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Tonggak Equator**

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Tio Ciu and Khek Students in Pontianak**

*Yovita Angelina, Magpika Handayani*



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POLITEKNIK TONGGAK EQUATOR



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## THE ANALYSIS OF STUDENTS' SELF-CONFIDENCES IN PUBLIC SPEAKING AT POLITEKNIK TONGGAK EQUATOR

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### ABSTRACT

Public speaking is a vital communication skill essential in personal, academic, and professional contexts. It enables individuals to convey ideas effectively, persuade audiences, and leave a lasting impression. One critical factor influencing success in Public Speaking is self-confidence, the belief in one's ability to perform well in making statements and doing presentation. However, the students struggle to build this self-confidence due to fear of judgment, limited experience, and lack of effective feedback as the challenges. The research method of this study is to acknowledge the common challenges about their self-confidence in Public Speaking. The participants of the research are the students from English Business Professional Communication which consists of 35 students. Our research is using observation sheet, the data collection was conducted using Google Form. In the data collection, the survey consisted of 12 structured questions designed to assess students' personal experiences, perceptions, and obstacles related to public speaking and self-confidence. The result of the survey shows that approximately 80% of the respondents agreed that they are facing challenges building self-confidence when speaking in Public Speaking. These results indicate a clear need for targeted strategies, such as practice opportunities and constructive feedback, to help students build confidence in their speaking abilities.

**Keywords:** Public Speaking, Students' self-confidence, communication, Politeknik Tonggak Equator

### INTRODUCTION

Public speaking is a critical skill required for various aspects of personal, academic, and professional life. It involves delivering a speech or presentation to an audience in a structured and deliberate manner, often with the intent to inform, influence, or entertain (Ma'mun, 2018). According to Templeton and Fitzgerald, public speaking allows speakers to stand before an audience and communicate effectively, with the goal of persuading, informing, or entertaining listeners. Similarly, Yee, Jafre, and Abidin (2014) note that public speaking shares similarities with presentations typically used in academic or commercial settings. In essence, public speaking enables the speaker to convey valuable information, engage the audience, and deliver a message that leaves a lasting impression.

Self-confidence, defined as an individual's belief in their ability to succeed, plays a fundamental role in effective public speaking. Salim (2015) describes self-confidence as a personal evaluation that affects how people view their strengths, weaknesses, and overall worth. Lauster adds that self-confidence is shaped by life experiences and involves having a realistic belief in one's abilities, which influences how individuals face challenges and tasks

(Kamridah, 2016). In the context of public speaking, confidence allows speakers to articulate their thoughts clearly and overcome nervousness. This belief in one's ability to perform well is essential for managing the fear and anxiety that often accompany public speaking.

One of the key factors in building self-confidence in public speaking is consistent practice. As Carnegie and Esenwein (2007) explain, practice helps speakers refine their speech delivery, improving their vocal projection, body language, and overall presence on stage. Practicing in front of family members or close friends can help speakers gain confidence before addressing a larger audience. Furthermore, practice helps individuals become familiar with the content of their speeches, allowing them to convey their message with greater clarity and control. This repetitive engagement helps to reduce the fear of judgment and the pressure associated with speaking before an audience.

Another factor that influences self-confidence in public speaking is feedback. In classroom settings, feedback is primarily provided by lecturers, which, while valuable, is limited in scope. Peer feedback offers diverse perspectives and can be essential in helping students identify areas for improvement. However, students often lack the ability to provide meaningful critiques, or they may hesitate to offer constructive feedback, reducing the effectiveness of peer evaluations. Without sufficient practice and feedback, many students struggle to build the self-confidence necessary to perform well in public speaking.

In summary, public speaking and self-confidence are intricately linked. Public speaking requires not only fluency but also a strong sense of self-assurance. For students, the key to developing this confidence lies in practice, feedback, and overcoming personal challenges like fear and anxiety. Therefore, this research focused on the students' confidence level. This research explained the confidence level through public speaking at advanced speaking class. The students' confidence level in public speaking can be known through body language, vocal variety, facial expression, and eye contact. Understanding these elements will allow educators to better support students in overcoming the challenges of public speaking and enhancing their performance.

## **LITERATURE REVIEW**

### **The Definition of Public Speaking**

One of the most basic skills in English is Public Speaking. According to Yee (2014, p.11), "Public speaking is the process of speech in which a speaker stands in front of audiences and delivers a speech in a structural manner to persuade, inform, or entertain them". It involves students' self-confidence to practice speaking through a public as an exercise for reducing their anxiety. In terms of communication, public speaking acts as an activity which adapts to changing situations and audiences by engaging listeners well.

Azadi (2015, p.88) states that "The most common way to convey the message to others is by speaking. It should be realized that the ability to communicate effectively is a must, which needs to be taken seriously in English education". In some conditions, Speaking is a productive skill that requires a lot of activities which needs a deep learning process in order to build learners' self-confidence.

### **The Elements in Public Speaking**

According to Harmer (2001, p.13), in public speaking, there are two main elements these are:

- a. Language features and mental/social processing.
  1. Connected speech (Used by speakers and the also produce individual phonemes).

2. Expressive devices (Students can apply some supra-segmental features and tools to be an effective communicator).
  3. Lexis and grammar (The speaker can use a number of common lexical phrases in performance of certain language functions)
  4. Negotiation language (Negotiator the language in which people seek clarification and to show what structure people are saying).
- b. Mental and social processing.
1. Language Processing (The speaker's process the language in their mind and arranges it in a coherent order to come out in the desired shape).
  2. Interaction with others (The speaker has a lot of listening to, understand other people's feelings, and knowledge of how to make linguistics turn around or allow someone else to do it.
  3. Information processing (It is the ability to process and to respond to information provided or retrieved).

As mentioned above, effective public speaking requires not only linguistic accuracy but also mastery of expressive and suprasegmental features that enhance delivery including mental and social processing.

### **The Challenges in Public Speaking**

According to Ur (2020, p.18), students face several issues in public speaking affecting their self-confidence:

- a. Inhibition: Fear of making mistakes and embarrassment when speaking English hinder practice.
- b. Nothing to say: Lack of motivation due to low confidence and limited vocabulary.
- c. Low participation: Limited speaking opportunities, exacerbated by some students dominating discussions in their local language.
- d. Lack of topics: No available topics for discussion.
- e. Mother tongue use: Over reliance on native language.

These problems highlight inhibition, lack of motivation, low participation, lack of discussion topics, and the tendency to revert to the mother tongue which counted as a challenge when speaking to a public.

### **The Definition of Self-Confidence**

According to Nadiah (2018, p.227), "Self-confidence is a feeling of worth that someone feels for himself". Self-confidence is treated as an individual's self-assessment, impacting success or failure within their communication. It involves believing in one's abilities, acting without others' influence, and being optimistic and responsible. While everyone has limitations, self-confidence includes positive self-image, enjoying communication, and maintaining composure. Indicators are good body language, enjoying speaking, and accepting by understanding your weaknesses and strengths. Minghe (2013, p.59) said that "Some indicators of self-confidence are; communicating a positive image with a good body language, enjoying

speaking, having fun, not worrying too much about losing words and mistakes, maintaining composure, concentration and self-control”.

### **The Importance of Self-Confidence in Public Speaking**

As one of the important things to master in Public Speaking, self-confidence plays a crucial role in the secret of successful life, which implies that it has a significant relationship in oral communication and academic achievement. Kakepoto (2012, p.16) said that “Self-confidence is a crucial aspect of a good performance”. It helps students effectively share and express their thoughts. Without it, even the most creative motivating ideas may not help students progress. Dornyei (2013, p.16) states that “You can use the most creative motivating ideas, but if the students still doubt themselves, they will not progress as students”. This reinforces the idea that self-doubt can hinder progress, regardless of the quality of instruction or motivational techniques used. This suggests that fostering self-belief in students is essential for long-term language learning success.

### **The Factors influencing Self-Confidence in Public Speaking**

Shen (2019, p.17) states that “the factors that influence students' self-confidence in public speaking consist of two factors; Psychological and Linguistics”. This study concentrated on the internal elements that influence students' self-confidence when practicing speaking English. Students' self-confidence in public speaking is influenced by internal and external factors. External factors are outside the students' control, like physiological and physical restrictions, as well as systemic impediments, while internal factors such as psychological hurdles and attitudes also play a role in affecting students' confidence in speaking a foreign language.

Addressing both sets of factors, especially fostering a positive psychological environment and supporting students in overcoming internal barriers is essential for improving students' self-confidence and language learning success.

### **Psychological Factors**

Psychology, the scientific study of behavior and mental processes, encompasses activities such as eating, talking, laughing, running, reading, and sleeping. It involves complex mental activities like considering and envisioning, which are not immediately observable. Juhana (2012, p.18) highlights that “Students' difficulties in practicing English are often influenced by interconnected psychological factors, including the fear of making mistakes, shyness, anxiety, and lack of motivation”.

#### **1. Fear of Making Mistakes**

A common issue for students in speaking countries is the fear of making mistakes. This fear stems from the concern of being ridiculed by others when mistakes are made.

#### **2. Shyness**

English students frequently experience shyness when asked to speak the language. Shyness is characterized by social withdrawal, active avoidance, and an uncomfortable self-focus during actual or imagined social interactions.

#### **3. Anxiety**

Anxiety in learning a second language includes feelings of pressure and apprehension, affecting speaking and listening abilities, such as worries about the abilities of peers and instructors.

#### **4. Lack of Motivation**

Motivation is the desire to learn a language, requiring effort to achieve goals. Unmotivated students are often silent and unresponsive in English conversations.

#### **Linguistics Factors**

Spolsky (2021, p.20) states that “Linguistics is the study of language, focusing on phonology, grammar, and semantics”. Grammar, a key aspect of English, illustrates sentence structure and word functions. Educational linguistics examines how linguistic proficiency, including grammar, pronunciation, vocabulary, and fluency, influences students' self-confidence in speaking English. This study will explore the impact of these linguistic elements on students' speaking abilities.

##### **1. Grammar**

A conversation is more effective when proper grammar is used. Harmer (2001, p.21) pointed out that “Grammar of a language is the description of the way in which words can change their forms and can be combined into sentences in that language”. From the statement above, it can be summed up that by having good grammar, the speaker can convey/produce the words or share information correctly.

##### **2. Pronunciation**

Pronunciation acts as the way a language is spoken and how words are pronounced. Hornby (2010, p.21) said that “Pronunciation is the way in which a language is spoken, the way in which a word is pronounced or the way a person speaks the words of language”. This component determines sound patterns and how a word is spoken. It emphasizes that intelligibility should be the goal, with certain pronunciation features being more critical than others when it suggests some pronunciations are more important than others.

##### **3. Vocabulary**

Vocabulary refers to words and sets of words with specific meanings. Without sufficient vocabulary, learners cannot effectively communicate or express ideas. It implies that language learners cannot inform or express their ideas either in spoken or written language. Thornbury (2011, p.22) stated that “Without vocabulary nothing can be conveyed”. One of the most important skills that every learner should master while speaking English is vocabulary mastery to fill out their formal statement. Ideas that are added in the arguments that are told by mouth cannot be improved without an adequate vocabulary.

##### **4. Fluency**

Fluency is the ability to speak smoothly, accurately, and at a natural speed, similar to a native speaker. It ensures the listener understands the speaker's ideas and messages effectively. Hornby (2010, p.22) defined “Fluency as the way of someone speaking with normal speed like the native speaker or the man because the one who owns the language can dispose the language well”. Based on the statement above, fluency refers to the ability of someone to speak a language at a normal speed, which leads to how a native speaker would. It implies that a fluent speaker can use the language naturally and effectively, conveying their thoughts smoothly and without hesitation.

## **METHODOLOGY**

### **Research design**

This research design is the procedures and techniques for addressing a given problem conducting a systematic approach for the investigator to find out student's perceptions by assessing a subject qualifies as a research problem towards their self-confidence. Creswell (2012, p.25) states that "research design as a research plan and procedure, down to detailed methods of data collection and analysis."

