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AN ANALYSIS OF CULTURAL SHOCK ENCOUNTERED BY INDONESIAN PEOPLE COMMUNICATING IN ENGLISH IN FOREIGN COUNTRIES

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Abstract

This article provides an in-depth analysis of cultural shock encountered by Indonesian people communicating in English in foreign countries, especially English-speaking countries. The focus of this study is to find out the experiences of culture shock in a real-life during the stay in the host country and the way they overcome those experiences. This study will provide examples from various English-speaking countries and additional information on real-life experiences of culture shock from the informants. The writer does this study by doing interviews with ten people from Indonesia with several occupations who had an international experience, whether it was for working or studying in a foreign country. To prevent people from experiencing culture shock once they move and stay in a new place with different cultural backgrounds, individuals should learn and find out more information about other countries' cultures before going to any country. The cultures include people's ways of greeting, talking, interacting, socializing, behaving, eating, thinking, maintaining eye contact, and managing their time. It is important to note that every country has a distinctive cultural background and lifestyle.

Keywords: *Culture shock, Real-life experiences of culture shock, Communicating in English, Cross-Cultural Communication, International experiences*

1.1 Introduction

Language is being used by all humans to communicate with others. Language is all about the way how people share their ideas, thoughts, information, and express their feelings. Although there are approximately 6,500 spoken languages used by people around the world, not all of the languages are similar to each other. Language differentiates one individual from another because people have different ways of conveying what is on their minds. Some modes of speaking are quite similar, but some are quite different (Anderson, 2012).

There are over 6,000 spoken languages in the world and 450 million people worldwide speak English with different types of speakers and even more, people speak English as their second language. Nevertheless, many speakers use English and have variety in pronunciation, spelling, grammar, and vocabulary (Horobin, 2018). As an international language, English has been in use for such a long time and it has changed throughout the years and has become the dominant language in the world that is used by people to transfer information. English is a bridge for people to communicate in a global community. It is undeniable that understanding and mastering this language is a must today, even the basic knowledge of it.

Understanding and mastering English is essential for people, but building good communication and acknowledging others' cultures is also crucial. Ultimately, people

need to deal with other people from different cultures and all sorts of nationalities. Communication will be misleading and not effective if the receiver is not getting the message of what the sender is intending to share. It is because the receiver is not in the same situation as the sender in cultural terms.

Communication and culture have a complicated relationship. Aside from being learned hereditarily from one generation to the next, a culture might be created through communication from a social interaction from one individual to another, which means cultural characteristics are created and shared. As it is stated before, there are around 6,500 different spoken languages. The diversity of those languages is not only about the differences in spelling, pronunciation, vocabulary, and grammar, but also in different cultures of speaking (W. C. Wang et al., 2011).

Culture and communication are two different concepts, but they are directly linked. Communication is all humans' ability to share their ideas, thoughts, information, and feelings. Communication is the basis for all human interaction, while culture is transferred, exchanged, and learned through communication. Culture is differentiated by how people communicate with each other, including how they talk, behave, and act out in front of other people who are not similar to them in terms of culture.

There are thousands of people who also want to have an international experience by studying abroad or an international career by working overseas. According to UNESCO Institute for Statistics, the number of Indonesian students studying abroad has increased by 21% since 2014 (*Market Report Indonesia*, 2020). They want to have the experience of working or studying in another country, expand their network, meet new people from all sorts of nationalities, learn new skills and cultures, and develop personal skills. Working overseas is not only about mastering an international language, but

also about having a basic knowledge of others' cultures to avoid miscommunicating and misunderstanding with others.

Based on the statistic, there are approximately 80,000 Indonesian people who work in Malaysia. There are more than 70,000 Indonesian workers who work in Taiwan and Hong Kong. Singapore is also on the list for having 19,850 Indonesian workers and followed by Saudi Arabia, South Korea, Brunei Darussalam, Italy, United Arab Emirates, Japan, Oman, Qatar, and Bahrain.

Based on the explanation above, the problems of this study are:
1. What are the experiences of Indonesian people about culture shock in foreign countries?
2. How do they overcome the experiences of culture shock in foreign countries?

To focus on this study, the writer will focus on analyzing:
1. The experiences encountered by Indonesian people who have studied abroad about their culture shock and stayed there for at least one year.
2. The experiences encountered by Indonesian people who have worked in foreign countries about their culture shock and stayed there for at least one year.

The purposes of this study are:
1. To find out the experiences of Indonesian people about culture shock in foreign countries.
2. To find out how they overcome the experiences of culture shock in foreign countries.

The benefits of the study are:
1. Theoretically, this study will be helpful for theoretical development for the readers or the further research on a similar topic.
2. This research will provide more information on cultural shock in foreign countries that should be avoided and considered for people who want to work overseas and study

abroad to avoid miscommunicating and misunderstanding.

2.1 Literature Review

Communication is the process of sharing and transferring thoughts, ideas, information, and instructions verbally and nonverbally between two people or more (Hurn & Tomalin, 2013). Communication is the human ability to convey information to create a shared understanding. It is an activity all humans do every day in their life. In other words, communication is the activity of conveying information through the exchange of thoughts, messages, or information. The activity of communicating includes speech, visuals, signals, writing, or behavior. Communication draws on several interpersonal and intrapersonal skills. The interpersonal and intrapersonal skills include speaking, listening, observing, questioning, processing, analyzing, and evaluating. The one who received a message must be able to identify the intention of the sender, take into account the message's context, resolve any misunderstandings, accurately decode the information and decide how to put an action on it. Those skills are essential to be learned to build healthy relationships, create a sense of community and achieve success in the workplace (Velentzas & Broni, 2014).

Culture has many shades of meaning. It is defined as the total set of beliefs, attitudes, customs, behavior, social habits, etc. of the members of a particular society (Richards & Schmidt, 2010). The definition is supported by Hurn & Tomalin (2013), who remarks "Culture is a system of shared beliefs and values which are learned rather than inherited. It is composed of those values and beliefs, norms, symbols and ideologies that make up the total way of life of a people". Indeed, the origin of language is understood as the human capacity for complex symbolic communication, and the origin of complex culture is often thought to stem from the same evolutionary process in early man. A study by Shachaf (2008, as cited by W. C. Wang et al., 2011), stated culture can be studied on several levels including international, national, regional, business, and organizational as a complex, multidimensional construct. A wide range of cultural factors: ethnic, organizational, and national influence each individual in the society. Commonly, the definition of cultural diversity includes racial, sexual, organizational, professional, and national heterogeneity. Heterogeneity of national cultures of team members or an individual's national culture defines cultural diversity.

1.   Eastern Vs. Western Culture

There are differences between Eastern and Western cultures. There are numerous. There is a noticeable difference between Eastern and Western people in terms of education and their society. Their personalities, behavior, and attitudes toward life are quite different. Western people tend to be bold and aggressive. On the contrary, Eastern is mostly passive and submissive. There is a distinction in how they think between them. In some cases, Western parents believe that their children can make their own decision and decide what is best for their own, while Eastern parents believe that they are still obligated to decide what is best for their children. Even though their children can live independently on their own when they are mature enough to do so, then again Eastern parents think they still must take care of their children until they get married. Thus, Eastern people usually experience culture shock when visiting or staying in Western countries (M. Wang, 2007).

2.   Culture in Indonesia

Indonesia is well-known for having the highest tolerance between one ethnicity to others. There are approximately 300 ethnic groups in Indonesia (Yasmin, 2020), and each has its own rules of customs and different cultural objects. However, that does not mean the facts there are not any similarities or tendencies between cultures. Aside from ethnicity, Indonesian people are well known for being religious. Indonesian people are spiritual even though Indonesia has many religions to uphold. They take

each of their religion very seriously, and that is reflected in daily rituals, ceremonies, and even the grandness of their places of worship (Putri, 2018).

Indonesian people were taught to be polite to everyone especially to the elder people since they were young. People sit properly with the position of their feet on the floor and uncrossed legs while guests, men, and elders are given the best seating and deference. Strong emotions and rapid or abrupt movements of the face, arms, or body are avoided before guests. Drinks and snacks must be served, but not immediately, and when served, guests must wait to be invited to drink. The only right hand is used for giving or receiving something because it will be rude if people use their left hand since it is considered only for toilet functions. Guests are served with a slight bow, and elders are passed by juniors with a bow. Confrontations should be met with smiles and a quiet look, and direct eye contact should be avoided, especially with social superiors. Punctuality is not prized – Indonesians speak of "rubber time" – and can be considered impolite (*Ctries. Their Cult.*, 2020).

Language is something that all humans use to communicate with each other and express their feelings in words. A wide variety of human situations involves language, perhaps every situation (Salzmann et al., 2012). Whatever comes out of people's mouths when they talk, play, work, or fight is what people called as language. People live in a world of language. Language is the source of all human life and power. Language distinguishes humans from other God's creations. Language is not only about speech, but the ability to understand others with the sound of their voice or sign, or gesture (Fromkin et al., 2017).

In some countries, that would be a great benefit for people to speak English as their mother tongue because it is used for international congresses, commercial negotiations, journals, music, sports, news,

technology and industry, and other activities involving global participation. In other words, English is the world's number-one second language (Salzmann et al., 2012).

Cross-Cultural Communication is communication between individuals from different cultural backgrounds. According to Hurn and Tomalin (2013), the cross-cultural relationship is one of the reasons why people failed in communicating aside from speaking different kinds of languages. Klopf and Park (1982, as cited in Akkilinç, 2018) claim that cross-cultural communication is the interaction and communication with one individual and others, thus the language patterns that are shared, but nonverbal modes are caused by culture. For people to avoid language and misinterpretations, they need to increase their understanding of other people and their own cultures.

Appreciating the diversity of others' cultures is the effective implementation of successful cross-cultural communication. The appreciation of cultural diversity involves mindful listening, cultural empathy, mindful reframing, and self-awareness of global heterogeneity (Ting-Toomey & Chung, 2005). People are conscious of others' cultures can also help them to make free communication become reality. Hence, there will be no misunderstanding between different people from different cultural backgrounds.

