan kepada karyawan.

Bahasa Inggris: Salary

4.10. Bunga:

Bahasa Indonesia: Tambahan uang yang harus dibayarkan saat meminjam uang.

Bahasa Inggris: Interest

4.11. Deman:

Bahasa Indonesia: Jumlah barang atau jasa yang dibutuhkan oleh konsumen.

Bahasa Inggris: Demand

4.12. Penawaran:

- Bahasa Indonesia: Jumlah barang atau jasa yang tersedia di pasar.
Bahasa Inggris: Supply
- 4.13. Keseimbangan Harga:
Bahasa Indonesia: Titik di mana jumlah barang yang ditawarkan sama dengan jumlah barang yang diminta.
Bahasa Inggris: Price Equilibrium
- 4.14. Usaha Kecil Menengah (UKM):
Bahasa Indonesia: Bisnis dengan skala kecil hingga menengah.
Bahasa Inggris: Small and Medium-sized Enterprises (SMEs)
- 4.15. Monopoli:
Bahasa Indonesia: Keadaan dimana satu perusahaan mengendalikan pasar.
Bahasa Inggris: Monopoly
- 4.16. Kartel:
Bahasa Indonesia: Kesepakatan antara perusahaan untuk mengontrol harga dan produksi.
Bahasa Inggris: Cartel
- 4.17. Gelombang Resesi:
Bahasa Indonesia: Penurunan ekonomi secara menyeluruh dalam jangka waktu tertentu.
Bahasa Inggris: Recession
- 4.18. Sirkulasi Uang:
Bahasa Indonesia: Peredaran uang dalam suatu perekonomian.
Bahasa Inggris: Money Circulation
- 4.19. Devaluasi Mata Uang:
Bahasa Indonesia: Penurunan nilai mata uang terhadap mata uang asing.
Bahasa Inggris: Currency Devaluation
- 4.20. Dividen:
Bahasa Indonesia: Bagian keuntungan yang dibagikan kepada pemegang saham.
Bahasa Inggris: Dividend

After the trainees were guided to pronounce the terms in Indonesian that had previously been explained in English, they were more enthusiastic about learning Indonesian. This it can be concluded that practical practice sessions make a great contribution in increasing participants' confidence in using Indonesian in an economic context.

By understanding economic terms in both languages, individuals can communicate effectively and successfully navigate the complexities of the financial world. Having a good understanding of economic terms in English and Indonesian, individuals can analyze market trends effectively, make informed decisions, and participate in discussions with economists and financial professionals. In addition, an understanding of economic terms in both languages also provides opportunities for international collaboration and widespread business ventures. By understanding economic terms in English and Indonesian, individuals can effectively communicate with a wide range of people and expand their knowledge and understanding of the global economic landscape.

Mastering economic terminology in English and Indonesian is a huge advantage in an increasingly globally connected business world. Learning and understanding economic terms in these two languages will help professionals, business people, and students in communicating and conducting business transactions more effectively. Mastering economic terms in English and Indonesian will also enable economic and financial collaboration between different language countries more efficiently and effectively (Saiantisna, 2019).

Thai society must have been very familiar with English terms because of the superiority of English as a global language (Harahap et al., 2019). Proficiency in English and Indonesian

economic terms enables trainees to communicate effectively with diverse people and expand their knowledge and understanding of the global economic landscape, individuals can analyse market trends effectively, make informed decisions, and collaborate with international business partners to contribute to Indonesia's overall economic development.

Photos of service activities are as follows:



Figure 1.
Documentation of the Implementation of Service Activities



Figure 2.
Documentation of the Implementation of Service Activities



Figure 3.
Documentation of the Implementation of Service Activities

5. CONCLUSION AND ADVICE

This service activity succeeded in providing benefits to participants in understanding simple economic terms in Indonesian. This increase in understanding is expected to improve participants' ability to communicate effectively in various economic situations.

Evaluation of students' ability to understand Indonesian can be done through listening, reading, and text comprehension tests. In addition, speaking and writing practices are also important to measure students' communication skills in Indonesian. However be aware that language skills assessment is an ongoing process, and results can vary between individuals.

Based on the results of the evaluation, it is recommended to the parties who will carry out service activities to:

1. Conduct similar activities periodically to maintain and improve participants' understanding.
2. Develop more specific material according to the needs of participants.
3. Involving economic resource persons or business practitioners to provide deeper insights.

6. ACKNOWLEDGMENTS

Thanks to LPPM STIE Atma Bhakti, APTISI Commissariat II Central Java and TGBC, Thailand.

REFERENCE

- Harahap, I., Marliyah, M., Syahnan, M., Qarni, W., Nasution, S., Coal, C., & Tambunan, K. (2019). *Students' Comprehension of Arabic and English Terminology in Islamic Finance: A Comparative Study*. <https://scite.ai/reports/10.18502/kss.v3i19.4867>
- Rido, A. (2020). *English for University Graduate Employability: Students and Employers' Voices*. <https://scite.ai/reports/10.2991/assehr.k.200406.002>
- Saepuloh, D., & Rodiah, S. (2020). Application of cooperative learning through the Group Investigation model to improve students' economic literacy. *Journal of Economic Education (Department of Development Economics, Faculty of Economics, State University of Malang)*, 13(1), 30-41. <https://doi.org/https://doi.org/10.17977/um014v13i12020p030>
- Saentisna, M. D. (2019). Needs Analysis Of English Learning For Students Of Economic And Business Udayana University. *Lingual: Journal of Language and Culture*, 7(1), 16-16. <https://doi.org/https://doi.org/10.24843/ljlc.2019.v07.i01.p04>
- Setyorini, N. (2018). Preferences And Attitudes Towards English For Economics And Business Studies In Diploma III Stiesia Surabaya. *Equity*, 12(4), 439-454. <https://doi.org/https://doi.org/10.24034/j25485024.y2008.v12.i4.200>
- Sutini, C., & Hanifah, N. (2020). *The Role of Foreign Language on Multinational Companies in Indonesian Economic Development*. <https://doi.org/https://doi.org/10.2991/assehr.k.200303.020>
- Tamtomo, K. (2018). *Institution and market: Orders of multiple languages in Indonesian vocational education*. <https://scite.ai/reports/10.1515/multi-2017-0041>
- Tarigan, F. N. (2018). *Domestication and Foreignization of Cultural Terms in Economics Textbook*. *SALTeL Journal (Southeast Asia Language Teaching and Learning)*, 1(1), 8-13. <https://doi.org/https://doi.org/10.35307/saltel.v1i1.2>