Descriptive research used for methodology's population structures mentioning a sample size. Some methods were automatically taken using purposive sampling and techniques which has been gathered from people's opinions and perspective by sampling four lecturers in total and collecting the data using a survey including interviews and questionnaires incorporating self-completing methods, and open-ended questions in Public Speaking.

### **Time and Place of Research**

In this research, the writer conducted the research in the Polytechnic of Tonggak Equator. This research will be done in December 2024 - January 2025.

### **Subject of Research**

The writers chose The Lecturers of English for Business and Professional Communication and a few students as the subject of research because of the experience in related subjects. The subject of research consists of 4 lectures and 4 students for an interview. The writers chose the lectures and fellow students to answer an interview with the criteria of being subject of research of this research, have taught or experience with the related subject.

### **Technique and Instrument of Data Collecting**

In this research, the writers used interviews from the subject of research as the instruments of data collection. According to Bolderston (2012, p.40) "interviews are used to obtain in-depth information about the participants' experiences by interpreting them. This interaction provides the opportunity of recording everything in their lives".

### **Technique of Data Analysis**

According to Miles and Huberman (1994, p. 10), analysis involves three activities that happen simultaneously these three components are:

#### **1. Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions.

#### **2. Data Collection**

Process includes further episodes of data reduction occur (writing summaries, coding, teasing out themes, making cluster, making partitions, writing memos)

#### **3. Data Display**

A display is an organized, compressed assembly of information that permits conclusion drawing and action.

## FINDING AND DISCUSSION

In this research, the writer sent questionnaires to 35 student respondents via Google Form. All of the respondents are the third semester to eighth semester students of Polytechnic of Tonggak Equator. The finding of the questionnaires can be seen in the following questions.

### Q1. Students are afraid of making mistakes in Public Speaking presentation or speech

Statement	SA	A	D	SD	Total Respondent
Students are afraid of making mistakes in Public Speaking presentation or speech	34.3%	62.9%	2.9%	0%	100%

Based on the question 1, it can be seen that 62.9% respondents agree that students are afraid of making mistakes in Public Speaking presentation or speech, 34.3% states strongly agree, 2.9% states disagree and 0% states strongly disagree.

### Q2. Students are over reliance on their mother tongue in Public Speaking speech or presentation

Statement	SA	A	D	SD	Total Respondent
Students are over reliance on their mother tongue in Public Speaking speech or presentation	14.3%	68.6%	17.1%	0%	100%

Based on the question 2, it can be seen that 68.6% respondents agree that students are over reliance on their mother tongue in Public Speaking speech or presentation, 14.3% states strongly agree, 17.1% states disagree and 0% states strongly disagree.

### Q3. Students feel shy when asked to speak English during Public Speaking speech or presentation

Statement	SA	A	D	SD	Total Respondent
Students feel shy when asked to speak English during Public Speaking speech or presentation	20%	65.7%	11.4%	2.9%	100%

Based on the question 3, it can be seen that 65.7% respondents agree that student feel shy when asked to speak English during Public Speaking speech or presentation, 20% states strongly agree, 11.4% states disagree and 2.9% states strongly disagree.

### Q4. Students do not do eye contact properly when doing Public Speaking presentation or speech

Statement	SA	A	D	SD	Total Respondent
Students do not do eye contact properly when	22.9%	68.6%	8.6%	0%	100%

doing Public Speaking presentation or speech					
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Based on the question 4, it can be seen that 68.6% respondents agree that students do not do eye contact properly when doing Public Speaking presentation or speech, 22.9% states strongly agree, 8.6% states disagree and 0% states strongly disagree.

**Q5. Students often rely on reading text on their phones when doing presentation or speech**

Statement	SA	A	D	SD	Total Respondent
Students often rely on reading text on their phones when doing presentation or speech	37.1%	57.1%	5.7%	0%	100%

Based on the question 5, it can be seen that 57.1% respondents agree that students often rely on reading text on their phones when doing presentation or speech, 37.1% states strongly agree, 5.7% states disagree and 0% states strongly disagree.

**Q6. Students feel pressured when doing Public Speaking speech or presentation**

Statement	SA	A	D	SD	Total Respondent
Students feel pressured when doing Public Speaking speech or presentation	25.7%	62.9%	8.6%	2.9%	100%

Based on the question 6, it can be seen that 62.9% respondents agree that students feel pressured when doing Public Speaking speech or presentation, 25.7% states strongly agree, 8.6% states disagree and 2.9% states strongly disagree.

**Q7. Students are often reluctant to participate (asking question/giving suggestion/saying disagreement) in Public Speaking speech or presentation**

Statement	SA	A	D	SD	Total Respondent
Students are often reluctant to participate (asking question/giving suggestion/saying disagreement) in Public Speaking speech or presentation	29.4%	67.6%	2.9%	0%	100%

Based on the question 7, it can be seen that 67.6% respondents agree that students are often reluctant to participate (asking question/giving suggestion/saying disagreements) in Public Speaking speech or presentation, 29.4% states strongly agree, 2.9% states disagree and 0% states strongly disagree.

**Q8. Students are not well prepared in Public Speaking presentation or speech**

Statement	SA	A	D	SD	Total Respondent
Students are not well prepared in Public Speaking presentation or speech	2.9%	58.8%	35.3%	2.9%	100%

Based on the question 8, it can be seen that 58.8% respondents agree that students are not well prepared in Public Speaking presentation or speech, 2.9% states strongly agree, 35.3% states disagree and 2.9% states strongly disagree.

#### **Q9. Students often speak with incorrect grammar in Public Speaking speech or presentation**

Statement	SA	A	D	SD	Total Respondent
Students often speak with incorrect grammar in Public Speaking speech or presentation	14.3%	77.1%	8.6%	0%	100%

Based on the question 9, it can be seen that 77.1% respondents agree that students often speak with incorrect grammar in Public Speaking speech or presentation, 14.3% states strongly agree, 8.6% states disagree and 0% states strongly disagree.

#### **Q10. Students often speak with incorrect pronunciation during Public Speaking speech or presentation**

Statement	SA	A	D	SD	Total Respondent
Students often speak with incorrect pronunciation during Public Speaking speech or presentation	8.6%	80%	11.4%	0%	100%

Based on the question 10, it can be seen that 80% respondents agree that students often speak with incorrect pronunciation during Public Speaking speech or presentation, 8.6% states strongly agree, 11.4% states disagree and 0% states strongly disagree.

#### **Q11. Students lack word choices during Public Speaking speech or presentation**

Statement	SA	A	D	SD	Total Respondent
Students lack word choices during Public Speaking speech or presentation	17.1%	71.4%	11.4%	0%	100%

Based on the question 11, it can be seen that 71.4% respondents agree that students lack word choices during Public Speaking speech or presentation, 17.1% states strongly agree, 11.4% states disagree and 0% states strongly disagree.

### Q12. Students speak brokenly when communicating in Public Speaking or presentation

Statement	SA	A	D	SD	Total Respondent
Students speak brokenly when communicating in Public Speaking or presentation	11.4%	65.7%	22.9%	0%	100%

Based on the question 12, it can be seen that 65.7% respondents agree that students speak brokenly when communicating in Public Speaking speech or presentation, 11.4% states strongly agree, 22.9% states disagree and 0% states strongly disagree.

### CONCLUSION

In this part, the writers discussed the finding of the research that has been done based on the questionnaire. Based on the questionnaire, first is fear of making mistakes, with 62.9% of respondents agreeing and 34.3% strongly agreeing with this sentiment. This indicates that anxiety plays a critical role in students' reluctance to confidently participate in public speaking. Secondly, linguistic dependencies and limitations significantly affect students' performance. Next is over-reliance on mother tongue, with 68.6% of respondents agree, and 14.3% strongly agree, that there is an over-reliance on their mother tongue during speeches. Furthermore, 77.1% agree that students often use incorrect grammar, and 80% agree that pronunciation issues are general. It is in line with Hornby (2010, p.21), said that "Pronunciation is the way in which a language is spoken, the way in which a word is pronounced or the way a person speaks the words of language". Moreover, shyness and reluctance to participate also emerged as key concerns, with 65.7% agreeing and 20% strongly agreeing that students feel shy when speaking in English. Similarly, 67.6% agree that students often hesitate to engage in discussions or ask questions during presentations. This finding is in line with Juhana (2012, p.18) highlights that "Students' difficulties in practicing English are often influenced by interconnected psychological factors, including the fear of making mistakes, shyness, anxiety, and lack of motivation".

Spolsky (2021, p.20) states that "Linguistics is the study of language, focusing on phonology, grammar, and semantics". Those challenges happened in most non-verbal aspects of communication, such as eye contact, with 68.6% agreeing and 22.9% strongly agreeing that students fail to establish proper eye contact. Additionally, reliance on reading from their phones with 57.1% agree and 37.1% strongly agree underscores a lack of preparation and the need for improved practice in delivery and engagement techniques. Preparation and confidence levels are areas requiring attention, with 58.8% of respondents agree that students are not adequately prepared for their presentations, and 62.9% agree that they feel pressured during public speaking. Thus, this line is suitable with Hornby (2010, p.22) defined "Fluency as the way of someone speaking with normal speed like the native speaker or the man because the one who owns the language can dispose the language well". Other than that, a lack of lexical variety and fluency is evident, with 71.4% agreeing that students lack word choices and 65.7% indicating that their communication tends to be broken. Such limitations hinder effective articulation and may result in less impactful presentations.

Based on the questionnaire, these writers revealed that students face a range of obstacles, including fear, linguistic proficiency, non-verbal communication, preparation, and fluency in public speaking. Addressing these challenges will require a multifaceted approach that includes language skill development, confidence-building exercises, and training in both

verbal and non-verbal aspects of communication. By implementing such measures, students' abilities in public speaking can be enhanced confidently.

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## **ENHANCING STUDENTS' SPEAKING SKILLS THROUGH COMMUNICATIVE ACTIVITIES IN ENGLISH LANGUAGE TEACHING AT SMK NEGERI 1 BENGGAYANG**

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### **ABSTRACT**

This study aims to explore the implementation of communicative activities in English language teaching at SMK Negeri 1 Bengkayang and their impact on students' speaking skills. As a vocational school, SMK students are expected to acquire not only theoretical knowledge but also practical communication skills, particularly in English, to meet workplace demands. The research employed a qualitative descriptive method involving classroom observation, teacher interviews, and student feedback. The results show that communicative language teaching (CLT) strategies, including role-plays, presentations, and interactive games, effectively encourage students to speak more confidently in English. However, limited speaking practice time and low self-confidence remain challenges. The findings prove that by fostering a positive and engaging learning environment, communicative activities greatly improve speaking abilities among SMK Negeri 1 Bengkayang students. To improve student motivation, extend practice time, and further incorporate English into practical topics, more work is necessary. To increase the efficacy of English instruction in vocational contexts, it is advised that teachers get ongoing training and that curricula be modified.

**Keywords:** English language teaching, speaking skills, communicative activities, vocational education, SMK

### **INTRODUCTION**

English proficiency has become a crucial skill for vocational school graduates, especially for those aiming to enter the global workforce. At SMK Negeri 1 Bengkayang, English is taught not only as a subject but as a tool to support students' professional competencies. Developing students' speaking skills is essential, yet many face challenges due to lack of exposure and limited opportunities for practice. Therefore, applying communicative and student-centered teaching strategies becomes a vital approach.

In the context of English Language Teaching (ELT), speaking is considered one of the most essential skills for effective communication. As one of the productive language skills, speaking allows learners to express their thoughts, interact with others, and participate in real-life communication. However, in many EFL (English as a Foreign Language) contexts, including Indonesia, students often face significant challenges in developing their speaking proficiency. These challenges include lack of vocabulary, fear of making mistakes, low confidence, limited exposure to authentic language use, and teacher-centered classroom practices.

At SMK Negeri 1 Bengkayang, speaking remains a difficult skill for many students to master. Based on preliminary observations and discussions with English teachers, it was found that students tend to be passive during speaking activities and often respond with short or memorized answers. Many of them are reluctant to speak in English due to anxiety and fear of being judged by peers. In

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In addition, the teaching approach used in the classroom is often dominated by grammar translation or reading-based methods, which do not provide sufficient opportunities for students to practice speaking meaningfully.