Culture shock is experienced by people from different countries all over the world. It is experienced when one moves or visits a new place or area where there is a completely new environment that has different dressing, language, food, and customs. When people move or travel to a new place, they are likely to face a lot of difficulties such as how they act to people around others, and what people say. It is bound to be different from the culture where they come from. People have to be very careful not to offend anybody or make them misunderstand others by the way they act or behave (Akkilinç, 2018). According

to Lai (2011, as cited in Akkilinç, 2018), culture shock is defined as entering and adapting to a new environment with different emotions and feelings. Being away from family, close friends, colleagues, and teachers may enable people to feel uncomfortable due to not being familiar with the cultural norms. Culture shock is the term used to describe the more pronounced reactions to the psychological disorientation most people experience when they move for an extended period into a culture markedly different from their own. Today, nearly everyone has at least heard the phrase "culture shock" (Kohls, 2001). There are five stages of experiencing culture shock. The first stage of initial contact, called as "honeymoon stage", involves the excitement and curiosity of a newly arrived individual experiences being in a new whole different environment where they are far away from their family and home. When they feel overwhelmed by the new culture's requirements, the individual experiences self-blame and a sense of being not good or not enough for any difficulties encountered in the disintegration stage. The reintegration stage involves an emotion toward the new culture that causes them some difficulties, people in this stage will show their anger and displeasure toward the new culture, and they are difficult to help. The process of reintegration is continuing to the fourth stage where people in this stage can increase their ability to see and differentiate the bad and good elements in both old and new cultures. They make a balanced perspective that helps them to interpret both their home culture and the new cultures. The interdependence stage is where the person has ideally achieved biculturalism or has become comfortable in both their home and new cultures. People in this stage can live normally in the host country (Pedersen, 1994, as cited in Akkilinç, 2018).

3.1 Methodology

In this study, the writer used qualitative research and purposive sampling technique to get the informants. The writer obtained the data by interviewing some people who already had the experience of working or studying overseas. The informants will be interviewed through social media such as WhatsApp, Facebook, Instagram, or Line. The writer used text-chat or audio voice calls and semi-structured interview questions even though the writer already prepared some questions to encourage the informants to share their personal experiences and perspective. The interviews were scheduled with the adjustment of each of the informants. It was conducted in the Indonesian language to make it more natural, comfortable, and understandable. The interview was done by phone so it will be recorded. The duration of the interviews can be thirty minutes until one hour with around ten to twenty questions. The place of this study was conducted in an unspecified location because the informants were contacted and interviewed through social media such as Instagram, WhatsApp, or Facebook. Mostly, this research will be done by using a phone with the adjustment from each informant because some are currently living outside Pontianak.

In processing the data, the writer used validity and reliability. In analyzing the data, the writer used three concurrent flows of activity, the process of analyzing the data includes: data condensation; data display; and conclusion drawing and verification.

4.1 Finding and Discussion

Based on the research finding, the writer correlated the informants' answers about their experience of cultural shock communicating in English in a foreign country and the way they overcome such situations during their stay in the host country. It is generally accepted that experiencing a culture shock is a natural and normal thing for people to experience, especially when they are entering a new environment with different emotions and feelings. It is inevitable, or without people

realizing it. Being away from family, close friends, colleagues, and relatives for a long period may enable people to feel uncomfortable situations because they do not have someone that they can trust to share their difficulties while experiencing something unfamiliar with the culture. Every country has its own culture. It is bound to be different between the home and host cultures. This was also experienced by several informants who were willing to share their experiences during their stay in a foreign country that has different habits from Indonesia.

The interview results with the informants show that there are a lot of small things that can be counted as culture shock. Although some people think it is only a small matter and unimportant, it gives a distinct impact on those who experienced it during their stay in the host country. It includes people's way of greeting, talking, interacting, behaving, eating, thinking, managing their time, rejecting an offer, and maintaining eye contact. Even though the things that were mentioned earlier are simple and always happened in daily life, it still gives some effects if people experienced them every day for a long period during their stay in the host country. The greeting is the first step to building good communication and creating a rapport between two people or more. It is an important part of building friendships. Every country has its way of greeting. It depends on the time and function. So, it is better to know other people's greetings behavior to prevent an embarrassing experience. Mostly, the informants encountered almost the same experience with the way Western people greet others in general. Western people are known as friendly, bold, and straightforward. Their personalities, behavior, and attitudes toward something are quite different from Eastern, especially Indonesian people. For Australians and New Zealanders, kissing on the cheek is a preferred greeting among close people, but some people practice it for the very first time or have no close relationship at all. It depends on each preference, comfort level, and nature of the relationship. A verbal greeting is the preferred form of greetings for Americans between individuals who have met for the very first time or have the least family or friendship connection, but hugs and kisses are the preferred form of greetings between individuals who have a deep and close relationship, especially for girls. Fist-bump or high-fives shows the friendship among the boys. Meanwhile, in the United Kingdom, whenever British people say "You all right!", it means "Hello" in general. It needs to be answered with "You all right!". The common practice for greetings is different in every country. So, it is important to understand other people's practices related to greetings since it involves other individuals or groups.

Western people's straightforwardness is not only when they want to get to know or greet some individuals, but also in almost everything. They are not the type of people who understand any codes. One of the informants mentioned it is better to state it directly and clearly, people do not have to be shy and uncomfortable with the native people. If they are given codes without any clear statement, they might find it to be a different meaning. They are the type of people who state something directly without feeling bad for whatever comes out of their mouths. If they do not like it, they will say it out loud. There will be no pleasantries or feeling bad. Besides verbal communication, they also have straightforward writing styles. They might find it strange and weird if some people from different countries use or add too inconsequential remarks in their writing. So, whether it is verbal or written communication, people from Western countries tend to be straightforward.

Straightforwardness does not only apply in their communication, both verbal and written, it also applies in their way to reject an offer and invitation. It is way different from Indonesian people. In

comparison, Indonesian people tend to feel bad if they reject someone's offer or invitation. Usually, they are scared that it might affect their friendship or relationship if they have ever given their rejection. Even if they do not like to join or accept the offer. So, it means sometimes they might be doing it half-heartedly. On the other hand, Western people tend to be consistent with their decision. If no means no. If they want to accept the offer or join the invitation, they will surely say yes. They never think that rejecting some offer or invitation might give an impact on their friendship or relationship just because of feeling bad.

As mentioned previously, people from Western countries are known to be friendly to others. They are a type of people who can greet people whom they never met randomly on the street. They can say "Good morning" or "Have a nice day" whenever they meet people while walking on the street. They can say "Hello" and then ask "How are you?", even if it is the first time, they meet this person. All of their friendliness is not for formality, it does not have an empty meaning. Because they are genuinely like that, it is their personality. One of the informants mentioned that Australians can talk about the weather all of a sudden, but it does not because that's their way to open a conversation. It is because they appreciate the weather for that day. So, it does not have an empty meaning. They say it because they mean it. At first, most of the informants found it strange, because in Indonesia they never encountered something like that. Indonesian people are not used to greeting strangers randomly. Even though it is strange, with some adjustment, they will be used to doing it afterward. The informants said that is one a good culture and behavior that they can learn during their observation and their stay in the host country.

One of the informants mentioned her experience with native people's eating behavior in the host country. It is weird and strange to be witnessed. Indonesian people usually go with a spoon and fork to eat their food. Meanwhile, New Zealanders usually use a fork and knife to eat rice. Most western people also cannot eat spicy food or they will end up in a hospital or seeing a doctor because their stomach cannot take it. It is something simple, but if it happens every day, it will leave a certain feeling and impression. Moreover, New Zealanders usually eat red beans with rice, they never eat them as a side dish or something that can be cooked with meat. Yet, it still gives a unique experience to the informant.

Besides different ways of greeting, eating, and rejecting an offer or invitation, they also have different ways of thinking, Critical thinking is needed if it is related to study. The assessments and tasks require people to think critically. Since the learning system is different from Indonesia, because it is two-way learning, the students must be able to be active learners. In a foreign country, the students will not get the whole material and explanation about some topic. The professor only gives the topic and provides the basic information and explanation, while the students need to dig up more by themselves. In daily life, people in Western countries are more open-minded to some matters that are unacceptable to Indonesian cultures. Indonesian people may find it as something forbidden.

Time is highly appreciated in a foreign country, especially in a Western country. There is no such thing as rubber time like always happens in Indonesia. Based on the informants' experience, people in the host country appreciate every minute of their life, they will be on time for work, study and appointments. They already calculate and estimate their time, such as when is the right time for getting off to work or attend classes so they will not be late because of a traffic jam or any problems with the transportation or anything else. If possible, they will come earlier than the appointment. So, they will wait for others to come, but they do not make others wait for their arrival. Their lateness will be only five until fifteen minutes. It is still acceptable. Some cultures are very strict with keeping

everything on time, but some cultures have a more relaxed approach to time. Different cultures have their perception of time.

Maintaining eye contact seems simple but the implementation is very important in the host country since there is a difference in terms of maintaining eye contact between Indonesia and Western countries. One of the informants shared that Western people usually look at the speaker's eyes when they are talking to the other person. She was once scolded by her supervisor because she was not paying attention to her supervisor's explanation and discussion about work. After that, she always pays attention to other people whenever they have a conversation. The practice of maintaining eye contact might have positive and negative meanings. Mostly in Western countries, maintaining eye contact while talking or having conversations with others is considered okay. It can be a sign of confidence and respect. It shows that people who are engaging in a conversation give their attention and concentration fully to each other. It is impolite if one does not look into the other person's eye when talking. It is considered rude in New Zealand because it shows that the person is not listening. So, the practice of maintaining eye contact in some countries may show the person is interested in the discussion during the conversation.

There are several types of stages for people who have encountered real-life experiences of culture shock. Some of the informants who felt excited when they were far away from their family and home are in the honeymoon stage. They were curious about something new and different from their home. They felt excited to explore new things and the environment in the host country. Some informants were in the reintegration stage because they were able to differentiate what were the bad and good elements in the host cultures. They might face some difficulties that involved their emotion and feeling during their stay in the host country, but they could overcome the situation and distinguish the cultures. If they were able to be comfortable with their home and host cultures, they were able to live normally and comfortably in the host country without having any concern or hesitation about something unfamiliar again. Those people are included in the interdependence stage.

As discussed previously, culture shock is a common problem for people once they arrive in a new area or place with a completely different way of life and culture. However, to be able to survive and live peacefully in a whole new situation and environment without any concern, it is important to overcome the experiences. People should seek and find out more information before going to the host country. It may help them to understand the new environment. Time is the only answer for people to adjust to the host country. Observation is highly recommended for people to know about the host country's culture and people's behavior there. The informant suggests that making friends, interacting, and being more open up to the local people may help them to overcome such situations. Try to find and have a trustworthy local person to share their concern about something to enable them to overcome the culture shock faster than those people who hold back. If people can overcome the situation, the next step is they will be able to differentiate which culture is good to follow or which culture is bad to be avoided.

Accepting, appreciating, and respecting the diversity of cultures in the host country can be one of the other steps to overcoming culture shock. Appreciating the diversity of others' cultures is also an effective implementation to succeed the cross- in cultural communication with people who have different cultural backgrounds. People being conscious of others' cultures may also help them to make free communication become reality. So, there will be no misunderstanding between different people from different cultural backgrounds.

5.1 Conclusion

Based on the research finding and discussion described previously, here are the conclusions of this research:

1. The experiences encountered by the informants are mostly simple things that some people consider unimportant things.
2. By finding out more information before going to a foreign country about their cultures will help people to make a faster adjustment and reduce the shock once they arrive and stay for a long period in the country.
3. It is better to interact, open up, and make friends with local people because it can be a powerful tool for overcoming a culture shock during a stay in a foreign country.