English has become the global language of communication, playing a pivotal role in international business, education, technology, and cross-cultural exchange. In Indonesia, the government recognizes the importance of English as a foreign language by integrating it into the national curriculum from elementary to secondary education levels. For vocational schools such as SMK Negeri 1 Bengkayang, English proficiency—particularly speaking skills—is not only vital for academic achievement but also for preparing students to enter the workforce, especially in sectors that demand communication with international clients or partners.

Despite the recognized importance of speaking skills, many Indonesian students still struggle to communicate effectively in English. Studies show that speaking is often considered the most difficult skill to master due to its spontaneous nature and the psychological pressure it imposes, such as fear of making mistakes, lack of confidence, and limited vocabulary. These challenges are compounded in classroom environments where teaching methods remain traditional and teacher-centered, emphasizing grammar and written exercises over oral communication. In such contexts, students have few opportunities to practice speaking in meaningful and interactive ways.

At SMK Negeri 1 Bengkayang, a similar pattern can be observed. Preliminary observations and interviews with teachers reveal that while students are generally motivated to learn English, they often remain passive in speaking activities. The limited use of communicative approaches in the classroom results in minimal student talk time and low engagement. As vocational school students are expected to develop practical language skills applicable in real-life situations, this gap between teaching practices and learner needs becomes a critical issue.

One promising approach to address these issues is the use of communicative activities in English Language Teaching (ELT). Communicative Language Teaching (CLT) emphasizes interaction as both the means and ultimate goal of learning a language. Activities such as role plays, interviews, group discussions, simulations, storytelling, and games help to foster a dynamic learning environment in which students are encouraged to speak spontaneously and meaningfully. These activities not only develop students' fluency and accuracy but also build their confidence and reduce their anxiety.

Integrating communicative activities into the classroom is particularly relevant for SMK students, who are expected to be job-ready upon graduation. Enhancing speaking skills through such activities can better equip them with the communication competencies required in various professional settings such as hospitality, tourism, marketing, and customer service. Moreover, communicative activities can also cultivate critical soft skills such as teamwork, creativity, and problem-solving.

Given the importance of speaking skills for vocational school students and the potential of communicative activities to improve these skills, this study aims to explore how such activities can be effectively implemented in English classrooms at SMK Negeri 1 Bengkayang. It seeks to identify suitable types of communicative activities, examine the challenges faced by both teachers and students in their application, and measure the impact of these activities on students' speaking performance. The outcomes of this research are expected to provide valuable insights for English teachers, school administrators, and curriculum developers in designing more effective and engaging language learning experiences for vocational school learners.

To address these issues, communicative activities have been increasingly recommended as effective strategies in English language teaching. Communicative activities such as role-plays, group discussions, interviews, games, and problem-solving tasks are designed to engage students in authentic communication. These activities provide students with opportunities to use English actively, encourage collaboration, reduce anxiety, and foster a more enjoyable learning atmosphere. By creating a student-centered environment, communicative activities can potentially enhance students' confidence and competence in speaking English.

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This study aims to explore how communicative activities can be implemented effectively to enhance students' speaking skills in the context of SMK Negeri 1 Bengkayang. It investigates the types of communicative activities that are most suitable for vocational high school students, examines the challenges faced in their implementation, and evaluates the improvement of students' speaking performance. The findings of this study are expected to contribute to the development of more interactive and communicative approaches in English teaching, particularly in vocational school settings.

## LITERATURE REVIEW

Communicative Language Teaching (CLT) emphasizes real-life communication and student interaction in the learning process (Richards, 2006). According to Harmer (2007), CLT focuses on fluency over accuracy and encourages students to use English in meaningful contexts. Vocational students, in particular, benefit from contextualized and task-based language instruction that mirrors workplace communication (Widodo, 2015).

Speaking is one of the productive language skills that plays a vital role in communication. According to Brown (2007), speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. It involves not only linguistic elements such as vocabulary, grammar, and pronunciation, but also paralinguistic features such as intonation, stress, and gestures.

Harmer (2007) emphasizes that speaking is more than simply producing sounds or uttering words it requires the ability to communicate ideas clearly, interactively, and appropriately. In the context of vocational schools like SMK, speaking becomes essential for preparing students to engage in real-life communication and workplace interactions.

Communicative Language Teaching (CLT) emerged as a response to traditional methods like grammar-translation and audiolingualism, which focused more on accuracy than fluency. Richards (2006) defines CLT as an approach to language teaching that emphasizes interaction and the use of language in real communicative situations.

Key features of CLT include: Emphasis on communication and meaning rather than form, Learner-centered instruction, Activities such as pair work, group discussions, role-plays, and task-based learning, and Assessment based on communicative competence, not just grammatical accuracy. Communicative activities are designed to create authentic language use in the classroom, encouraging learners to actively speak and interact.

According to Kayi (2006), effective communicative activities to promote speaking skills include Role Play: Students act out roles in specific situations (e.g., customer and cashier, teacher and student). Information Gap, students possess different pieces of information and must communicate to complete the task. Interview, students conduct interviews with classmates or guests using guided questions. Discussion/Debate, students express and defend opinions in group discussions, and storytelling, students narrate stories or experiences based on pictures or prompts.

Ur (1996) supports that these activities enhance not only speaking fluency but also students' confidence to speak spontaneously in English.

Teaching English in vocational high schools (SMK) differs from general high schools due to its focus on practical and functional language use. According to the Indonesian Ministry of Education (Kemdikbud, 2022), the *Merdeka Curriculum* emphasizes Functional English, which equips students with language skills for work-related communication.

Challenges still exist, such as low student motivation, limited time for speaking practice, and varied proficiency levels. Communicative activities, therefore, serve as essential tools to engage students actively and provide meaningful language practice.

Several studies have shown the effectiveness of communicative activities in enhancing students' speaking skills. Al-Tamimi (2014) found that using role plays and group discussions significantly improved fluency and confidence among technical college students in Saudi Arabia. In the Indonesian context, Yuliani & Hartatik (2020) conducted a study at SMK Negeri 1 Palembang, which concluded that consistent implementation of CLT can improve students' speaking performance

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and classroom participation. Their findings align with other research recommending the integration of simulation, pair work, and interactive dialogue in lesson plans.

Based on the literature above, speaking is a vital skill that should be prioritized in vocational English instruction. The CLT approach and its related communicative activities have been proven effective in promoting speaking fluency, interaction, and learner autonomy.

At SMK Negeri 1 Bengkayang, the application of communicative activities is expected to provide a more engaging, relevant, and practical environment for students to improve their speaking ability in English.

## **METHODOLOGY**

This qualitative research was conducted at SMK Negeri 1 Bengkayang with 20 eleventh-grade students from the accounting department and two English teachers. Data were collected through classroom observation, interviews with teachers, and analysis of students' speaking tasks and performance. Data analysis followed Miles and Huberman's model: data reduction, data display, and conclusion drawing.

## **FINDINGS AND DISCUSSION**

The study revealed several positive impacts of using communicative activities in teaching English: Improved student engagement: Interactive tasks such as role-playing and group discussions increased student participation. Increased speaking confidence: Students showed more willingness to speak English, especially during presentations and dialogues. Challenges faced: Some students were still hesitant due to fear of making mistakes. In addition, the time allocated for speaking practice was insufficient for all students to actively participate. Teachers also emphasized the need for more teaching materials that integrate English into students' vocational contexts (e.g., job interviews, customer service, technical explanations).

The initial observation and teacher interview revealed several challenges. Limited Student Confidence: Many students felt shy and hesitant to speak in English due to fear of making mistakes.. Lack of Practice Opportunities: The speaking component received less focus compared to grammar and reading. Large Class Size: Teachers found it difficult to give every student speaking time due to class size (35–40 students per class). Vocabulary Deficiency: Students often struggled to express ideas due to limited vocabulary and poor pronunciation.

These challenges indicated the need for more dynamic, student-centered, and supportive speaking practice. During the intervention, the teacher incorporated the following communicative activities into the lessons. Role Play: Students performed dialogues based on real-life scenarios (e.g., job interviews, hotel reservations). Information Gap Activities, students worked in pairs to complete missing information through dialogue. Group Discussions, small groups discussed everyday topics such as hobbies, dreams, or school rules. Storytelling, students narrated personal experiences or described a picture sequence. Interview Projects, students created and conducted short interviews with classmates.

Each activity was adapted to suit the students' English proficiency and vocational background. Data from speaking assessments (pre-test and post-test) and teacher evaluation showed noticeable improvements in. Fluency: Students were more fluent and less hesitant during conversations. Pronunciation and Intonation: Many students improved their clarity and natural tone. Vocabulary Use: Students began using more varied vocabulary appropriate to the topics. Coherence: Students could express ideas more logically and clearly. For example, one student who could only answer in single words during the pre-test was able to produce full sentences and engage in a short conversation by the end of the intervention.

## **CONCLUSION**

Communicative activities significantly enhance speaking skills among SMK Negeri 1 Bengkayang students by creating a supportive and interactive learning environment. However, further

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efforts are needed to increase practice time, boost student motivation, and integrate English more deeply into vocational subjects. Continuous teacher training and curriculum adaptation are recommended to improve the effectiveness of English instruction in vocational settings.

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## THE ANALYSIS OF PLURALIZATION ERRORS OF COOKING VIDEOS

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### ABSTRACT

Communication is the process of delivering messages that involves six elements: source, receiver, message, context, channel, noise, and effect. Communication involves six key elements: source, receiver, message, context, channel, noise, and effect. One type of noise is poor grammar, particularly pluralization errors. This study aimed to identify pluralization errors in cooking videos through error analysis and determine their proportions. Data was collected from the recipe descriptions of YouTube channels Devina Hermawan and Diana Home Kitchen (Indonesia), The Kampung Vegan and Nanyang Kitchen (Malaysia), and Dinched and The Meatmen Channel (Singapore). A qualitative content analysis method was used, with error analysis by Dulay, Burt, & Krashen (1982) and pluralization theory by Kasmini and Kadarmo (2017) as the basis. Results showed that omission errors were the highest at 63% (231 errors), followed by misformation at 23% (84 errors). Addition errors, including simple addition, regularization, and double marking, were 12%, 1%, and 1%, with 43, 4, and 3 errors, respectively. These errors stem from inconsistent application of pluralization rules and a bilingual environment. count the words.

**Keywords:** *Noise, Pluralization, Error Analysis.*

### INTRODUCTION

Communication is the process of transferring messages and meaning. Louis Allen, as cited in Singh (2021), described communication as a bridge of meaning involving telling, listening, and understanding. DeVito (2016) outlined six elements of communication: source, receiver, message, context, channel, noise, and effect. Noise, which interferes with message reception, includes physical, physiological, psychological, and semantic types. According to Singh (2021), barriers to effective communication include mechanical, organizational, semantic, and personal barriers. Physical noise can occur in various media, including electronic media, where written communication errors, such as poor grammar, are prevalent.

Poor grammar indicates errors in language output, as noted by Dulay, Burt, & Krashen (1982). Error analysis helps identify these errors, which are common among non-native English speakers. Brown (2000), as cited in Fitri (2017), defines error analysis as examining non-native speakers' language acquisition errors. These errors can be categorized into omission, addition, misformation, and misordering.

YouTube, a popular video-sharing platform, serves as a communication channel. Users share content, including cooking tutorials, and often use YouTube descriptions to provide detailed recipes. To obtain a more varied range of errors in pluralization, this study examines YouTube channels from Southeast Asia, including Devina Hermawan and Diana Home Kitchen (Indonesia), The Kampung Vegan and Nanyang Kitchen (Malaysia), and Dinched and The Meatmen Channel (Singapore). The research aims to analyze and address pluralization errors in these cooking videos. Based on the explanation above, the problems of this study are:

1. What are the types of pluralization errors identified through error analysis of cooking videos?

2. What are the proportions (frequency and percentage) of pluralization errors identified through error analysis of cooking videos?

The scope of this research focused on analyzing pluralization errors identified through error analysis, including omission, addition, misformation, and misordering within recipes from selected YouTube channels in Indonesia, Malaysia, and Singapore, as mentioned in the YouTube video descriptions.

The purposes of this study are:

1. To find out the types of pluralization errors identified through error analysis of cooking videos.
2. To find out the proportions (frequency and percentage) of pluralization errors identified through error analysis of cooking videos.

The writers hope the results of this study serve as references and data for future research, presented in descriptive writing. Also, this study provides insights for language learners on pluralization errors, serves as a reference for understanding error analysis in countable and uncountable nouns, and helps readers write recipes correctly using these nouns.

## **METHODOLOGY**

The qualitative approach and descriptive method are being utilized for this study to analyze text data such as recipes in YouTube descriptions. This study was conducted from January 2024 to July 2024 using the description in each chosen YouTube video without any specific research locations during the examination. This is because the research data was taken directly from the content analysis of the selected YouTube channels.

The object of this study was collected by using a non-probability purposive sampling method. According to Cresswell & Creswell (2018), purposive sampling implies that the objectives, intent, and major idea of a proposal or study have already been established in the beginning. The object of this study is several videos from each Indonesia, Malaysia, and Singapore YouTube channel. The primary data in this research are taken directly from the recipes found in Devina Hermawan, Diana Home Kitchen, The Kampung Vegan, Nanyang Kitchen, Dinched, and The Meatmen Channel's YouTube descriptions. For secondary data, the writer collected from internet sources and literature related to error analysis and pluralization errors.

The data collected is observed through validation and reliability. Furthermore, the data used four steps as the technique of data analysis, which are data reduction, coding, classification, and data display.

## **FINDINGS AND DISCUSSION**

The purpose of this research was to identify the types of pluralization errors that frequently occur in the YouTube video descriptions of the following channels: Devina Hermawan, Diana Home Kitchen, The Kampung Vegan, Nanyang Kitchen, Dinched, and The Meatmen Channel. In total, 48 recipes were chosen. The findings of this research revealed a total of 365 pluralization errors, which included 231 omission errors, 50 addition errors (comprising three double markings, four regularization, and 43 simple addition errors), and 84 misformation errors specifically in alternating forms. Additionally, the results and relevant information were presented in a table format, accompanied by

explanations for correcting each error. The objects of this study were the recipes showcased in the YouTube descriptions of the following channels: Devina Hermawan, Diana Home Kitchen, The Kampung Vegan, Nanyang Kitchen, Dinched, and The Meatmen Channel.

A recipe typically contains nouns with varying quantities depending on its requirements. In English, specific rules distinguish between singular and plural nouns. Through the analysis of recipes obtained from six YouTube channels, which are the focus of this research, it was found that consistently applying these pluralization rules can be difficult for non-native speakers. This is particularly challenging in the context of detailed recipe descriptions where accuracy is crucial. The presence of pluralization errors can affect the clarity and professionalism of the content, potentially impacting viewer comprehension. These errors manifest in various forms, such as omission, addition, and misformation of plural nouns. In this section, the writer presented the types of pluralization errors based on the surface strategy taxonomy, linking these findings to the broader issue of pluralization errors in bilingual recipe descriptions.

#### The Data of Omission Errors

Following Dulay et al. omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Furthermore, involves the lack of a form or grammar that should be present in a sentence. Dulay outlined two kinds of omission of grammatical morphemes, which are short plural “s” and long plural “-es”. In 48 recipes, the writer identified omission errors as the most frequent error, consisting of 231 instances. The most frequent error is the omission of the “-s” plural marker in plural quantifiers such as “pc”. The omission errors involve four types of errors, as outlined below:

Omission of the plural marker “s” or “es” for quantifiers such as “pc”, “clove”, “stalk”, etc. For example:

Error:                   2 clove garlic  
Correction:            2 cloves (of) garlic

Table 1. Omission of the plural marker “s” or “es” for quantifiers such as “pc”, “clove”, “stalk”.

No	Pluralization Errors		Corrections	Explanations
	Videos	Errors		
1	1IND19A	5-6 <u>clove</u> garlic	5-6 <u>cloves</u> (of) garlic	The suffix “s” should be added as a plural marker to the word “clove” because in the recipe, the word “clove” specifies multiple units of an uncountable noun and serves as a quantifier.
2	4MYS20A	6 <u>pc</u> ginger	6 <u>pcs</u> (of) ginger	The suffix “s” should be added as a plural marker to the word “pc” (short for “piece”) because in the recipe, the word “pc” specifies multiple units of an uncountable noun and serves as a quantifier.

Omission of plural marker “s” or “es” for plural countable nouns. For example:

Error:                   2 tomato  
Correction:            2 tomatoes

Table 2. Omission of plural marker “s” or “es” for plural countable nouns

No	Pluralization Errors		Corrections	Explanations
	Videos	Errors		
1	2IND20D	20g or 1½ <b><u>tablespoon</u></b> of sugar	20g or 1½ <b><u>tablespoons</u></b> of sugar	The suffix “s” should be added as a plural marker to the word “tablespoon” because in the recipe, the word “tablespoon” specifies multiple units of a countable noun and serves as a quantifier.
2	6SGP20B	25 dried <b><u>mushroom</u></b> (soaked and sliced)	25 dried <b><u>mushrooms</u></b> (soaked and sliced)	The suffix “s” should be added as a plural marker to the word “mushroom” because “25 g” specifies multiple units of a countable noun.

Omission of the determiner “some” or “the” to clarify and specify uncountable nouns. For example:

Error: Add stock.

Correction: Add the stock.

Table 3. Omission of the determiner “some” or “the” to clarify and specify uncountable nouns

No	Pluralization Errors		Corrections	Explanations
	Videos	Errors		
1	5SGP20A	When serving, you can add <b><u>in salt</u></b> and pepper to season.	When serving, you can add <b><u>some salt</u></b> and pepper to season.	The word “some” before “salt” serves as a determiner, specifying an indefinite quantity of the uncountable noun. The use of determiners or quantifiers (such as “some” or “the”) provides additional details and makes the instructions more specific.
2	6SGP21B	Combine light soy sauce, dark soya sauce, fish sauce <b><u>and water</u></b> in a small mixing bowl, set aside.	Combine the light soy sauce, dark soya sauce, fish sauce, <b><u>and some water</u></b> in a small mixing bowl, set aside.	The word “some” before “water” serves as a determiner, specifying an indefinite quantity of the uncountable noun. The use of determiners or quantifiers (such as “some” or “the”) provides additional details and makes the instructions more specific.

Omission of quantifiers for uncountable nouns or countable nouns that require quantifiers to specify quantity, such as green onion, lemongrass, bay leaf, etc. For example:

Error: 2 lemongrass

Correction: 2 stalks (of) lemongrass

Table 4. Omission of quantifiers for uncountable nouns or countable nouns

No	Pluralization Errors		Corrections	Explanations
	Videos	Errors		

1	3MYS21B	<u>4 kaffir</u> lime leaves	4 <u>pieces</u> (of) kaffir lime leaves	Since “onion” is singular and refers to a single unit, the correct plural form “onions” is used to indicate multiple units as specified in the recipe.
2	3MYS21B	<u>2 lemongrass</u> , pounded	2 <u>stalks</u> (of) lemongrass, pounded	The quantifier “stalks” should be added to clarify the specific quantity of uncountable nouns.

#### *The Data of Addition Errors*

Addition errors are the opposite of omission errors, as specified by Dulay et al. There are three types of addition errors: double marking, regularization, and simple addition.

#### Double Marking

Double marking refers to the failure to delete redundant items in linguistics that share the same features. This error occurs frequently when multiple markers for the same grammatical category are used inappropriately, leading to redundancy. An example of a double marking in pluralization is the redundancy caused by double marking the plural marker. For instance, “2kg prawns shells” contains a redundant plural marker and should be corrected to “2kg prawn shells”. This correction removes the unnecessary repetition of the plural form, adhering to appropriate grammatical standards. In 48 recipes, the writer identified 3 errors of adding the plural marker “s” in double marking errors.

Table 5. Addition Error

No	Pluralization Errors		Corrections	Explanations
	Videos	Errors		
1	6SGP21A	2kg <u>Prawns</u> shells	2kg (of) <u>prawn</u> shells	The double markings that occur with “prawns” and “shells” serve the same function of indicating plurality, while it is a noun phrase composed of the noun “shells” and the modifier “prawn”. Therefore, the correction is “2kg prawn shells” to eliminate the redundancy of indicating plurality.
2	6SGP21A	<u>4 slices</u> <u>Ginger slices</u> (lightly smashed)	4 <u>slices</u> (of) <u>ginger</u> (lightly smashed)	The double markings that occur with “slices” and “ginger slices” serve the same function of indicating plurality, while “4 slices” already indicate a plural form. Therefore, the correction is “4 slices (of) ginger” to eliminate the redundancy of indicating plurality.

#### Regularization

Regularization is classified under the category of addition. These errors occur when a grammatical marker that is typically applied to a linguistic item is mistakenly added to exceptional items within the same class that do not require such a marker. In English,

words have regular and irregular forms. Non-native language learners frequently apply the rules used for regular forms to irregular ones, resulting in regularization errors. For instance, the plural of “shrimp” remains unchanged as “shrimp”. In 48 recipes, the writer identified 4 errors of the addition of the plural marker “s” in regularization errors.

Table 6. Errors of Addition

No	Pluralization Errors		Corrections	Explanations
	Videos	Errors		
1	5SGP19A	30g dried <u>shrimps</u> , pounded	30g (of) dried <u>shrimp</u> , pounded	The addition of the 's' plural marker should be omitted because according to the regularization rule, “shrimp” is among the irregular nouns where the plural form remains unchanged as “shrimp”.
2	5SGP20B	50g Dried <u>Shrimps</u>	50g (of) Dried <u>Shrimp</u>	The addition of the 's' plural marker should be omitted because according to the regularization rule, “shrimp” is among the irregular nouns where the plural form remains unchanged as “shrimp”.

#### Simple Addition

A simple addition error is distinct from errors that involve double marking or regularization. It is not characterized by specific features but includes all addition errors where inappropriate items are used in an otherwise correct sentence. According to Dulay, simple additions do not have specific features distinguishing them from all addition errors, as they involve using an item that should not appear in a well-formed utterance. For example, in the sentence, “Add one tomatoes” when it should be “Add one tomato”. This instance illustrates a simple addition error, as the plural form “tomatoes” is inappropriately used instead of the singular “tomato”. In 48 recipes, the writer identified 43 simple addition errors. These include 21 instances involving the unnecessary addition of “pc” or “pcs” quantifiers to countable nouns that can already be quantified directly with a number. The remaining 22 errors consisted of adding plural markers “s” or “es” incorrectly to singular nouns.

Table 7. Errors consisted of adding plural markers “s” or “es”

No	Pluralization Errors		Corrections	Explanations
	Videos	Errors		
1	1IND19A	2 <u>pc eggs</u>	2 <u>eggs</u>	The addition of the “pc” quantifier should be omitted because the quantity indicates a whole countable noun, not a part of a whole.
2	6SGP21B	10 <u>pcs Prawns</u> (deveined and deshelled)	10 <u>prawns</u> (deveined and deshelled)	The addition of the “pcs” quantifier should be omitted because the quantity indicates a whole countable noun, not a part of a whole.

*The Data of Misformation Errors*

Regularization / Overregularization

Regularization is an item in which a regular marker is used an irregular one, such as *runned* for *ran* or *gooses* for *geese*. In an analysis of 48 recipes, the writer did not identify any instances of misformation errors resulting from regularization.

Archi-forms

Archi-forms errors occur when one member of a group of linguistic forms is chosen to represent the entire category. This tendency frequently arises during second language acquisition, where learners may select a single representative to stand for all forms in a class. Examples involving demonstrative adjectives like “this”, “that”, “these”, and “those” illustrate archi-forms errors, such as using “that tables”, “this students”, “these book”, and “those table”. According to the rule, “that/this” should be followed by the singular form, whereas “these/those” should be followed by the plural form. In an analysis of 48 recipes, the writer did not identify any instances of misformation errors resulting from archi-forms.

Alternating forms

Alternating forms errors are marked with an error in the proper selection of words. In terms of pluralization, this includes using the plural form for singular or vice versa, such as “three potato” when it should be “three potatoes”. In 48 recipes, the writer identified 84 alternating form errors. The alternating forms involve six types of errors, as outlined below.