Based on the conclusion above, the writer suggested some points that might be helpful and useful for further research on the same topic and for people who are interested to have an international experience, whether to continue their studies or work in a foreign country.

1. Accepting, appreciating, and respecting the diversity that exists in the world is necessary, especially for the people who want to have an international experience whether it is for continuing their studies or working overseas. There is no need to be afraid to face some difficulties during the stay in a foreign country. It is a natural thing since people come from all sorts of nationalities and have different cultural backgrounds. The purpose of having an international experience is to learn and explore something new. Besides, with the international experience, people will be given some positive changes and impacts on themselves.
2. Future researchers can conduct research with a similar topic but toward a more specific country or conduct research with different aims and purposes.

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THE ANALYSIS OF TEACHER'S FLUENCY AT KB – TK GIFTED KIDS MONTESSORI SCHOOL PONTIANAK

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Abstract

As we learn English, we will learn the following 4 skills, which are writing, reading, listening, and speaking. Among the four skills, speaking skills are very important because they are active skills and help us communicate in daily activities. As an English teacher at a school institution, of course, it will be very important to have fluency in speaking English. Seeing the many demands of society today who want children to have fluent speaking skills, then it will be achieved if it starts with the teachers. This study aims to determine the fluency in English of the teachers in the KB – TK Gifted Kids Montessori School Pontianak. Data were analyzed using qualitative methods. The results of the study show that fluency in English starts from self-confidence and is carried out without hesitation.

Keywords: *English, Speaking Fluency, Teacher*

1.1 Introduction

As we learn a language, we have to listen before we speak, and we have to read before we write. Listening, speaking, reading, and writing is the four language skills that need to be developed for complete communication in English.

Parupalli (2019) also stated these speaking skills are also useful for professionals to develop their careers. Since speaking skills is one of the important roles in many aspects, therefore the writer argues that the teachers are advised to implement several useful strategies in their classrooms to involve the learners more in learning speaking skills in their English classrooms. Thus, it is very important if the speaking ability of teachers must be considered in an educational institution.

KB – TK Gifted Kids Montessori School Pontianak is located at Jalan Budi Karya, Blok A3 & A5 South Pontianak, West Kalimantan 78122. It is founded by Benna Rostandy with the vision to prepare children to be better when they grow, develop, and will build the world into a better place. This statement the writer gets from documentation school.

6 teachers are Indonesian citizens who are non-native English speakers in this school and they teach English. This school also has the vision to build a better world. The world is growing rapidly with the world language, which is English. Therefore, it is not surprising that the language of this school is English. Even with teachers who are non-native English speakers, it will not be a barrier for this school to carry out its vision if the teacher's speaking ability is fluent.

Based on the arguments above, the problem is formulated as follows: "How is teacher's fluency when teaching English at KB – TK Gifted Kids Montessori School Pontianak?"

Based on the problem above, the purpose is, as follows: This study is aimed at finding out how is the teacher's fluency when teaching English at KB – TK Gifted Kids Montessori School Pontianak.

Based on the explanation above, the writer wanted to conduct a study under the title "THE ANALYSIS OF TEACHER'S FLUENCY AT KB – TK GIFTED KIDS MONTESSORI SCHOOL PONTIANAK". The writer hopes that this problem can be identified.

2.1 Literature Review

Three empirical studies have become the basis for the writer to write this thesis. They are *An Analysis of The Fifth Semester Students' Speaking Fluency of English Study Program of Riau University* written by Marjan & Mahdum (2016), *Analisis Kemampuan Keterampilan Berbicara Bahasa Inggris terhadap Kinerja Karyawan PT Berrys Internasional Jakarta* written by Budiarso (2016) and "*An Analysis of Speaking Fluency Level of The English Department Students of Universitas Negeri Padang (UNP)*" written by Mairi (2017). In the previous studies, they focused on the subject of the thesis which was students and employees. By studying the previous thesis, the writer found a gap and intends to fill it with deeper information. The writer will focus on the subject which is English teachers who are non-native speakers because as we know before students can speak English fluently, the teachers must have fluency in English. Learning English itself will be better if it is started from an early age. Therefore, the teachers who will be discussed in this thesis are kindergarten teachers. In the end, the purpose of this study is to find out how is English teachers' fluency at KB – TK Gifted Kids Montessori School Pontianak.

3.1 Methodology

This research used a qualitative approach. Qualitative data are referred to as naturalistic research methods because the research is conducted in natural conditions (Sugiyono, 2013, p. 8). The writer uses descriptive qualitative. This type of qualitative descriptive research is a type of research with the process of obtaining data as it is. This thesis emphasizes the meaning of the results. It means qualitative data is a occurs without being engineered. (Sendari, 2019).

The research will be conducted at TK-KB Gifted Kids Montessori School Pontianak, on Jalan Budi Karya, Blok A3 & A5 South Pontianak, West Kalimantan 78122.

The writer begins the research on March 1st and is estimated to finish on April 1st, 2021.

The interview is a data collection technique when researchers want to do a study to find problems that must be researched and with a smaller number of respondents (Sugiyono, 2013, p. 137). This statement means that if the writer wants to examine a problem with a small amount, it can be done by interviewing to obtain information.

By collecting data through interviews, the writer would need tools as the instrument. Based on Sugiyono (2008, p. 222) stated that in qualitative research, the instrument is the researcher. The researcher should be validated by themselves their ability in conducting research. Aside from that, the instruments referred to in this interview are also as follows: cell phones as recorder, pencil, pen, book, and the list of questions. The recorder is used to record sound when collecting data, while the pen, book, and pencil are used to write down data information obtained from the informant after being given a list of questions.

Hence, the writer will conduct an interview, which is interviewing the principal of the Gifted Kids Montessori School Pontianak, to obtain data related to the speaking fluency of the teachers at the school.

The writer used observation for the methods used in this study. Observation is a systematic description of events, behavior, and phenomena in the social environment that will be selected for research. Because this research is used to obtain the data, the role of the researcher must also be determined (Winaryo, 2020).

There are the observation rubrics for the observation teachers at Gifted Kids Montessori School. The writer will combine all of the following checklists to get an assessment of teacher fluency in speaking.

The writer will use website, journal or article to get research related to the information. According to Setiawan (2020) concluded the literature study as follows: "*Studi kepustakaan adalah segala usaha yang dilakukan oleh peneliti untuk menghimpun informasi yang relevan dengan topik atau masalah yang akan atau sedang diteliti. Informasi itu dapat diperoleh dari buku-buku ilmiah, laporan penelitian, karangan-karangan ilmiah, tesis dan disertasi, peraturan-peraturan, ketetapan-ketetapan, buku tahunan, ensiklopedia dan sumber-sumber tertulis baik tercetak maupun elektronik lain.*"

Miles and Huberman (1984, as cited in Sugiyono, 2013, p. 246) "*mengemukakan bahwa aktivitas dalam analisis data kualitatif dilakukan secara interaktif dan berlangsung secara terus menerus sampai tuntas, sehingga datanya sudah jenuh. Aktivitas dalam analisis data, yaitu data reduction, data display, dan conclusion drawing/verification.*"

These are the technical data of analysis:
1. Interview principal of KB TK Gifted Kids Montessori School Pontianak

   At the beginning of the analysis, the writer needs to get close and find the main information related to the title from the principal of KB – TK Gifted Kids Montessori School.
2. Do observation to the teachers

   To get deeper information, the writer will do observations on the teacher's teaching. This technique is used to find out their speaking fluency.
3. Conduct the data reduction

   After collecting the data/information, the writer needs to sort them by doing the data reduction.

4. Do the data display

   In this step, the writer will transform the selected data into a description.
5. Drawing a conclusion

   After finalizing all the steps above the writer is stating the conclusion based on related information.

4.1 Finding and Discussion

There were 8 questions asked by the interviewer to the principal of the Gifted Kids Montessori School Pontianak regarding the English-speaking fluency of the teachers at the school. The questions are described as follows:

The first question is "How long have you been the principal of the school and how well do you understand the abilities of the teachers in this school, especially in English speaking fluency? With the fact that your teachers are non-native English teachers, please kindly share your experiences in responding to the abilities of the teachers at Gifted Kids School."

The principal who has served for 4 years, namely since 2017, explained that she had conducted various tests and interviews before teachers could work at this institution. Besides that, she also always tries to encourage the teachers to continue to improve their speaking skills.

Responding to the answer, the interviewer returned to ask the second question, which is "Tell me about your last experience recruiting, interviewing, or hiring a teacher. What techniques did you find most effective in finding the right person for the job, especially in finding a teacher who is fluent in English?"

The principal explained she would be sure that the teacher was the right person to teach at her school through the probability period she would give to the teacher. Then, they will review how their character in teaching, and their speaking skills, and they will hold a briefing to discuss the teacher's abilities.

Move on to the next question, "In your opinion, what is the key for non-native teachers to maintain the quality of their

fluency in English? Why do you believe in their quality of English-speaking fluency? Does your school provide special training for the teachers to improve their skill in English speaking fluency?"

To maintain English language skills, teachers can take courses to develop their abilities more. Besides, the principal also provides advice to watch western movies more often in improving English language skills. Not only that, but the school also planned to invite trainers from Singapore for the teachers.

The fourth question, "Tell me about an experience in which you analyze information about your teachers' quality and evaluate results to choose the best solution to a problem in responding to their abilities in English speaking fluency."

The principal stated that they did not carry out the analysis, but rather made observations in collecting information about the teachers' English skills. Through daily teaching, they can see how teachers talk, and how teachers listen to students.

The fifth question is, "It cannot be denied that nothing is perfect, when you find your teacher's weakness in English speaking fluency, for instance, it can be a lack of vocabulary of something, what is your contribution in overcoming this problem? And tell me about the last time you monitored or reviewed and detected this problem. How did you respond?"

To solve the problems faced by teachers related to their ability in speaking English, every week the school always conducts training with the school owner. Every week the teachers are always asked to prepare their material for a small demonstration. If they were deficient, the principal said she chose to encourage the teachers with friendly reminders rather than scolding them.

The sixth question, "Tell me about the last time you oversaw the work of your teachers related to English speaking fluency. How did you effectively motivate, develop, and direct the teachers?" And answering this question, the principal explained that they always did a before and after the class briefing.

The next question is, "Please kindly describe a time when you successfully persuaded a teacher to change his/her way of speaking fluency in English." Based on the principal's statement, she believes that the teachers in their school have the desire to keep trying to change for the better. Even if they are reprimanded, the teachers will continue to try to be better.

The last question is "Nowadays, society and parents certainly really expect their children to speak fluently in English and of course with the right accuracy. Are you sure about the quality of your teachers? How would you rate your teachers' speaking fluency?" The principal is very confident in the abilities of the teachers at her school and she dares to give 8 to 10 marks to the teachers.