Omitting the “pc” or “pcs” quantifiers and adding plural markers to countable nouns.

For example:

Error: 2 pc curly red chili

Correction: 2 curly red chilies

Table 8. Omitting the “pc” or “pcs” quantifiers and adding plural markers to countable nouns

No	Pluralization Errors		Corrections	Explanations
	Videos	Errors		
1	1IND19B	12 <b>pc</b> curly red <b>chili</b>	12 red <b>chilies</b>	The misformation of pluralization occurs because the plural marker should be applied to countable nouns. Additionally, the addition of the “pc” quantifier should be omitted because it indicates a whole countable noun, not a part of a whole.
2	4MYS19A	5 <b>pc</b> shiitake <b>mushroom</b>	5 shiitake <b>mushrooms</b>	The misformation of pluralization occurs because the plural marker should be applied to countable nouns. Additionally, the addition of the “pc” quantifier should be omitted because it indicates a whole

countable noun, not a part of a whole.

Changing the irregular singular form to the irregular plural form and vice versa. For example:

Error: 2 pieces of bay leaf  
Correction: 2 pieces of bay leaves

Table 9. Changing the irregular singular form to the irregular plural form and vice versa

No	Pluralization Errors		Corrections	Explanations
	Videos	Errors		
1	1IND20B	1 pc turmeric <b>leaves</b>	1 pc turmeric <b>leaf</b>	The misformation of pluralization occurs because the plural marker should be omitted, as the quantity indicates a singular form. Use "pc" to emphasize 1 piece of turmeric leaf needed.
2	1IND22B	Sauté the blended spices until fragrant, then add lemongrass, bay leaf, lime <b>leaf</b> .	Sauté the blended spices until fragrant, then add lemongrass, bay leaf, lime <b>leaves</b> .	The irregular plural form "ves" should be added as a plural marker to the word "leaf" because the ingredients list specifies "4 pcs", and the video shows the creator using more than one lime leaf.

Changing the irregular singular form to the irregular plural form, and vice versa, and adding plural marker "s" to the quantifier such as "pc", "clove", "stalk", "pack", etc. For example:

Error: 2 piece of bay leaf  
Correction: 2 pieces of bay leaves

Table 10. Changing the irregular singular form to the irregular plural form, and vice versa

No	Pluralization Errors		Corrections	Explanations
	Videos	Errors		
1	1IND19B	3 <b>pc</b> kaffir lime <b>leaf</b>	3 <b>pcs</b> (of) kaffir lime <b>leaves</b>	The suffix "s" should be added as a plural marker to the word "pc" (short for "piece") because in the recipe, the word "pc" specifies multiple units of a countable noun and serves as a quantifier. Since "leaf" is singular and refers to a single unit, the correct plural form "leaves" is used to indicate multiple units as specified in the recipe.
2	1IND21A	6 <b>pc</b> bay <b>leaf</b>	6 <b>pcs</b> (of) bay <b>leaves</b>	The suffix "s" should be added as a plural marker to the word "pc" (short for "piece") because in the recipe, the word "pc" specifies

multiple units of a countable noun and serves as a quantifier. Since "leaf" is singular and refers to a single unit, the correct plural form "leaves" is used to indicate multiple units as specified in the recipe.

Misforming the plural marker for a phrase. For example:

Error: 2 eggs white

Correction: 2 egg whites

Table 11. Misforming the plural marker for a phrase

No	Pluralization Errors		Corrections	Explanations
	Videos	Errors		
1	2IND20E	7 <u>eggs white</u>	7 <u>egg whites</u>	The misformation of pluralization occurs because the plural marker should be applied to "white", as "egg white" is considered a phrase.

Using an unsuitable quantifier for uncountable nouns.

Error: 2 pieces of lemongrass

Correction: 2 stalks of lemongrass

Table 12. Using an unsuitable quantifier for uncountable nouns

No	Pluralization Errors		Corrections	Explanations
	Videos	Errors		
1	1IND19B	3 <u>pc</u> kaffir lime <u>leaf</u>	3 <u>pcs</u> (of) kaffir lime <u>leaves</u>	The suffix "s" should be added as a plural marker to the word "pc" (short for "piece") because in the recipe, the word "pc" specifies multiple units of a countable noun and serves as a quantifier..
2	1IND21A	6 <u>pc</u> bay <u>leaf</u>	6 <u>pcs</u> (of) bay <u>leaves</u>	The suffix "s" should be added as a plural marker to the word "pc" (short for "piece") because in the recipe, the word "pc" specifies multiple units of a countable noun and serves as a quantifier.

Placing the incorrect plural marker.

Error: 2 chili padis

Correction 2 chilies padi

Table 13. Placing the incorrect plural marker

No	Pluralization Errors		Corrections	Explanations
	Videos	Errors		
1	4MYS21A	3 <u>pc</u> lemongrass	3 <u>stalks</u> (of) lemongrass	The misformation of pluralization occurs because, for lemongrass, the correct quantifier is "stalk" rather than "pc". Additionally, the plural

				form “stalks” should be used to indicate multiple units as specified in the recipe.
2	4MYS21A	1 <b>pc</b> garlic	1 <b>clove</b> (of) garlic	The misformation of pluralization occurs because, for garlic, the correct quantifier is “clove” rather than “pc”.

#### *The Porportion (Frequency and Percentage) of Pluralization Errors*

Based on the analysis, the total number of errors from 48 selected videos is 365. A consistent pattern of errors is observed annually across videos from YouTube channels in Indonesia, Malaysia, and Singapore from 2018 to 2023. This pattern highlights a persistent challenge among content creators in applying proper grammar, particularly concerning the pluralization of countable and uncountable nouns. Non-native English speakers may struggle with applying plural rules consistently, particularly in the context of detailed recipe descriptions where accuracy is crucial.

Furthermore, the bilingual nature of the descriptions provides an interesting dynamic in the types of errors observed. The necessity to switch between languages might contribute to the frequency of errors, as content creators might inadvertently apply rules from one language to another. This can particularly lead to pluralization errors, where rules from one language do not correctly apply to the other, which can affect the clarity and quality of the content.

For instance, on Devina Hermawan's channel, recipes are consistently presented in both Indonesian and English. Through the writer's observations, it becomes clear that terms like “butir”, “buah”, “lembar”, and “siung” are translated as “pc”, resulting in numerous pluralization errors. First, there are omission errors in the phrase “5 pc shallots” (Table 4.2, no. 6), where the plural marker “s” is not added when the quantity is plural. As indicated by the original Indonesian recipe stating “5 siung bawang merah”, it is clear that the translation is done roughly without considering proper pluralization, which should be corrected to “5 pcs (of) shallots”. Regarding shallots, it is more appropriate to use a “pc” or “clove” quantifier to denote individual pieces rather than a single bulb. Another instance of the bilingual issue is seen in “2 pc eggs” (Table 4.5, no. 1) which should be corrected to “2 eggs”. This error stems from translating “butir” as “pc”, leading to simple addition errors where the quantity denotes a whole countable noun rather than a part of a whole. Moreover, such errors can also involve alternating forms, combining the omission of plural markers with the addition of “pc” where it should be omitted. For instance, “12 pc curly red chili” (Table 4.6, no. 1) from “12 buah cabe merah keriting” is a misformation of pluralization rules, where the quantifier should be omitted for whole countable nouns and the plural marker “es” applied to plural countable nouns.

In conclusion, the struggle to apply pluralization rules consistently and the bilingual environment presents ongoing challenges in maintaining grammatical accuracy. Based on the analysis, the study identified 231 omission errors, 3 double marking errors, 3 regularization errors (addition), 43 simple addition errors, and 84 alternating forms errors. The following formula was used to calculate the percentage of each error type, and the results of these calculations are shown in Table 4.7 along with the frequency to summarize the data.

$$\text{Error Percentage} = \frac{\text{number of each type of error}}{\text{total errors}} \times 100\%$$

Table 13 Frequency and Percentage of Errors

No	Type of Error	Frequency	Percentage
1	Omission	231	63%
2	(AD) Double Marking	3	1%
3	(AD) Regularization	4	1%
4	(AD) Simple Addition	43	12%
5	(MF) Regularization	0	0%
6	(MF) Archi-forms	0	0%
7	(MF) Alternating Forms	84	23%
<b>Total</b>		<b>365</b>	<b>100%</b>

The results of this analysis show that omission errors constitute the highest percentage at 63%, followed by misformation (alternating forms) at 23%, addition (simple addition) at 12%, and both addition (regularization) and addition (double marking) each accounting for 1%. On the other hand, no errors of regularization and archi-forms were found under the misformation category. This detailed breakdown provides a clear overview of the distribution of pluralization errors across different categories, highlighting areas where improvement in grammar consistency is needed.

## CONCLUSIONS

Based on the analysis of pluralization errors from six YouTube cooking channels between 2018 and 2023, significant insights into pluralization errors were revealed. A total of 365 pluralization errors were categorized into omission, addition, and misformation errors. Among these, the most dominant type is omission errors, specifically the omission of necessary plural markers in nouns.

These errors highlight specific areas where non-native English learners encounter difficulties in applying correct grammatical rules. The presence of these errors indicates a gap in language education, particularly in the grammar of pluralization, which affects the accuracy, credibility, and professionalism of online content. These errors can lead to confusion and inaccuracies in recipes, potentially resulting in misunderstandings about ingredient quantities and instructions. Accurate grammar is essential to ensure clarity and precision in recipes, preventing any doubts or mistakes that could arise from pluralization errors.

Furthermore, when these errors consistently appear to a large audience, they might become normalized and perceived as correct forms of pluralization. As viewers become accustomed to these mistakes, they may start perpetuating the cycle of incorrect language use. This highlights the critical role of content creators in maintaining high grammatical standards to prevent the spread of incorrect language habits. By addressing these errors, content quality can be significantly improved, thereby fostering better communication and comprehension on global platforms like YouTube.

## SUGGESTIONS

Based on the analysis presented in this study, the following suggestions are offered for content creators, readers, and future researchers. First, content creators should maintain high grammatical standards to enhance the clarity, accuracy, and professionalism of their content and to avoid potential misunderstandings among their audience. These standards can be achieved through the utilization of language tools, peer review, and feedback.

Furthermore, it is important to ensure that ingredient quantities in videos align correctly with the written recipe, whether in singular or plural form.

Secondly, for the readers of this study, understanding grammar is crucial in language learning. Even seemingly simple matters like pluralization can pose significant challenges if applied incorrectly. The readers should more pay attention to every particular material in learning English. Therefore, it is essential to dedicate time to studying and practicing grammatical rules, especially those related to the pluralization of countable and uncountable nouns and using the correct form of singular and plural forms in sentences.

Lastly, for future researchers, there is an encouragement to explore themes similar to those addressed in this study, extending beyond recipes to investigate the effectiveness of educational strategies in addressing these challenges among non-native learners. This approach can contribute to enhancing language education programs significantly. Additionally, future research can delve into analyzing the correct rules and grammatical standards for pluralization. The writer's experience reveals a lack of comprehensive literature, theories, or journals that detail the broader applications and contexts of pluralization usage

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## AN ANALYSIS OF WRITING ERRORS IN PUBLIC FIGURES' CAPTION ON INSTAGRAM

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### *ABSTRACT*

Social media is a media which is used by an individual to become social, or to be social online by sharing content, news, picture, etc. with others. Instagram is currently one of the most active social media platforms in the world. Instagram is a photo and video-sharing social media network owned by Facebook. Instagram allows users to upload photos and videos, which can be edited with various filters and organized with tags and location information. English is one of the languages that public figures often use as a caption on their Instagram post. However, there are many errors that made by public figures, the research problem is what are the type or writing errors and the purpose of the research is to find out the types of writing errors that frequently occur. This research used qualitative method and got the data from content analysis on public figures' Instagram. From the findings, the writer got two types of errors that frequently occur, there are punctuation and capitalization.