However, regarding the problem of this thesis, which is "How is teacher's fluency who teaches English at KB – TK Gifted Kids Montessori School Pontianak?" the writer found the language problems of the teachers are pronunciation after doing the observation. They are quite confident in teaching and even without hesitation because they are already accustomed to the language problems, which they might take for granted.

One of the teachers, Miss Bea. R, on the first day of observation, she was talking with the students in Language lessons, and things were going quite smoothly. Miss Bea. R has a good accent and doesn't hesitate in conveying her sentences. The drawback is the accuracy of the word-for-word pronunciation of Miss Bea. R, it seems less pronounced in the ending sounds. Especially in the long vowel with silent e (a_e), it seems that she mentions it inaccurately. Some students made mistakes in pronouncing words for words, but Miss Bea. R did not help the student to correct the mistake. In delivering her conversation, Miss Bea. R was also less expressive in delivering her lessons.

When it comes to a silent pause, phase repetition, and word repetition, it does occur in Miss Bea. R conversation, but it is not too disturbing during their conversation. The conversation is still well understood.

On the following day, March 2, 2021, Miss Bea. R seemed more enthusiastic and expressive in teaching. Learning can still proceed quite smoothly. However, like the mistake on the first day, she still made mistakes in the pronunciation of some words, especially the long vowel with silent e (a_e). Miss Bea. R still mentioned a few words with an unclear ending sound.

Furthermore, in class, there was still a silent pause and repetition when Miss Bea. R tried to explain the lesson. Even the grammar she used was wrong. The speed she used was also sometimes unexpectedly fast. The transition from explanation A to explanation B is very fast.

On the third day, Miss Bea. R taught Math and she started the day with enthusiasm. Indeed, some words are not properly pronounced, but what is of concern is there are quite a several Indonesian sentences that Miss Bea. R has inserted here. Whether the goal is for children to understand the concept of math or whether the reason for lack of vocabulary.

Move to the other teacher, Miss Ben. R has enough problems to consider, regarding pronunciation. She also tends to speak not in complete language, as if it is only a phrase, not a sentence. As a language teacher, it would be nice if Miss Ben. R could speak fluently, precisely, and completely.

Sometimes Miss Ben. R also inserts Indonesian, which her child seems to understand very well and does not need any more translations. And unfortunately, she started with Indonesian first, then followed by English. Even then, the English she used was not an incomplete sentence and not a good sentence in grammar. There are still other problems that must be considered by

Miss Benna and will affect her fluency in speaking English.

Miss Ben. R said to one of the students named Oscar, she said "Oscar, percaya diri dikit ya. Oke. Now, oa. Confident, Oscar." The children are not children who are just learning English, so they already have a lot of vocabulary and understanding in English as well, so this kind of translation is not needed, unless Miss Ben. R herself is still thinking while speaking, which is due to her lack of fluency in English.

She also too often spoke not in complete sentences. As noted above, she said "Now, oa. Confident, Oscar." The sentence is very vague, and incomplete. It would be better if she says, "Be confident, Oscar. Now, please kindly read the sound 'oa'"

The way Miss Ben. R pronounces the ending sound of the word "toad" with the ending "t" sound, this will make it sound like the word "thought". Not only that, when she said the word pond, the d sound was not heard, so it was like "pon". When a child made a spelling error, she confirmed it by saying "Very good", and this was due to the lack of fluency in speaking English.

"Jayden, what is this picture?" That was what Miss Ben did. R said, which this sounds pretty weird and it should be "Jayden, what picture is this?" She also very often uses the phrasal verb, 'take up, which has its use in sentences. She always uses this phrase to give an order, such as, take your book, however, she said, "you can take up your writing book…your English writing book", and this sounds a little strange.

In speaking, Miss Ben. R has a slow tone, although she is not intermittent in her speech, she is sometimes silent for a long time, choosing to speak slowly and use incomplete sentences.

On the following day, she taught two subjects namely Math and Language. Miss Ben. R did not do many things in Math, because the content that was taught was related to numbers. However, when

teaching the language, the mistakes were not too different from the previous day.

On the third day, she still taught two subjects namely Math and Language. As usual, there is no difference from the previous day, Miss Ben. R was still repeating the same mistakes and she quite often inserted Indonesian in her class. She also pronounced some command words which sounded weird, for example, "Open up page 51". It seems strange-sounding when we give commands with that phrase. It would be better "Please turn to page 51."

For Miss C, she was quite good at speaking in her class on March 1, 2021, she spoke quite smoothly and she spoke in complete sentences. It could be said that she was explaining something to the students. There were some mispronunciations of the word, but it was not too annoying because it was audible because of her fluency. The speed of her speech was not excessive either, it's just that Miss C's facial expression tended to be flat.

However, on the second day of observation which was March 2, 2021, Miss C was probably nervous or something, she repeatedly changed the content of the words she was using, and seemed to be stammering. Furthermore, as usual, there were still mispronunciations that were pronounced by Miss C, but there was one pronunciation that was quite severe and was repeatedly mentioned, namely the word "height" which was read /haɪt/, but Miss C sounded it like saying "hate".

On the third day, Miss C experienced technical problems in her online learning activities, so her learning activities were not very efficient. Here, Miss C teaches the names of countries and flags to children. The pronunciation of the name of the country is quite good and fluent.

The next teacher, Miss D has a very Indonesian accent, but she speaks English quite smoothly and not intermittently. It could be because the content she discussed is not complicated enough. She several times replaced the ending sound for the letter "g" with the letter "k". An example is a leg, which sounds a lot like "lek". But for the rest, she can run the class quite well.

Not so much different, on the next day, Miss D was still quite good at running her class. She teaches with enthusiasm and confidence, without hesitation.

On the third day, Miss D teaches in a different class where she focuses on the concept of calculating since the material, she presents is Mathematics. As usual, she had a long but firm tone. However, she passed the class quite well.

Move to the next teacher, on Monday, Miss F teaches Language lessons for kindergarten 1. She spoke in a weak and slow tone. Although she teaches languages, she does not provide clear explanations for children. She only asked things like "what is this?" "What is the answer?". She sometimes also chooses to be silent for a moment rather than filling in the empty atmosphere. So, it is quite confusing for the writer to observe her ability. It could be that she has lacked vocabulary.

The next day, Miss F teaches Math lessons and things are going pretty well. Since her lessons were not related to language, Miss F probably spoke using short and simple sentences in explaining her lesson.

In the next class, on the same day, Miss F taught Culture Science, which was just reading a kind of Montessori school history from a PowerPoint slide. Therefore, this seems to make it difficult for the observer to see her fluency in English because she only reads the material. However, there were several times that Miss F changed the words she spoke, because of the wrong words.

The last teacher, Miss F.E only has one student here, possibly due to the pandemic, which has an impact on the nursery class with a rather small number of students. Miss F.E spoke quite slowly in a long tone. Some sentences/words are grammatically wrong. Like saying colored pencil, she says "pencil color".

Besides that, Miss F.E also said "Can you do it, right?" which sounds pretty

weird. Wouldn't it be better if she said "Can you do it?" or "You can do it, right?" Based on this observation, we can conclude that Miss F.E has language problems which will certainly affect her fluency if she is facing a higher-class level.

On the following day, Miss F.E did several repetitions in saying a few words. The rest, of the mistakes she made, were not much different from the previous day.

Regarding the problem of this thesis, which is "How is teacher's fluency who teaches English at KB – TK Gifted Kids Montessori School Pontianak?", the writer found the language problems of the teachers are pronunciation. However, they are quite confident in teaching and even without hesitation, because they are already accustomed to the language problems, which they might take for granted.

Luoma (2004) as cited by Winaryo (2020, p. 7) postulated that there are four components in fluency which are Smoothness, Connectedness of Concepts, Lack of Excessive Pause, Lack of Disturbing Marker of Hesitation, then the writer tries to link it with the teaching activities of teachers at the Gifted Kids Montessori School. Even though the teachers at the Gifted Kids Montessori School Pontianak seem to have gotten used to their teaching activities without hesitation, however, they have created an Excessive Pause many times, it seems like they are still thinking about whether the grammar they are using is correct or not which makes them sounds not smooth enough. The concepts taught to students also contain many mistakes so that they are not connected to the actual concept, especially in pronunciation in language lessons.

Moreover, the writer found that many English sentences were incompletely pronounced or only phrased to give instructions to students. If only some kind of phrase is said, of course, it will be easier to sound smooth and fluent, even if there is no hesitation for the teachers.

Although the teachers seem to not doubt speaking, the writer cannot say that they are fluent in English if only a few phrases are presented. If the sentence is long enough, the writer has found where the teachers seem a little bit thinking about what to say.

5.1 Conclusion

After doing the interview and observation to Gifted Kids Montessori School Pontianak, the writer concluded what the important lessons that can be learned to be fluent teachers. Not only being confident, or even sounding fluent, but things in a language like grammar or pronunciation can also determine a person's fluency in speaking English. We cannot take this for granted, because if we only speak in incomplete sentences, we will not be able to sound good in the language, and it seems to be stammering. However, the teachers at Gifted Kids Montessori have been very sincere and they just want to give their best. Indeed, as a teacher, self-confidence in teaching is needed so that children are comfortable in learning.

Through this research, the writer found several language problems that quite affect speaking fluency. Therefore, the writer intends to suggest the school. School may provide a native speaker who may be able to assist and train teachers to speak English properly and correctly. So that they will speak more fluently.

Moreover, the school can hold a workshop to train the skills of teachers in speaking English, it can be once in 6 months. If teachers are trained, students will become better future generations, by the school's motto.

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PORTRAYING STUDENTS' BELIEF IN BUSINESS WRITING 3 CLASS IN STARKI

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Abstract

Learning beliefs play an important role in learning. Students achieve and grow differently since every student has a different belief. As belief is a motivation, having a constructive belief helps the students perform well. This belief also drives the students to find a way creatively to face the challenges in learning. On the other hand, having a shallow belief drives students to do dishonest actions. This study reveals Sekolah Tinggi Ilmu Komunikasi dan Sekretari Tarakanita, known as STARKI, students' belief in Business Writing 3 class. The data was taken from the assignment submitted by the students in 2 classes from 4 classes of Business Writing 3. This research was inspired by the fact plagiarism always happens in Business Writing classes. This study found out that STARKI students had a belief that getting a good score to avoid retaking the same course in Business Writing 3. Beliefs that writing is the hardest skill to learn and they would not be able to achieve a high level of writing skills also become the reason why the student chose to commit plagiarism.

Keywords: *learning belief, STARKI students, Business Writing 3 class, plagiarism*

1.1 Introduction

In every academic writing, from the class assignment or paper to dissertation and academic publication, originality and uniqueness in writing is the focus of discussion. An academician is expected to be able to produce their original writing showing his original and unique thought toward a certain case. Seeing there is always a phenomenon of plagiarism even though the lecturers have emphasized that the example is not the only right thing, plagiarism is considered an educational crime, proud of student's ability and achievement.