**Keywords:** *Media, Instagram, Writing, English, Errors.*

### **INTRODUCTION**

In this era, as technology develop, many people, newspapers or magazines offer an online version of news or various information through social media and sell access to their content. Social media is a media which is used by an individual to become social, or to be social online by sharing content, news, picture, etc. with others (Taprial & Kanwar, 2012). Multiple platforms that are most often used in Indonesia are YouTube, WhatsApp, Facebook, Instagram etc. (We Are Social, 2019). On social media there are writings, pictures, videos, polling. These platforms are used as media to share stories, news, or some interesting content so the readers or viewers could understand the purpose of what is posted easily.

Instagram is currently one of the most active social media platforms in the world (We Are Social, 2019). Instagram is a photo and video-sharing social media network owned by Facebook (Kumar & Nanda, 2019). This service allows users to apply digital filters and share their photos and videos on other social networks and social media platforms. Kumar and Nanda (2019, p.61) also state that "Instagram allows users to upload photos and videos, which can be edited with various filters and organized tags and location information". However, Tasker (2019) mentions that Instagram gives everyone chance to express themselves. From the statements above, it can be concluded that Instagram is a platform that people use to express themselves by uploading photos and videos.

Amaral (2015) claims that there are many features that Instagram offers. Instagram users can follow other users' profile, like and comment on photos or videos, and connect their Instagram account to other social networking sites and share photos or videos.

Instagram has an embedded feature that is location based, which enables users to add geo-located data to their content. Another features of Instagram is hashtags, Instagram encourages users to use specific and relevant tags in order to discover photos and other users on the platform. Hashtags also contributed to the creation of several communities of interest, and to the large-scale dissemination of photographs. With Instagram story, users can share 15-second videos for 24 hours. Other features are images and videos editing, private and group messaging or direct message, @mentions, text and drawing tools, filters live video streaming, public and private profiles. Instagram has a feature to create an account based on what someone do, like artist, influencer, musician, athlete, etc. and it is called public figures.

Many people make themselves public figure, spread positive things, and positive content to influence followers. Most people are following public figures such as artist, musician, influencer, athlete etc. on social media because of some reasons. Some of them like the content that the public figure shares or probably they want to know the daily activities of public figures which can be seen from their Instagram post. People who follow public figures are not just certain circles, so they must use language that everyone knows. English is one of the languages that public figures often use as a caption on their Instagram post. Haque (2017) states that English is the most commonly used language when it comes to internet.

Based on the writer's observation, some of the captions written in English on Instagram accounts of these public figures contain errors. Institut Teknologi Bandung (2017) states that social media has a significant influence on delivering information, education, lifestyle, etc. with its rapid spread, and it can change someone's opinion quickly. Based on the description above, the writer would like to analyze the writing errors in a thesis entitled "An Analysis of Writing Errors in Public Figures' Captions on Instagram".

The purpose of this study is to find out the types of writing errors that frequently occur in public figures' Instagram caption. The writer hopes this research become a references for further research. Within this research, the writer hopes to provide more information about writing errors that frequently occur and can help other researcher who are related to this research.

## **METHODOLOGY**

The writer used qualitative approach in this research. Kumar (2011) states that the main focus in qualitative method is to understand, explain, explore, discover and clarify situation, feelings, perceptions, attitudes, values, beliefs and experiences of a group of people. Kumar (2011, p. 104) also states "Study designs in qualitative research are more appropriate for exploring the variation and diversity in any aspect of social life". This research uses qualitative approach because this research aims to illustrate something to draw conclusions that are generally accepted.

To support the approach, the writer used descriptive method. According to Lodico, Spaulding, & Voegtler (2010, p.26) "descriptive survey research aims to describe behaviors and to gather people's perceptions, opinions, attitudes and beliefs about a current issue". Moreover, Kumar (2011) claims descriptive study tries to describe

situation, problem, phenomenon, service or program, or provides information systematically.

This research is conducted on Instagram. Most public figures are more active to influence or interact with their followers on Instagram. The writer started the observation on February 1<sup>st</sup> 2020 and is estimated to finish on March 1<sup>st</sup> 2020 and finished the research around May 2020. The object of this research was public figures' Instagram account based in Indonesia that has errors in their Instagram caption. In collecting the primary data, the writer employs content analysis. According to Glaser and Laudel (as cited in Cohen, Manion and Morrison, 2018) qualitative content analysis is a systematic and strict set of procedure for the rigorous analysis, examination, replication, inference, and verification of the contents of written data. Content analysis is a research technique for making replicable and valid inferences from text to the contexts of their use (Krippendorff, 2004). According to Kabir (2016, p.204) "primary data is the data that has been collected from first-hand-experience". The information or data which already exists but used by the researcher for the purpose of the study is the definition of secondary data (Kumar, 2011). In this research the observation was conducted on Instagram for one month from 1<sup>st</sup> February 2020 until 28<sup>th</sup> February 2020. The writer observed 5 of public figures' Instagram account. This observation focused on the captions that the public figures' made on the photos that have been posted. The writer classified the errors and determines the errors that frequently occur.

According to Kumar (2011) validity is a procedure in qualitative research that is used for getting the appropriateness, quality and accuracy of answer. However, Lodico, Spaulding and Voegtle (2010) claim that validity focuses on ensuring that what the instrument "claims" to measure is truly what it is measuring. Furthermore, Kumar (2011) claims reliability as consistency and stability of research tool in a research for a predictable and accurate answer that is reliable. According to Cohen, Manion, & Morrison (2018) reliability is essentially an umbrella term for dependability, consistency and replicability over time, over instruments and over groups of respondents. There are four criteria of validity and reliability in qualitative research, such as credibility, transferability, dependability and confirmability (Sugiyono, 2018).

In this research, the writer used credibility. There are some methods in credibility, one of them is increased perseverance. Increasing accuracy is one way to control / check the work whether the data that has been collected, created, and presented is correct or not. To improve the perseverance of researchers can be done by reading various references, books, results of previous studies, and related documents by comparing the results of research that has been obtained. In this way, the writer will be more careful in making a report that in the end the report will be more qualified.

From the statement above, increasing accuracy is one way to control / check the work whether the data that has been collected, created, and presented is correct or not. Therefore, the writer will be careful in controlling the data that has been collected, created, and presented until absolutely nothing is wrong. Otherwise, the result of this research will not show significant results.

According to Miles and Huberman in Sugiyono (2018) activities in qualitative data analysis are carried out interactively and take place continuously until finished, when data

is already saturated. There are three activities in data analysis, they are data reduction, data display, and conclusion drawing or verification.

a. Data Reduction

Reducing data means summarizing, choosing the main points, focusing on the important things and looking for themes and patterns.

After the writer got the observation result, the results categorized by the error of the writing.

b. Data Display

Data display can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. It is easier for the writer to understand what is happening, to plan further work based on what has been understood by displaying the data.

The errors made by public figures on their Instagram caption will be shown in paragraphs.

c. Conclusion Drawing or Verification.

The last step in analysis is conclusion drawing or verification. Conclusion in qualitative research is about new research that has never before existed. The research can be in the form of a description or description of an object that was previously still dim or dark so that after examination it becomes clear, it can be a causal or interactive relationship, hypothesis or theory.

## FINDING AND DISCUSSION

The data was taken from five public figures' caption on Instagram throughout February 2020. Lula Lahfah, Wendy Walters, Alvin, Anya Geraldine and Nana Mirdad are the public figures whose Instagram captions the writer has chosen to analyse. The writer chose them because the criteria determined in this research is public figure and the writer has been following them for a long time. The following table is some of the public figures chosen by the writer in this research.

Table 1 Data of Public Figures.

No	Name	Username	Gender	Followers
1.	Lula Lahfah	@lulalahfah	Woman	1.800.000
2.	Wendy Walters	@wendywalters	Woman	1.100.000
3.	Alvin	@alvinlyins	Man	81.700
4.	Anya Geraldine	@anyageraldine	Woman	4.300.000
5.	Nana Mirdad	@nanamirdad	Woman	2.800.000

1. Lula Lahfah

From all photos that has been posted, the writer found some errors. For instance, the photo posted on February 9th with the caption “*mama and her lipstick*”. From the caption above, there is an error in the first letter of the first word and no full stop at the end of the sentence. The caption should be “*Mama and her red lipstick.*”

2. Wendy Walters

From all photos that has been posted, the writer found some errors. For instance, the photo posted on February 19<sup>th</sup> with the caption "*3<sup>rd</sup> Anniversary + Valentine*" It should be "*3<sup>rd</sup> anniversary + valentine.*"

3. Alvin

From all photos that has been posted, the writer found some errors. For instance, "*Milkshake anyone?*" In the caption it can be seen there are no comma before "anyone".

4. From all photos that has been posted, the writer found some errors in her caption. For instance "*2 personality, 2 mood*" the purpose of the caption, she describe that she has 2 personalities. The caption should be "*two personalities, two moods.*"

5. Nana Mirdad

From all photos that has been posted, the writer found some errors. For instance, the post on February 25<sup>th</sup> "*Happiest on the woods*" the correct sentence should be "*Happiest on the woods.*"

From the result above, the writer got 29 pictures posted in full English caption and five pictures posted in English-contained from 60 pictures posted of 5 public figures within one month, 1<sup>st</sup> -29<sup>th</sup> February 2020. From the data, the writer got 30 pictures posted with errors in the captions. Which means it is more than 50% of the data that the writer has acquired.

Most errors are of punctuations. Most of the captions have no full stop at the end of the sentence. Capitalization is the second most frequent errors made by public figures. For instance, "*mama and her red lipstick*", it can be seen that there are 2 errors in a sentence. One, the caption has no full stop at the end of sentence, and two, the capital word at the first letter of the first word.

From the caption above, it can be seen that many public figures either do not care about the form of writing or they want to write quickly. According to Frankfurt Internal School (2018) mechanical errors are the consequence of quick writing where the focus is on the content rather than the form. These are typical of immature writers who do not understand the concept of a sentence.

## CONCLUSION

From the result above, the writer got 29 pictures posted in full English caption and five pictures posted in English-contained from 60 pictures posted of public figures within one month, 1-29 February 2020. From the data, the writer got 30 pictures posted with error in the caption. Which means it is more than 50% of the data that the writer gets. The kind of errors that frequently occurs from the data are errors related to punctuation. Most of the captions have no full stop at the end of the sentence. Furthermore, capitalization is also the most frequent errors made by public figures.

Judging from the results of the study, the writer purposes a suggestion to public figures that use any writing enhancement tools to correct their caption writing so that there is no error because as the writer has mentioned in chapter one, it can change someone's opinion quickly by reading wrong sentences. The second suggestion to English student who write captions on social media are advised to write well and correctly so that it can be conveyed well to people. The last one to further researcher that

to find the specific of the research like the positive and negative impact for the reader to read the writing error.

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## **LOCALIZED VARIETIES IN ENGLISH CLASSROOM COMMUNICATION: A CASE STUDY FROM TIO CIU AND KHEK STUDENTS IN PONTIANAK**

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### **ABSTRACT**

Localized varieties are one of the English varieties that people speak today due to globalization and great mobility. Localized varieties are not only spoken by people in social circles, but also used by students in academic settings. This study investigates phenomena related to localized varieties used by Pontianak Tiong Hoa students, especially those who speak Tio Ciu and Khek. The results show that students are aware that localized varieties are part of the English varieties. Using local dialects in English helps to make students' communication more flexible, building a sense of humor, wit, and friendship that makes students laugh that indicate the student enjoyed the lesson and process of learning. A localized variety in the context of an English classroom is also an attempt to build a local English identity as the identity is formed in the process of communication. Furthermore, localized variations enable everyone to communicate in English in their own way, and their use in an English classroom is an effort to create a local English identity, which is created during the communication process.

**Keywords:** *Localized varieties, English classroom communication, Tio Ciu and Khek students*

### **INTRODUCTION**

The utilization of English as a means of communication by groups of people is an endeavour to communicate well, particularly among people from diverse linguistic backgrounds. This situation also occurs in educational institutions where students are multicultural and multidialectal. At school, students interact with classmates and teachers to express their opinions or ask questions in English. This is especially true in classes where English is the teaching language. Students mix English with vernacular language to convey their message and create new dialects of English. It is a set of creative expressions that mixes the elements of English with the elements of other languages and semiotic devices (Wei, 2020).

Local dialect English, or a localized variety of English as pointed out by Bolton (2006) is common in certain communities, such as schools, particularly if it is compulsory. Teacher who does not allow students to express anything in languages other than English in class creates an urge among the students to speak in English but with their dialect. This phenomenon continues until it becomes unrecognizable whether it is a joke, an identity, or a strategy for successful communication between members in the context of the class.

Some studies have been conducted in relation to the English of the world, especially to the dialects used by certain communities as a result of the mixture of English and native languages. A study conducted by Wei (2020) examined whether the English used by students was creative or flawed in terms of translanguaging, and the results show that the mere concept of named language provides a radically different way of analysing these expressions as socio-politically meaningful linguistic innovation. Another study, conducted by Sadeghpour & Sharifian (2019), examined teachers' perceptions of the location and relevance of world English drawn from 56 English teachers. The results show that if teachers are aware of the diversity of English landscapes, then world Englishes can be applied. Tupas (2016) examines dialects spoken by Singaporeans and examines dialects created by Singaporeans that can be used to achieve standard English proficiency levels for students. The results show that the Singlish dialect helps improve the proficiency of standard English learners. A study conducted by Stenroos (2015) looks at local dialects as an active option in 15th-century textbooks. The results show that terms such as "standard" and "standardization" may not be very useful when applied to 15th century material. Therefore, in the 15th century, local use was actively selected and endorsed.

The study conducted on localized varieties of English through fusion with the local language of a particular community shows that community English is common not only in a particular community, but also in English-learning institutions. However, there are still some issues related to the use of local dialects or localized varieties in communication that need to be investigated. In this writing, the writer would like to know a phenomenon of the use of local dialect or localized varieties spoken by certain ethnic in an educational context, especially in EFL classrooms. It is not known whether students speak English with their local dialect in the classroom as a strategy in order to make meaning, or as a way to show their identity as has been explored by Tupas (2016).

This study is going to collect information from students about the use of English with local dialect or localized variety from Tiong Hoa ethnic (Tio ciu and Khek language). Students were surveyed and interviewed to get their trustworthy answer related to the use of localized variety in English classroom communication. This study is necessary to be conducted to know whether the dialect students employ is used as a strategy for communication or how these localized varieties serve their communication in a multilingual classroom. Practically, the result of the study would be significant to support the teacher's role in leveraging the local dialect as a way to support English language teaching. Therefore, the questions underneath are questions to be talked about in this article in arrange to induce significant reply related to the issue.

1. What is the students' perception related to localized varieties employed in English classroom communication?
2. How do these localized varieties serve students' classroom communication?

## **Literature Review**

### **Non-Inner Circle English Classroom**

English is not only spoken by an inner circle today, but also by other communities abroad, or by those we are known as the non-inner circle of English speakers. This condition also influences the use of English in the classroom, taking into account the

diversity of English, including the cultural values and norms of the students (Baratta, 2019). A variety of English is spoken as a strategy for achieving standard English in the classroom by combining local dialects with English (Tupas, 2016). According to Baratta (2019), students need to participate in learning; therefore, teachers should uncover the reality of multiple variations of English in many communication contexts, raise awareness of their impact on classroom practice, and take steps to make teachers incorporate relevant information into their educational practices. It recognizes that the three approaches mentioned above support the various English used in the classroom, allow students to understand the reality of English within the community, which communication objectives are more imperative than language structure. (Canagarajah, 2014)

The use of local dialects by English speakers outside the inner circle of the classroom is aimed at communicating and achieving the communication goals of the classroom, (Hall, 2019). This implies that employing a local dialect in English is actually a strategy to assist students express their opinions within the classroom. The utilization of the local dialect of English mentioned by Stenroos (2015) registers which part of the living variation was chosen to mark identity or intelligibility both in the written and spoken context.

### **Localized variety in EFL Classroom**

In the face of globalization in English classes, the use of local dialects in English classes is common. The use of local dialects is an attempt to effectively exchange people's interests with English (Sonntag cited in Canagarajah, 2006). It is the language used in everyday negotiations, so students can change the language using their local dialect. In fact, students who use local dialects believe that the dialect they use is not globally acknowledged. However, communication is done to negotiate interest in the class, as they are the medium for expressing something. Canagarajah (2006) stated that students would adjust, resist and remake local interests through oral, written and advanced communications. Moreover, English with more varieties is necessary because it might give opportunities for students to improve rather than only variety. Belibi (2013) investigated the problem faced by teachers in teaching standard English or English with local varieties in Cameroon. The result shows that it is not conceivable to teach only one variety of English in that country. It means that it is reasonable to use localized variety in teaching. It is also investigated by Al-Asmari & Khan (2014) in Saudi Arabia that English with localized variety should be included in English teaching in order to motivate Saudis' learners to explore more variety in face of globalization.

The concept of English with a local dialect is that English is an international language that permits students from linguistically or culturally different to communicate with individuals for the globalized flow of languages. (Sung-Yul, 2009). One of the consequences of using a local dialect is to make a joke about the dialect itself as a communication structure. Students often use local dialects because they think they make jokes that make them want to stay involved in communication because of their humorous presence. Humor forces us to engage in the use of non-literal and apparently multifunctional languages (Davies, 2003). According to Sinkeviciute (2014), jokes are used in Australian English by students in the British-Australian cultural context to create

strong connections with the group. This means that jokes allow students to become familiar with their peers and use local dialects to build positive communication. By using the local dialect as a joke, students are relaxed and take less seriously when communicating in English. In addition, according to (Davies, 2003) conversational joking are important sites that create collaborative communication with scaffolding that incorporates different dimensions of discourse.

Communicating English with a local dialect makes students feel intimate and can be used as a joke. The atmosphere in the class is friendly because they can laugh and take lessons very seriously. Laughter is considered a healing balm to relieve their tensions while studying in class (Sinkeviciute, 2014). The concept of English with local dialects in English communication aims to build a sense of humor, wit and friendship among people. The ultimate advantage of jokes is to make people laugh. The presence of laughter may indicate that humor and wit are enjoyed (Sinkeviciute, 2014). In the classroom context, students can use local dialects to express humor in communication. The use of communication jokes by class students is aimed at achieving communication in cross-cultural situations (Davies, 2003).

The use of English dialects in communication is considered as students' inclination for local and global identities (Sung, 2014). Indeed, as students develop their local identities, they are ready to express their communication in the global community. Therefore, dialect mixing is a choice for active involvement in high-level communication. The use of student dialects in second language learning is, in fact, intended to actively and deliberately build identities in English interactions (Sung, 2014). This is probably because individuals are now communicating in English due to the tendency of globalization.

Another reason student use local dialect for classroom communication is the impact of the local language. According to Barakos (2021), affect is feeling and inspiration in language learning and educational processes. It is social and contextual in language learning because it focuses on the pragmatic nature of emotions. The affect is closely related to the belief system (Ideology) and indeed connects ideology and hegemony when people practice language. This is probably because the affectionate language acts as a stimulus that makes people feel accepted and contained in the environment while using the language. In this case, affects are emotionally related to what constitutes the emotion, not the emotions of the student.

The role of local dialects in English education is seen as an attempt to negotiate people's identities in order to be accepted by communication groups. It is also used to enable the class to create standard English spoken. Dialects are also used to build a wit of communication and help instill a sense of humor in students so that they can continue to communicate and be accepted by the community. The use of local dialects in the classroom is considered a willingness to prioritize both local and global communication. Jokes and strategies can be an integral part of using local dialects to convey globalization.

### **Localized variety as identity construction in EFL classroom**

Localized varieties in English classroom communication can be considered as an identity construction because it has brought culture and social habits, varieties within a region along the lines of class and ethnicity that is called social dialect, (Mesthrie & Bhatt, 2008), in the language that is dialectically and socially different. The dialect used by

students is due to their social and ethnic strongly influencing the way they speak other languages. Individuals actively embody identities through group activities, and newly constructed identities arise through interaction with other members of the group (Scott, 2007; Wong, 2007). Incorporation of the English dialect as a second language in the classroom can be seen as an attempt to build a local English identity, as identities are formed in the process of communication (Serreli, 2018).

Ohara (2011) points out the local diversity of communication in English classrooms aims to show the linguistic identity of local students when speaking other languages must comply with social norms. The speaker's voice contains prosodic features such as stress, intonation, tone, and length to help the interlocutor understand the meaning and intent of the interlocutor in delivering the message. These aspects are considered in order for students to use localized variants to effectively provide meaningful utterances that the interlocutor can understand (Kulshreshtha & Mathur, 2012).

## METHODOLOGY

This study is a descriptive study on the use of localized varieties in a communicative English classroom. Data was collected through a survey distributed to 67 students at Politeknik Tonggak Equator Pontianak, Sekolah Tinggi Bahasa Asing Pontianak and Widya Dharma University. These students continuously use local varieties (English with the Tio ciu or Khek dialect) in their classes. Students from both Tio Ciu and Khek Tiong Hoa participate in these institutions primarily to learn English in the English department. The data collection tools for this study are survey and semi-structured interviews to get students' opinions regarding communication in English classrooms and the use of localized varieties. According to Lodico, Spaulding & Voegtle (2010), surveys are the most important data collection tool in descriptive research, while semi-structured interviews are carefully planned interviews that are prepared before they are conducted. Interviews on the use of localized varieties in communication in English classes were conducted with 10 student representatives from these three institutions. There are 4 students from Politeknik Tonggak Equator Pontianak and 3 students from STBA and Widya Dharma University.

After all data is gathered, it is identified, classified, and explained to understand students' views on the use of localized varieties in the classroom. Afterward, the data is described to know students' perception about localized varieties in the English classroom and how it has helped with communication in the classroom. The percentage of students who strongly agree or disagree with each item in the survey, as well as students' interview excerpts shows how they think of the localized varieties used in classroom communication.

## FINDING AND DISCUSSION

**Table 1**  
**Students' Demographics Information**

No	Description	Annotation
1	Number of Participants	67
2	Age	> 20 Years old

3	Gender	22 Males
		45 Females
4	Ethnics	67 Tiong Hoa
5	Language	36 Khek
		31 Tio Ciu
6	English Ability	Good
7	Language used at home	31 Tio Ciu
		23 Khek
		10 Indonesia
		3 Malay
		9 Tio Ciu
8	Language used at campus	1 Khek
		41 Indonesia
		16 Malay

Based on the demographic data obtained from the survey, it is known that all respondents involved in this survey are from the Tiong Hoa ethnic. Tiong Hoa ethnic is one of the biggest ethnic groups occupying Pontianak in West Kalimantan. Their concern for education is good and parents encourage their children to go to school. Among the Tiong Hoa ethnic, the language they speak are divided into two, they are, Tio Ciu and Khek. From 67 respondents involved in the survey, 36 respondents speak Khek and 31 respondents speak Tio Ciu. As for their English ability, all of them speak English well because they are all from the English department which is trained in English in the classroom. However, the language they speak at home and at campus is not always their ethnic language. The table shows that when they are at home, 31 respondents speak Tio Ciu from 31 respondents who speak Tio Ciu language, while 23 respondents speak Khek from a total 36 respondents who speak Khek language. 10 respondents speak Bahasa Indonesia when they are at home and 3 of them speak Malay which is the society language in Pontianak.

When they are at campus, the table shows that 9 respondents speak Tio Ciu from a total of 31 respondents who speak Tio Ciu, and 1 respondent speaks Khek from a total 36 respondents speak Khek. It means that many respondents prefer to speak other languages when they are at campus. It is discernible that 41 respondents speak Bahasa Indonesia and 16 respondents speak Malay when they are at campus.

***Research Question 1. What is the students' perception related to localized varieties employed in English classroom communication?***

Table 2 below shows the result of a survey on students' perception related to localized varieties employed in English classroom communication.