Upon reading two articles about the purpose and importance of education, the researcher questioned the students' belief in learning in Business Writing class. The first article that the researcher read is "What is the purpose of learning?" Teaching at an EL Education School Helped Me Find the Answer written by Sydney Chaffee (2018). She shared her experience teaching at Codman Academy in Boston. From this experience, she realized that the purpose of learning is empowering students. Learning should go beyond just getting a good grade.

The second article is entitled The Importance of Purpose in Education by Matthew Howell. He shared the purpose of education is to facilitate students to know their true interests and passion. Students will feel that the educational process is rewarding if they mark their learning process. To achieve that, a student needs to discover his growth.

Each student has his growth. Some can achieve good grades and find their interest through learning, while others feel they are failing since they cannot get a good grade and cannot discover their true passion. Related to those two articles, especially the second article, the different

output and experience in learning to depend on students themselves. In education, the term belief refers to motivation. If a student has a motivation driving him to perform well, he must find a way to achieve better.

This study aims to reveal Sekolah Tinggi Ilmu Komunikasi dan Sekretari Tarakanita, later will be referred to as STARKI, students' learning belief in Business Writing 3 class, and how this belief affects the students' behavior in the learning process. The behavior being discussed is plagiarism. This research found out that committing plagiarism reflects the STARKI student did not have a positive motivation toward Business Writing 3 class.

2.1 Literature Review

The meaning of belief was expressed differently among the experts. Carrero and Pongutá (2010) conducted a study about students' beliefs. They claimed that belief is a part of the motivation. Fishbein & Ajzen 1975 and Ajzen 1988 as cited in Bernat and Gvozdenko (2005) defined belief as a central construct in all disciplines that drives a person in doing something. Since it is a part of motivation, belief can be regarded as the basic reason for the whole learning process. Concerning learning, students' achievement, then, is the result of their belief in learning.

Being regarded as a motivation, belief drives students' behavior towards the learning process. As motivation is defined as a reason for doing something, as well as learning belief gives the reason for a student is doing something. Breen (2001, as cited in Bernat & Gvozdenko, 2005) added belief in classroom context contributes to students' learning process and success. Thus, having a motivational learning belief enhances students' success in the learning process.

Having a positive belief in learning indeed encourages students to [perform better. Maulina (2019) found out that the students with a positive belief toward language learning influence their performance. Her respondents stated that

since they saw the difficulty in learning English as a challenge, they find a way creatively based on their preference to overcome the challenge. They used media such as BBC, VOA, and even applications to help them learn English.

3.1 Methodology

This study is a discourse analysis study. Discourse analysis is the study of analyzing language use in its socio-cultural context. Gee (2011) explained language use reveals the performance of social activities and social identities; in other words, language use is always political. The language user shows his belief through the language he uses. In deeper implication, the hearer can see the speaker's intention and wish through the language the speaker is using. To do so, certain analyses in language use such as the diction and test structure can be done to reveal the speaker's belief.

The data is students' work and attitude in doing the assignment in Business Writing 3 in the class academic year 2021-2022. The work being the data of this study is the works that have similar language and expression even the same piece of writing. The researcher found similar and the same language expression in two or more pieces of writing written by different students. Through the data that their works are similar to each other, this study portrayed their learning belief in Business Writing 3 class. This learning belief, then, was used to see the rationale behind their behavior in this class.

4.1 Finding and Discussion

The phenomenon of plagiarism

One indicator of human development is the development of thinking ability. A child can only repeat the word and learn new words from it. As the child is getting older, he can produce a longer utterance. He can also include himself in the discussion, for example, on what he is going to wear or eat for dinner. Some children with good

nurture even can solve a problem at an early age.

As time goes by, when a child enters school and high school, he is expected to be able to use his brain capacity to the maximum level he can achieve. Some have the ability in science, some others are good at arranging words. The utterances are getting more complex and they can convey their own though to a piece of writing.

In the university, each student is required to write a thesis to get the title. Even with a higher degree, they are supposed to be able to publish research in a reputable journal. This requirement, of course, serves the purpose to show and measure how well the thinking ability is developed. The university or other educational graduate are supposed to perform the thinking ability which does not only the ability to copy, for example, an idea into his writing but also implements the knowledge he has to produce his unique result of thinking.

Related to this, plagiarism is always an issue in academic practice. As a university graduate, one is expected to be able to produce one's original piece of scientific writing. This issue is also highlighted in Business Writing classes, including the Business Writing 3 class used as the data of this study. The purpose is to make the students aware that they need to produce their original writing because it shows how good their thinking ability is. Furthermore, they are expected to achieve create skill level on Bloom's Taxonomy as the requirement to graduate from university.

Business Writing 3 class is a compulsory subject for third-semester students. The materials in this subject are inquiry, quotation, making an order, collection letter, and complaint letter. The class is conducted by the lecturer giving the situation or the case to the students and asking them to make a business letter on the given situation.

Finding the phenomenon of plagiarism in Business Writing 3 class shows that students have not reached the creation level yet as well as showing that they have not developed their thinking ability. At their age and educational level, they are supposed to create their piece of writing manifesting their logical thinking. Copying their friends' works reveals that they cannot create something, in this case, a business letter.

The reason they committed plagiarism is that they cannot or do not know how to express their thought in sentences. A small amount of students' event cannot understand the situation given by the lecturer; thus, they copied their friends' work to finish the assignment. No matter what the reason is or at what level her English ability is learning belief drove her to take an action.

The following data shows the plagiarism committed by some students:

Data 1
Student A collection letter
Dear Mr Agung
ACCOUNT NUMBER B-045
Based on journal book records, we found invoice no. B-045 is the amount of Rp. 4.050.000,00 for our plumbing service that you haven't paid since the due date of payment on 1 November 2021 and which is already a week overdue.
In connection with this, we have enclosed the B-045 invoice for immediately paying off the shortage through our BNI bank account No (00021876290) on behalf of Mr. Daniel. No later than one week after you receive this letter.
We will wait for your payment as soon as possible.

Student A replies to a collection letter
Dear Mr. Kaniwa
REPLY TO COLLECTION LETTER FOR ACCOUNT NUMBER SP30
We have received your collection letter for account number SP30 dated 7 November 2021. I am sorry for the late payment for account number SP30.
We have just started our company and things started to get busier. I admit that we forgot to pay for the rest of the payment because we are getting busier and some things got forgotten and left behind.

As you have stated in the letter before, I will settle the rest of the payment for account number SP30 within this week.
I send you my apologies for this inconvenience.

Student B collection letter
Dear Mr. Lexy
ACCOUNT NUMBER SP30
According to our records, it has been a week since the due payment of your order number SP30 for our plumbing service.
The amount of your unsettled payment is Rp.1.000.000. We have enclosed the SP30 invoice for the full information of your last order.
Please send us the payment through our BRI bank account no. 821-872-839-094 on behalf of ALSA PLUMBER SERVICE.
We hope to receive your payment before 11 November 2021.
We are looking forward to receiving your payment as soon as possible.

Student B replied to a collection letter
Dear Mr. Malvin
REPLY TO COLLECTION LETTER FOR ACCOUNT NUMBER SP30
We have received your collection letter for account number SP30 dated 7 November 2021. I am sorry for the late payment for account number SP30.
We have just started our company and things started to get busier. I admit that we forgot to pay for the rest of the payment because we are getting busier and some things got forgotten and left behind.
As you have stated in the letter before, I will settle the rest of the payment for account number SP30 within this week.
Once again, I send you my apologies for this inconvenience.

From data 1, it can be seen how similar those two works are. The topic for that assignment is writing a collection letter. Taylor (2012) explained collection letter is a letter sent by the seller to the customer confirming the late payment as well as asking the customer to finish the payment soon. This letter is sent as a statement that the buyer has a late payment. The last paragraph is only slightly different from one another. The situation given for that was writing a collection letter; there was no specific information about the seller or the customer. Considering this kind of assignment, it is a miracle to have two works that were similar to each other. Henceforth, the only possible situation is one student looked at her friend's work and copied it with a little modification.

In addition, there is an interesting finding while checking the students' works. As the topic for Business Writing 3 class is the business letter related to commercial, each student is expected to produce a series of commercial business letters: inquiry, reply to an inquiry, quotation, order, invoice, collection letter, reply to a collection letter, complaint letter, and reply to a complaint letter. Usually, the lecturer asks the students to use the same name to experience the communication between the seller and the customer. Student A from Data 1 did not use the same name for seller and buyer as well as the account number. Unlike student A, student B used the same name for buyer and seller and account number as well.

Considering this peculiarity, plagiarism is most likely to be done by students to finish the assignment. The sad truth is they even did not bother to check whether the work was correct. They admitted that they looked at their friends' work as examples. However, seeing that they only copied and pasted the letter shows that it was just an excuse they made to cover their dishonest deed. If they truly saw their friends' works as an example, then they should have paraphrased the sentence or so.

Data 2
Student A
Many thanks for your inquiry of 13 September. I have today mailed our print catalog and price and we will send it to your home address.

Student B
Many thanks for your inquiry of 13 September 2021. I have today mailed our print catalog and price to your company address.

A student copied her friend's work in some parts of the letter. As is shown in data 2, one of the students copied the background part of the letter. The topic for data 2 is inquiry. Similar to the situation given for the collection letter, each student was supposed to make their unique situation. Thus, it was suspicious that two students had the same date; they have choices among 365 days a year anyway.

Students' belief in learning

As was stated in the previous part of this writing, research conducted by Maulina (2019) shows positive learning belief affects students' behavior. The phenomenon of plagiarism in Business Writing 3 class reflects STARKI students' belief in learning Business Writing 3 class. Committing plagiarism indicates STARKI students do not have a positive belief toward this class.

Talking with the students, the researcher found out that the Business Writing class is seen as a difficult subject learned in STARKI. The students admitted that they were lack of exposure to business expression. They were given the handout and sourcebook containing all materials they are learning. The lecturer gave the syllabus serves as the guideline for what material was learned at each meeting.

During the classroom activity, the lecturer explained the material, asked the students to make their piece of writing, and gave feedback on their writing. Feedback is given to make the student improve their performance. As an example, when a lecturer gave feedback on how to write a good letter subject then on the next assignment the mistake in writing the letter subject will not occur. As well as when the lecturer mentioned that a letter must have a reference, then on the next letter students are supposed to write a reference they did not put on the previous assignment.

Data 3

ENQUIRY LETTERS → check the format, what do you inquire about?
REPLYING TO YOUR → Ø ENQUIRY LETTER, check the format

Picture 4.1 Format in writing a subject
Source: Taylor (2012, p. 57)

From Data 3, it can be seen how the same student did not seem to feel encouraged to perform better after receiving feedback. The lecturer mentioned that this student wrote the subject of the letter wrongly; the subject must be written in the same font size as the body of the letter and it is not written in bold. This phenomenon reflects how students see the lecturer's feedback. They regard the feedback as the lecturer's obligation to check their work and to make the worth of the money the lecturer earns. It is a paradox when they did not value the lecturer's feedback the same; they should have regarded the feedback as an encouragement to improve since they have spent time, effort, and money studying in college.

They tried to use google translate, but the result of the writing was bad and they did not know how to correct it. At the same time, they did not know another tool that can help them translate the Indonesian expression they had in mind into English. There are other applications that they can use that correct your English. If the students are willing to walk an extra mile to improve their English, they will not stop admitting the translation or their English is bad. They are supposed to spend an extra minute checking their expression using the free application they can find.

Facing these challenges and not having a good attitude toward the subject made the students focus on how to get a good score. Their learning belief drives them to do dishonest actions, in this case,

plagiarism. They copied their friends' works with the hope that the submitted work is a good product. They were too lazy to, as it was mentioned earlier, walk an extra mile to produce their piece of writing.

In addition, the students saw the writing assignment as just a duty and requirement to pass the class. Assignments given by the lecturers are supposed to be regarded as a means to evaluate their performance. The score given by the lecturer is just a recognition of the students' improvement in learning, not as a goal of learning. If a student gets a bad score or feedback on their work, they should be encouraged to perform better in the future. This improvement process will not happen if a student does not have a good learning belief.

5.1 Conclusion

Belief has an important role in learning. Students who believe that getting a good score and fulfilling the duty to finish the assignment tend to commit plagiarism. This belief drives the student to choose the shortcut in completing the class. Those who believe that learning is a process of improving skills will see the assignment as a way to improve themselves.

As the students do not have a positive belief toward Business Writing 3 class, they did not have a positive behavior while taking this course. Committing plagiarism and being lazy to spend extra time to finish the assignment by themselves portrayed they did not have a positive learning belief. This kind of belief also made them see the

assignment as a burden. They succumbed to the temptation of doing dishonest actions just to finish the assignment and submit it on time.

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WHY DO THEY USE IT? AN ANALYSIS OF ENGLISH CAPTION USAGE ON INSTAGRAM POSTS BY BUSINESS ACCOUNT USERS IN PONTIANAK

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Abstract

Social media has become an integral aspect of people's lives in the current day, particularly millennials. Instagram, one of the most popular social media platforms, is a photo and video sharing platform with various features. Among the improvements is the ability for users to create business accounts if they want to use Instagram to do business. In social media, English is often used by Indonesian people. This study aims to ascertain why users of Instagram business accounts in Pontianak choose to caption their Instagram posts in English. The qualitative method is used in this study. Observation and interviewing are the methods used to obtain data. Ten business Instagram account users were interviewed, two from five suggested company account kinds. The obtained data is evaluated through data reduction, grouping, and narrative techniques. The writer discovered that the majority of Instagram business account users in Pontianak who utilize English in their Instagram post captions do so to appear cooler, modern, and up to date. Finally, practically all informants will continue to utilize English in the captions of their Instagram postings in the future.

Keywords: *social media, Instagram, Business, English*

1.1 Introduction

In this globalization era, technology and the internet have developed rapidly, are easy to access, and can be found anywhere. It could be said that technology and the internet have been a necessity of life. The usage of technology and the internet helps people study, search for information, research, do business, communicate and connect to the world. One of the forms of technology and internet development in communication is social media. Kumar and Nanda (2019) stated that social media is social interaction with the characteristic of fast speed and wide reach communication through technology and internet-based tools.

There are many social media, such as Facebook, YouTube, Instagram, Reddit, Pinterest, Twitter, WhatsApp, Line, etc. Based on the survey from Kemp (2019), annual digital worth from April 2018 to April 2019 shows that there is an increase of 2,6% or 130 million mobile users, 8,6% or 350 million internet users, 6,1% or 202 million active social media users, and 11% or 342 million mobile social media users. This data means that the number of smartphone and social media users is rising gradually.

Instagram is an application where people can share photos and videos with captions, emojis, stickers, and filters with their followers. Based on the data provided by We are social (Kemp, 2019), Instagram is one of the social media with the highest actual number of users, with 80% internet usage. According to Bergström and Backman (2013), Instagram is a free mobile application that can be downloaded through App Store and Google Play and was founded in 2010. Since then, Instagram has

40 million pictures uploaded daily and has 100 million active users per month.

Based on the data provided on Statista (Clement, 2019), Indonesia is the fourth leading country with the highest number of Instagram users, with 60 million users as of October 2019, after the United States, India, and Brazil. Furthermore, according to NapoleonCat (2020), There were 62.030.000 Instagram users in Indonesia as of December 2019, with the majority of the users being women (51%). The largest user group was people aged 18 to 24, with 23.000.000 users. The highest difference between men and women occurs among people aged 18 to 24, where women lead by 1.000.000 users. It can be concluded that Instagram is one of the highest actively used social media, with the majority of the Instagram users being millennials and women. Kumar and Nanda (2019) state that more than a hundred people use social media to give their content and opinion online. Uploading photos or videos on Instagram is becoming a habit when people feel like expressing their thoughts and feelings. People these days tend to seek popularity on Instagram by gaining followers on their accounts, likes, and comments on their photos and videos. Ting et al. (2015) remarked that Personal Gratifications are prominent behavioral beliefs on Instagram. One of the main functions of Instagram is for personal pleasure, whose purpose is oriented toward telling their followers about themselves and their daily activities.

According to NapoleonCat (2020), more than 25 million businesses or brands on Instagram, and over 80% of users follow at least one brand. As seen on Hootsuite (2019), over 130 million users tap on shopping posts every month, and over 200 million Instagram users at least visit one business profile daily. It can be concluded that people also use Instagram for shopping, selling, advertising, and endorsement. Devoted to business purposes, Instagram launched a Business Account in 2016. The difference between a personal account on Instagram and a business account is the number of features the users could access. Some features of an Instagram business account are access to Instagram insights, the ability to add a contact button, showing the kind of industry on the profile page, adding links to Instagram Stories, and advertising and making promotion posts on Instagram. Based on the writer's observation, there are two types of Instagram accounts. There are Personal Accounts and Professional accounts. Professional Account itself is divided into two types: Creator Account and Business Account, which Business Account is divided into seven suggested types: Personal Blog, Product / Service, Art, Musician / Band, Shopping and Retail, Health and beauty and Grocery store.

According to Panggabean (2016), the usage of English in Indonesia is still minimal, considering the terms of ability and the infrequent usage of certain events, formality, and groups of people. Moreover, as seen in English First (2019), the Indonesian English proficiency index in 2019 is low, with 61 out of 100 countries. "In line with the rapid use of social media, in this case, Instagram, English is also widely used as the language of self-expression by most of its users, both native and non-native speakers; at least, this is what happened in Indonesia. Most Indonesian Instagram users, especially youth, use English to write their captions" (Nurhantoro & Wulandari, 2017, p. 37). It can be concluded that, however, on Instagram, in this case, the Instagram Business account, Indonesian tend to use English captions while posting their photos or videos. At the same time, they are not native speakers of English. As an international language, English is the most commonly used language on social media (Haque, 2017). "The use of English contained some values such as novelty, modernity, internationalism, technological excellence, hedonism, and fun" (Androutsopoulos, 2007, p. 221), which causes the widespread use of English in

social media and even penetrating education, economy, culture and so on (Riadi, 2019). Based on the writer's observation of Pontianak Instagram Business Accounts, the users are likely to use English in their Instagram post caption even if it only contains one English word or English term with a mixed language.

Based on the explanation above, it can be concluded that despite the limitations and infrequent usage of English, Indonesian, in this case, Pontianak Instagram Business Account users still choose to use English on their Instagram captions.

Based on the research problems, the purposes of this research are:
1. To find out the purposes of Instagram Business Account users in Pontianak in using English captions on their Instagram posts while English is not their first/compulsory language.
2. To find out how they obtained their English caption.

2.1 Literature Review
1. Instagram

According to Kumar and Nanda (2019), Instagram is a photo and video-sharing social network that can be edited with various filters, tags, and location information. Barton (2018) found that Instagram is where users can do business, share art, and meet incredible people. Trifiro (2018) remarks that Instagram is a new social media stage with many users that connect and engage its members with pictures online. Bergström and Backman (2013) state that Instagram is a free downloaded application on the App Store and Google Play founded in 2010.

Therefore, Instagram can be a visually based social media with a large number of users. We can share photos or videos with unique features and various purposes such as doing business, sharing, or socializing that can be downloaded freely through App Store and Google Play. The writer chooses Instagram as a concern of this research because Instagram is one of

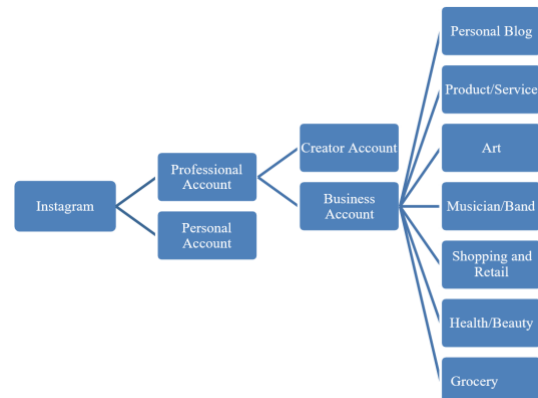the social media with the highest number of active users.

Figure 2.1 Types of Instagram Accounts

Based on the writer's observation, there are two types of Instagram accounts. There are Personal Accounts and Professional accounts. Professional Account itself is divided into two types: Creator Account and Business Account, which Business Account is divided into seven suggested types: Personal Blog, Product/Service, Art, Musician/Band, Shopping and Retail, Health and beauty and Grocery store.

2. Caption Writing on Instagram

According to Tasker (2019), the caption is a text that we share below the image we posted is a way to reach our followers in a meaningful way to bond a strong relationship. According to Miles (2013), the caption is the main message containing information for interested people so we can engage them. In Instagram, a caption means text or piece of writing a user adds to an image to describe, explain, or contextualize the uploaded photo or video.

Therefore, the caption on Instagram is a message containing feelings or information to reach the readers. In this study, the writer focuses on Instagram captions with the English Language as it helps people in learning English accidentally through constant exposure in their daily life (Riadi & Warti, 2021).

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Based on several observations, it can be concluded that both Instagram Personal Accounts and Instagram Business Accounts do use English as their caption. The differences lie in the content contained in the caption itself. The content provided in @Carlos.tann's Instagram Personal Account is to wish a happy new year to his followers, while the caption held in @idealproject_'s Instagram Business Account is to describe and promote goods to sell to his followers. Moreover, based on the example shown below, not all the captions contained English in a complete sentence. The user uses a mixed language with English terms related to the captions.

3. *The Usage of English as a Foreign Language*

Crystal (2003) remarks that the British colonialism era and English-speaking countries brought English to various countries they colonized. Even when the war is already over, cultural legacies and technological development increasingly use English worldwide. English appears in various communication media globally and shapes the domestic characteristics of people's lives in the 20th Century.

According to Crystal (2003), English was the language of the supreme economic power which is the USA, in the 20th Century. As a result, when new technologies brought new linguistic opportunities, English emerged as the first-rank language in industries which affected and led all aspects of society, even Internationally, including Indonesia, which are:

i. International Relations,
ii. Media (The press, advertising, broadcasting, motion pictures, sound Recording)
iii. International Travel
iv. International Safety
v. Education
vi. Communications

This situation explains the importance of using the English language even as a foreign language. As a country that adopts English as a foreign language, the usage of English in Indonesia is still minimal and infrequent (Panggabean, 2016). However, in Indonesia, English is also demanded both in education and the professional world. English can be found in packaging products, brands, and advertisements in daily life. Sometimes the English word is even translated both in full or partially into Bahasa Indonesia (Riadi et al., 2020). "The use of English contained some values such as novelty, modernity, internationalism, technological excellence, hedonism, and fun" (Androutsopoulos, 2007, p. 221). In this globalization era, where technology is developing rapidly, most mobiles, systems, devices, and the internet and media mostly use English. Based on the description above, it can be said that despite its position as a foreign language, having the ability to speak English is needed and able to bring up individual values or impressions such as novelty, modernity, internationalism, technological excellence, hedonism, and fun.

3.1 **Methodology**

This research used qualitative approaches and descriptive methods. Qualitative research uses words data collected and analyzed in all sorts of ways. Langkos (2014) explained that qualitative research is research with small samples while its results are not measurable and countable to fulfill the objective of the dissertation. This research focuses on a small number of samples, and amounts cannot describe the result. This condition makes the qualitative method appropriate for this research. The writer used descriptive research to determine the purposes and impact of people's opinions or attitudes about a social condition. According to Sugiyono (2013), Descriptive research is research that explores a social condition wholly and profoundly. As stated in the quotation above, the writer used the descriptive method for this research

because it concerns Pontianak Instagram Business Account users' opinions and perceptions of using English on their Instagram captions. This research took place in Pontianak. The samples in this research consist of 10 people, each two from each type of suggested account (Personal Blog, Product/Service, Art, Shopping and Retail, Health and Beauty). Except for Musician/Band and Grocery types, based on the writer's observation, the writer hardly found any Business Account with Musician/Band and Musician types in Pontianak.

Observations and interviews collect the data. According to Sugiyono (2013, p. 145), "Observation is a data collecting technique that is used when, research concerning human behavior, work processes, natural phenomena and if observed respondents are not too large." The writer searched for an Instagram Business Account located in Pontianak with English in the post's caption. I have done the observations by searching for the keyword "Pontianak" on Instagram and filtering accounts that appear according to the types. According to Esterberg (2002, as cited in Sugiyono, 2013, p. 231), "Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic". Data was collected by interviewing the Instagram Business Account users located in Pontianak. During interviews, the data collection is done using phone calls and audio recordings. The writer used interviews as the tools because they are helpful to obtain detailed information about personal feelings, perceptions, and opinions. The interview contained ten questions with 10 minutes estimated.

4.1 Finding and Discussion
1. Findings
This research contained ten informants, each two from each criterion of the Instagram business account located in Pontianak with English contained in their captions. All of the accounts chosen has various numbers of posts that started from 34 to 1.537 posts, and followers started from 61 to 9.816 followers. The informants consisted of eight females and two males, which tells that most informants were female, from 2 March 2020 until 5 May 2020 through direct meetings and voice calls. Until this study was written, the situation and condition of Pontianak city were still not conducive due to the spreading of COVID-19. Due to that issue, direct meetings were impossible to hold, so half of the interviews were done through phone calls. Based on in-depth interviews conducted by the writer with informants regarding their purpose of using English as a caption for Instagram posts, the writer found a similar answer from the informants. In the following section, the writer will elaborate on the interview result based on each selected interview question. The questions chosen contained seven questions answered by every ten informants.

Based on in-depth interviews conducted by the writer with informants regarding their purpose of using English as a caption for Instagram posts, the writer found a similar answer from the informants. In the following section, the writer will elaborate on the interview result based on each selected interview question. The questions chosen contained seven questions answered by every ten informants.

Question 1: Do you often use English on your Instagram posts' captions?
Among ten informants, four of them answered that they often used English on their Instagram posts' captions. One account, @floristcorner.id's owner, said that 80-90% of her Instagram posts use English on the captions, and also @dnpmakeupartist's owner stated that "I used English on all of my Instagram posts captions, most of them were on the hashtag.". Three of the informants answered that they often used English but mixed it with Bahasa on their Instagram posts caption; as stated by @snack_pontianak2's owner, "I often use

English on my Instagram posts caption even though it mixed with Bahasa.". The rest three of the informants answered that they seldomly used English on their Instagram posts captions. There are only one or two words of English, but they usually use Bahasa. One account owner, @goldencakes_pontianak, stated that "English is seldomly used. There are only one or two words.". Moreover, @kbeautyskincare's owner said, "I seldom use English. I usually use English, but many people do not understand, and I have to re-explain in Bahasa."

Question 2: What are your purposes for using English in your Instagram posts' captions?

Among ten informants, most answered that they want to look cooler, modern, and up to date. As stated by @snack_pontianak2's owner, "my purposes are just because using English makes captions better, more ear-catching and cooler." @byoote.pontianak's owner also stated a similar answer said: "I use English to look modern, high class and premium.". The other informants also stated various purposes: their product is related to English, they have customers overseas, some of their students (followers) can only speak English, some English words are easier to understand and more compact, and they are following the trend.

Question 3: Is there any benefit gained after you use English on your Instagram posts caption?

Of all informants, eight the informants answered that they had not gained any benefit on sales or benefit. They just got a personal feel from their opinions. @snack_pontianak2's owner said that "Using English is more ear-catching such as the word "Crispy" on English is more interesting than "Garing" in Bahasa when I want to describe my product. I have not gained any benefit for sales, and followers increased.". Moreover, @goldencakes_pontianak's owner said that "I have not gained any benefit like that. I just personally feel more modern if I am using English.". After using English on their Instagram posts captions, only two informants gained similar benefits. As stated by @floristcorner.id's owner, "Yes, I have gained benefit from using English on my Instagram posts caption. Some foreign customers from overseas would

like to send flowers or a bouquet to their couple in Pontianak. English captions help them understand our product and show them that our staff can communicate with English".

Question 4: What process do you go through to produce your English caption?

Four of the informants do not have any particular process for producing their English captions. They type their English captions directly when they are about to post photos or videos. @goldencakes_pontianak's owner said, "there is no specific process because I used common words, so I just type it directly.". The other informants used google translate whenever they were about to make English captions to make sure if there were any mistakes. @kbeatyskincare's owner said, "I type my English captions directly and use google translate sometimes to cross-check any mistake.". Another two informants produce their English captions by copy-paste from several sources. @byoote.pontianak's owner stated, "I usually copy-paste from the official's account feeds, add some English words I know, and sometimes use google translate too". Moreover, @pontianaklapak's owner said, "I copy-paste description from the product's official website as my captions and add some words like "ready stock" and "grab it fast". The rest of one informant researched an idea and illustration references on google and any other Instagram account before producing an English caption.

Question 5: Are there any difficulties in producing your English caption?

Three out of ten informants found difficulties in producing an English caption. @byoote.pontianak's owner said, "I usually confused when choosing a word to use in English.". Moreover, @snack_pontianak2's owner said, "I have trouble arranging the sentence. I already feel it difficult when I use Bahasa, so using English makes it more difficult.". The rest seven the informants did not find any difficulties when producing their English captions. @pemburu_makanan_'s owner said, "I do not have any difficulties because I just used the basic word". While @floristcorner.id said, "There is no any, that is why we have to learn English

because it is already a modernization era. We should not just learn only one language". Furthermore, @dnpmakeupartist's owner stated, "I have no difficulties because I have mastered the words".

Questions 6: Do you have any difficulties caused by your English caption after you posted it?

Three informants had found similar difficulties caused by the English caption they posted. @byoote.pontianak said, "yes, I have found the problems. One of my customers ever asked me to re-I have to re-explain my captions because he did not understand English." @kbeautyskicare's owner also explained that not everyone could understand what we write in the captions in English. The other one is @idealproject_'s owner, who said that "I have ever sold flowers and wrote "Discount Rp30.000", but instead, it was thought it would only cost Rp 30.000." However, the other seven informants did not find any difficulties.

Questions 7: Do you still want to use English on your Instagram post in the future?

Nine out of ten informants stated that they still want to use English on their Instagram captions. One of them is @pontianaklapak's owner, and she said: "I will probably always use English because it is related to my products, and I want to keep up with the trend.". The other informant, unsure if she still wants to use English in the future, @kbeautyskincare's owner, said, "It depends on the content and is it useful or not. If it is unnecessary, I might not use it. If it does, I will."

2. Discussion

According to Androutsoupulus (2007, p. 221), it noticed that some values contained in English used are novelty, modernity, internationalism, technological excellence, hedonism, and fun. Some of those values appear as the most response in interviews conducted with ten informants to find out their purposes of using English in their Instagram posts. Among ten informants, most of them stated that their purposes for using English in Instagram posts are to look cooler, modern, follow the trends, and stay up to date.

"my purposes are just because using English makes captions better, more ear-catching, and cooler." (@snack_pontianak2)

"If using English, the impression is more modern, cool, more sociable, and up to date." (@goldencakes_pontianak)

"The purpose is to follow the trend from another famous blogger." (@pemburu_makanan_)

"I use English to look cooler and elegant." (@idealproject_)

"Because this is already a modern era, so we are following the update, and some of our students (followers) can only speak English." (@sundayschoolgb)

"Because using English is a cool and modern, simple and high class, using English gives premium feels." (@byoote.pontianak)

From their answers, it can be seen that the values of "modernity" appear and affect the informants' decisions to use English on their Instagram captions. They feel that if they use English on their Instagram, they will give their followers cooler, modern, and up to date.

The other purpose stated by the other informants is because the product their sell, which is computer stuff, is related to English. It shows the value of "technological excellence" appears and affects English usage in Instagram captions. Because if they want to look, they know their product very well they have to use a particular description or word in English. have to use a particular description or word in English.

"Because our product is computer stuff, many related to English. We got our captions from copy-paste from the product's official website because computer stuff already has a specific/particular description in English, so we cannot randomly write the captions to describe the product." (@pontianaklapak)

Another purpose of using English from the Informants is because they have customers outside Indonesia or foreign customers, so they have to use English on

their Instagram posts captions so that their foreign customers understand their product posts. From their answers, we can notice the value of "Internationalization" is in their purpose of using English in their Instagram posts' captions.

"I use English because it is already modernization, also my customers are not just from Indonesia, I have got some foreign customers from overseas that would like to send flowers or a bouquet to their couple in Pontianak. English captions help them understand our product and show them that our staff can communicate with English." (@floristcorner.id)

"I use English so that people from outside Indonesia that see my works also can understand the meaning of my captions." (@Idealproject_)

The other answers that are not contained in those values are that they are interested in making all of the followers understand what the captions are saying because some of the followers can only speak English. The other one answers that she uses English because some words in Bahasa are hard to understand but more simple English.

"Because this is already a modern era, so we are following the update, and some of our students (followers) can only speak English." (@sundayschoolgb)

"There are some words in Bahasa that are hard to explain, but it simpler in English, for example; "Ready Stock," "Grab it Fast." I do not know if it is true or not. It is just my thoughts." (@kbeautyskincare)

However, besides personal feelings of being cool, modern, high class, and up to date, most of the informants have not gained any benefit, for example, Increased numbers of followers and sales of using English as Instagram posts captions. Nevertheless, there are 2 of 10 informants that have gained the benefit. Two of them have gained similar benefits: gaining customers from outside Indonesia because their caption uses English and is understood by foreign customers.

For producing the English captions, four informants used google and Google Translate for references and cross-checked the words and vocabulary. The other four informants typed the English captions directly without any particular process. The rest of the informants produce their English captions by copy-paste from other sources like websites or other accounts. In producing English captions, most informants do not have any difficulties. However, there are still three informants who have difficulties producing their English captions. Their problems are arranging words, word selection, and grammar.

Among ten informants, seven never had difficulties caused by English caption posted. Most informants never have a problem caused by English captions posted on Instagram. Nevertheless, three other informants have a similar problem caused by an English caption posted on Instagram. The problem is that their followers did not understand or misunderstand their captions because they use English, and not everyone can speak English. Finally, almost all of the informants surely still want to use English on their Instagram posts captions in the future. There is only one informant who not surely still wants to use English caption in the future.

5.1 Conclusion

Based on the writer's analysis of Interview results with ten Instagram Business Account Users in Pontianak, some of the findings obtained are:

1. Most of the Instagram Business Account Users in Pontianak often used English on their Instagram posts.
2. Most of the user's purpose for using English captions on Instagram Business Account posts is to look cooler, modern, follow the trends, and stay up to date.
3. Instagram Business Account Users in Pontianak purposes of using English contained Modernity,

Internationalism, and Technological Excellence values.

4. The benefit of using English on Instagram posts captions is the possibility of gaining foreign customers and self-prestige feelings of being cooler, modern, following the trends, and up to date.

5. The Instagram Business Account Users in Pontianak produce their English captions by copy-paste, searching for references, and without any particular process.

6. Most of the Instagram Business Account Users in Pontianak never had any problems caused by their English captions posted.

7. Most of the Instagram Business Account Users in Pontianak surely still want to use English on their Instagram posts captions in the future.

Based on the writer's analysis of Interview results with ten Instagram Business Account Users in Pontianak, the writer provides suggestions as to the following:

1. Instagram business account users could use English to create a cool, modern, and up-to-date account.

2. Instagram business account users should use English to engage customers outside Indonesia on their Instagram posts captions.

3. Instagram business account users can use so many media and sources to produce a proper English caption, such as a search for references or copy-paste on Google, websites, and Google Translate, without worrying about their limitations in English.

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THE STUDY OF ENGLISH AS LINGUA FRANCA IN VIRTUAL YOUTUBER INTERACTION

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Abstract

This study analyzes the use of English as a lingua franca in virtual YouTubers' interaction. Virtual YouTubers, a form of media entertainment that has been popularized in Japan, have started to become a global phenomenon and the increased English usage in them. The writer identifies the usage of English in communication between virtual YouTubers that are not native to English. The virtual YouTubers of Japan and Indonesia have been chosen as their level of understanding of English differs from each other. Archived YouTube streams are observed for further research regarding each virtual YouTuber and their conversations using English with fellow virtual YouTubers. The observed data are later analyzed using data reduction, data display, and concluding verification. The writer found that the use of English as lingua franca is usable to a certain degree when used on shorter sentences and can be replaced by common objects and terms that are familiar to both parties.

Keywords: *English, Lingua Franca, Virtual Youtuber, Interaction*

1.1 Introduction

Communication plays a major role in human activity and language has become the common means to achieve it. Along with the expansion of English colonization and education in immigrant workers, English has been further spread to a wider region. The growth of communication technology has simultaneously impacted literacy and communication practices.

Lingua franca was used when groups of people that speak different languages communicated (Richards & Schmidt, 2013). The Lingua franca can be an internationally used language or native language from one of the groups or a mixture of two or more languages that are spoken natively by any of the groups with a simplified structure. The use of English become very common among groups that speak different languages, including when they are used on a media platform like YouTube.

YouTube as modern online media culture is constantly growing, with the numerous numbers of video-sharing platforms, YouTube has become the ground for users around the world to attempt to recreate and capture their experiences, not only as video sharing media but also as an international advertising medium (Dehghani et al., 2016).

YouTubers or the host of each YouTube Video used to be mainly organic human beings. Along with the start of virtual Idol Kizuna Ai, the term Virtual Youtubers become a trend in which a virtual character was used to display or represent the human counterpart in leading the video or stream activity. The host of the YouTube video controls the activity while having their identity behind the digital character that might not directly resemble themselves.

Virtual Youtuber has reached an international level since their first trend

appeared in Japan. Earning both audiences from their native region and international, the use of English as lingua franca become a popular demand to communicate with their audience.

Based on the research background described above, the writer has described the problem: How and what is the speaking virtual YouTuber trying to convey in English and what did the recipient virtual YouTuber interpret the message as. The purpose of this research is to find out how two or more virtual YouTubers of different origins communicate using English against the language barrier.

2.1 Literature Review

The research is expected to contribute theoretically to the knowledge and theoretical development of readers or the next researchers with a similar topic. The research is also expected to contribute practically for the reader to find out the English skill they need to communicate with people of different origins specifically in terms of language.

In the communication process, the human requires language as their main tool of action. Communication between members of society does not only come in one form but can be a mixture of complex and multifaceted mixture of sounds, signs, and symbols to share each other's values and culture. According to McKay (2011), English is now well established as the lingua franca of worldwide communication. English has become the bridge in communication between speakers that might or might not be native to English through the internet.

When it comes to social media, there are many methods of communication one of which is audiovisual that are commonly present on YouTube. YouTube can also be used as a video archive or library that can act as a business medium when needed. The advancement of technology and artistic breakthrough has brought the entertainment industry with virtual idols and celebrities. Hoang & Su (2019) mentioned that studies on virtual celebrities are spare and require further investigations in the field.

3.1 Methodology

The form of research that was used in this research was descriptive research. Atmowardoyo (2018) described the descriptive method as a method used to accurately describe existing phenomena as possible. The writer will conduct an observation on Virtual YouTubers and their archived streams in the 2019-2020 period where they communicate with fellow virtual YouTubers using English. The writer will also display the pre-observation the writer has done before conducting the research. The writer will analyze the data obtained using data reduction, data display, and concluding/verification technique.

4.1 Finding and Discussion

The writer observed 5 target conversations involving 7 different virtual YouTubers from the YouTube archived streams. The first conversation was from a conversation between Fumino Tamaki from Japan and Taka Radjiman from Indonesia on 8 August 2020, the conversation was performed while both parties were making Naan. Fumino Tamaki and Taka Radjiman had difficulties during their English conversation which led to Taka Radjiman choosing to use the Japanese language as much as possible.

The second target conversation is between Usada Pekora from Japan and Moona Hoshinova from Indonesia, the conversation was done mostly through an in-game text chat system from a game called Minecraft. The conversation went briefly with a slight disruption when Moona Hoshinova tried to understand the text that Usada Pekora send. The text was 'rapisurazuri' which is supposed to be lapis lazuli which also serves as an in-game item.

The third observed conversation is between Houshou Marine, Minato Aqua, and Moona Hoshinova, in which two of the formers are from Japan and the latter is from Indonesia. The conversation happened

mostly through Minecraft's in-game text chat. Minato Aqua and Houshou Marine attempted to recruit Moona Hoshinova into their roleplay which led to a momentary misunderstanding when Houshou Marine mistranslated the sentence, "To the CEO, Moona is important", into "Moona is CEO, important".

The fourth conversation is between Robocosan from Japan and Moona Hoshinova from Indonesia. The conversation happened mostly through Minecraft's in-game chat while Moona Hoshinova tried to build a mechanical structure in it. Before the conversation, both parties have previously contacted each other but the contact was mostly done in silence. In the process of helping Moona, Robocosan attempted to ask for an in-game item from Moona Hoshinova.

The fifth conversation is between Usada Pekora from Japan and Moona Hoshinova from Indonesia. The conversation is done through voice call while both parties play Minecraft to build a structure in-game together. Before the conversation, both parties have previously conversed together using in-game text chat and attempted to individually study conversational sentences that both parties can understand. The conversations in the stream are mostly initiated by Usada Pekora as Moona Hoshinova showed anxiousness during most of the streaming sessions.

The five observed conversations showed 2 similar obstacles that have disrupted the effectiveness of English as lingua franca during the conversations. Three conversations were disrupted by the same obstacle in which the pronunciation of English names or words differ in the Japanese language. Two Conversations were disrupted by the grammatical structure difference between English and Japanese

5.1 Conclusion

Based on the results of the research and discussion conducted by the writer, it can be concluded that:

1. English is usable as a lingua franca to a certain degree when used to communicate between Vtubers with different origins against the language barrier. The sentences used are preferably shorter sentences with simple or more common English words. When English is not successful enough to deliver the message, the vtuber may use words of their origin that may be easier to understand by their conversation partner.

2. The use of English as lingua franca can be quite minimal when interaction that uses a shared term like an in-game object name as their topic of discussion. In the other cases, the use of English is often neglected by the conversing vtubers when they have difficulty finding the English word and they will use Japanese words in place of it.

3. Often the case when English words are not simple or common enough, the vtuber might have to rephrase or explain their message intention in alternate words for their conversing partner to understand.

Some suggestions that can be given concerning this research:

1. For a non-native speaker that wants to communicate with English speaking conversing partner:

- Non-English speaker is encouraged to learn beforehand words commonly used for daily conversation.

- Non-English speaker is also encouraged to guess the meaning of the words they are confused about, so the message can be conveyed better.

- Non-English speakers should understand the topic of discussion that both parties will discuss.

- Speakers are encouraged to always convey a message in shorter sentences.

2. For Future Researchers with a similar topic on English as lingua franca, they can further research using a real-

life conversation between native English speakers and non-English speakers as their subject.

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