**Table 2**  
**Students' Perception on Localized Varieties Employed in the Classroom**

No	Description	Options
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		<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	I know the difference between the dialect I use and the dialect spoken by native speakers	<b>14 (20.9%)</b>	<b>46 (68.7%)</b>	<b>7 (10.4%)</b>	
<b>2</b>	I have to know and use the dialect spoken by native speakers	<b>11 (16.4%)</b>	<b>42 (62.7%)</b>	<b>14 (20.9%)</b>	
<b>3</b>	Academically, (like in class) using the local dialect will really help me in building communication	<b>13 (19.4%)</b>	<b>40 (59.7%)</b>	<b>14 (20.9%)</b>	
<b>4</b>	Socially, (such as hanging out with friends from different linguistic and cultural backgrounds) using the local dialect will really help me in building communication	<b>18 (26.9%)</b>	<b>33 (49.3%)</b>	<b>16 (23.9%)</b>	
<b>5</b>	Speaking English without the local dialect shows that I have higher English skills	<b>16 (23.9%)</b>	<b>36 (53.7%)</b>	<b>15 (22.4%)</b>	
<b>6</b>	The dialect used by the other person is not very important to me as long as I can understand the context of the communication that is taking place	<b>20 (29.9%)</b>	<b>38 (56.7%)</b>	<b>9 (13.4%)</b>	
<b>7</b>	It is important to have pronunciation like a native English speaker.	<b>13 (19.4%)</b>	<b>39 (58.2%)</b>	<b>15 (22.4%)</b>	
<b>8</b>	I speak mostly English with my local dialect	<b>4 (6%)</b>	<b>35 (52.2%)</b>	<b>24 (35.8%)</b>	<b>4 (6%)</b>
<b>9</b>	The use of local dialects in English is actually an intention to actively and intentionally build identity in interactions in class	<b>5 (7.5%)</b>	<b>37 (55.2%)</b>	<b>23 (34.3%)</b>	<b>2 (3%)</b>
<b>10</b>	The use of local dialects in English is a preference for local and global identities	<b>7 (10.4%)</b>	<b>46 (68.7%)</b>	<b>13 (19.4%)</b>	<b>1 (1.5%)</b>

The table shows that most of the students (67 respondents) agree with the localized varieties employed in the classroom. It is discernible that 46 (68.7%) respondents know the differences between native speaker dialect with the dialect they use, 42 (62.7%) respondents agree that they have to know and use the dialect used by the native speaker. It is in line with Bolton (2006) localized variety of English, often occurring in certain communities like schools particularly if it is a compulsion. 40 (59.7%) respondents agree that using local dialect is helpful in building communication in academic settings like in

the classroom, and 33 (49.3%) respondents agree that local dialect is helpful in building communication in social context such as hanging out with friends. It is in line with Sonntag cited in Canagarajah (2006) the use of local dialect is an effort to negotiate people's interests against English effectively. Moreover, 36 (53.7%) respondents agree that English they speak without local dialect shows their higher English skill. It indicates that students realize the local dialect is part of the varieties in English. They realize that using more than one dialect would be helpful to make them flexible in communication. In line with Belibi (2013) that it is not conceivable to teach only one variety of English. It means that it is reasonable to use localized variety in teaching. Al-Asmari & Khan (2014) English with localized variety should be included in English teaching in order to motivate learners to explore one variety only in face of globalization.

As for communication in the classroom, 38 (56.7%) respondents agree the dialect used by the other person is not very important as long as they can understand the context of the communication that is taking place. In line with that Sadeghpour & Sharifian (2019) world Englishes is relevant on the condition that teachers are aware of the existence of diversity in the landscape of English. 39 (58.2%) respondents agree it is important to have pronunciation like a native English speaker. 35 (52.2%) respondents speak mostly with their local dialect, 37 (55.2%) agree that they use local dialects in English is intended to actively and intentionally build identity in interaction in class, and 46 (68.7%) respondents agree the use of local dialects in English is a preference for local and global identities.

The result of survey which indicate that most of students agree with localized employed in the classroom is in line with the study conducted by Wei (2020) that the mix of English used by students in class is creative from the perspective of translanguaging, and it shows that the named languages offers a radically different way of analysing expressions as socio-politically meaningful linguistic innovations.

#### ***Excerpt of interview 1***

- I** : *Selamat pagi, saya ingin bertanya beberapa pertanyaan terkait dialek lokal di kelas anda.*  
: *(Good morning, I would like to ask some questions regarding the local dialect in your class)*
- R1** : *Pagi pak...siap pak*  
: *(Morning sir...alright sir)*
- I** : *Apakah anda setuju dengan penggunaan dialek lokal dalam komunikasi Bahasa Inggris di kelas?*  
: *(Do you agree with the use of local dialects in English communication in the classroom?)*
- R1** : *Iya pak, menurut saya tidak masalah sepanjang itu bisa dipahami oleh lawan bicara.*  
: *(Yes, sir, I don't think it's a problem as long as it can be understood by the other person.)*
- I** : *Apa yang anda rasakan ketika dialek lokal lebih dominan?*  
: *(How do you feel when the local dialect is more dominant?)*
- R1** : *Awalnya agak aneh pak karena terkadang dialek lokal itu terdengar lucu karena kan selama ini biasanya dengar Bahasa Inggris oleh orang bule.*  
: *(At first it was a bit strange, sir, because sometimes the local dialect sounds funny because we usually hear native speaker)*



- I** : *Apakah dialek lokal yang anda gunakan bermanfaat untuk melatih Bahasa komunikasi Bahasa Inggris.*  
*(Is the local dialect you use useful for practicing English communication?)*
- R1** : *Iya pak, sangat bermanfaat. Dialek lokal ini kadang kadang membantu dalam menyusun kalimat. Karena jika dilakukan dalam Bahasa Indonesia masih agak sulit, dengan dialek lokal, idenya mudah muncul*  
*(Yes sir, very useful. This local dialect is sometimes helpful in constructing sentences. Because if it's done in Indonesian it's still a bit difficult, with local dialects, ideas are easy to come up with)*

**Research Question 2. How do these localized varieties serve their classroom communication?**

Regarding the way localized varieties serve their classroom communication, table 3 below shows students' perception on the application of localized varieties in English classroom communication.

**Table 3**  
**Localized varieties Function in English Classroom Communication**

No	Description	Options			
		Strongly agree	Agree	Disagree	Strongly disagree
1	Local dialect in English helps me in speaking	4 (6%)	43 (68.2%)	20 (29.9%)	1 (1.5%)
2	I don't have to use dialect like a native speaker when speaking in English	4 (6%)	53 (79.1%)	11 (16.4%)	1 (1.5%)
3	With the local dialect, I feel more comfortable because there is closeness and there is a sense of nurturing one another.	8 (11.9%)	49 (73.1%)	12 (17.9%)	
4	The most important thing for me is that communication can be understood by the interlocutor	38 (56.7%)	29 (43.3%)	2 (3%)	
5	Local dialect is a strategy to communicate in English in class	3 (4.5%)	38 (56.7%)	25 (37.3%)	1 (1.5%)
6	Local dialects can make the atmosphere more fun because it gives students a sense of humour.	20 (29.9%)	39 (58.2%)	7 (10.4%)	1 (1.5%)

From total 67 respondents involved in the survey, 43 (68.2%) respondents agree if local dialect in English helps them in speaking, 53 (79.1%) think that they don't have to use dialect like a native speaker when speaking in English, 49 (73.3%) agree that they

feel more comfortable because there is closeness and there is sense of nurturing one another, 38 (56.7%) respondents strongly agree that the most important thing for me is that communication can be understood by the interlocutor, 38 (56.7%) agree that local dialect is a strategy to communicate in English in class, and 39 (58.2%) agree local dialects can make the atmosphere more fun because it gives students a sense of humour.

The result of the survey is in line with some studies conducted previously. Barakos (2021) mentions that emotion and motivation (affect) are closely related to ideology, and affect indeed makes ideology and hegemony join when people practice language. It is the reason students feel comfortable when they have to use localized varieties in classroom communication. Moreover, Sinkeviciute (2014) the use of local dialect in English communication is intended to build a sense of humor, funniness, and mateship among people. The ultimate use of a joke is to make people laugh because the presence of laughter can indicate that humor and funniness are enjoyed. When students enjoy the class, they also will enjoy the process of learning. The use of communicative joking by students in the class is to achieve communication in a cross-cultural situation, (Davies, 2003).

#### **Excerpt of interview 2**

- I : Hi....terima kasih sudah meluangkan waktu ya.  
(Hi....thank you for giving me your time)*
- P4 : Iya pak tidak apa-apa.  
(No problem sir)*
- I : Baik...Bagaimana tanggapan anda tentang Bahasa inggris dengan dialek lokal?  
(Ok... What do you think about English with local dialects?)*
- P4 : Bagi saya tidak ada masalah pak...Cuma kadang kadang terdengar lucu..hehehe (tertawa)  
(For me it's no problem sir...It's just sometimes sounds funny..hehehe (laughs))*
- I : Apakah lucu itu membuat suasana menjadi tidak nyaman?  
(Is it funny that makes the atmosphere uncomfortable?)*
- P4 : Bagi saya malah nyaman pak, kelas jadi tidak tegang...dan banyak hal bias diingat  
(For me it's even more comfortable, sir, the class is not tense...and many things can be remembered)*
- I : Diingat bagaimana?  
(What do you mean?)*
- P4 : Maksudnya..sesuatu yang lucu itu mudah diingat..jadi gak masalah caranya bagaimana asalkan materinya bisa dipahami.  
(I mean.. something funny is easy to remember.. so it doesn't matter how it is done as long as the material can be understood)*

Regarding the students' perception on the function of localized varieties in communication, table 4 below shows how localized varieties function in communication.

**Table 4**  
**Localized varieties in communication**

No	Description	Options			
		Strongly agree	Agree	Disagree	Strongly disagree
1	Using local dialects is a strategy to achieve standard English communication	5 (7.5%)	39 (58.2%)	21 (31.3%)	2 (3%)
2	Local dialect is an effort so that students can realize their English skills	9 (13.4%)	38 (56.7%)	19 (28.4%)	1 (1.5%)
3	Local dialect is a way to help students achieve communication goals in class	10 (14.9%)	43 (64.2%)	13 (19.4%)	1 (1.5%)
4	The local dialect is my identity in communicating	10 (14.9%)	39 (58.2%)	16 (23.9%)	2 (3%)
5	The local dialect is an attempt to effectively negotiate the interests of the English language	3 (4.5%)	40 (59.7%)	24 (35.7%)	
6	The local dialect helps me to communicate with people who are different both linguistically and culturally	16 (23.9%)	30 (44.8%)	21 (31.3%)	

Table 4 shows that 39 (58.2%) respondents agree if local dialect is a strategy to achieve standard English communication, 38 (56.7%) respondents agree that local dialects is an effort of students to realize their English speaking, 43 (64.2%) respondents agree local dialects is a way to help students achieve communication goals in class, 39 (58.2%) respondents agree that local dialects is their identity in communication, 40 (59.7%) respondents agree the local dialect is an attempt to effectively negotiate the interest of English language, and 30 (44.8%) respondents agree that the local dialects helps them to communicate with people who are different linguistically and culturally.

The result of research shows that students perceive localized varieties as helpful in communication specially to achieve the communication goals. In line with Sung-Yul (2009). localized varieties allow students from linguistically or culturally diverse to communicate due to globalized flows of people and language, it means people can communicate even though they come from different language backgrounds because English they use allows them to apply their local dialect. It would be difficult to speak if standard English is compulsory. Localized varieties allow everyone to deliver messages in English of their style. Ohara (2011) mentions that the use of localized variety in English classroom communication is to show local students language identity in speaking another language. Identity construction is shown by pitched voices to express utterances and visual appearance may not necessarily conform to social norms. The local dialect inserted

in English classroom context is an effort to construct local English identity because an identity is formed during the process of communication, (Serreli, 2018).

**Excerpt of interview 3**

- I : *Hello.saya minta waktunya sebentar ya.*  
(*Hello .. I take your time for a moment*)
- P8 : *Siap pak.*  
(*Alright sir*)
- I : *Apakah menurut anda dialek lokal dalam Bahasa inggris itu penting dalam memahami sebuah komunikasi?*  
(*Do you think local dialects in English are important in understanding communication?*)
- P8 : *Menurut saya iya sih pak..*  
(*I think so sir*)
- I : *Kenapa?*  
(*why*)
- P8 : *Karena apabila harus sempurna pasti komunikasinya gak jalan dan tidak ada yang mau berkomunikasi..ini konteks nya di kelas inggris sich pak*  
(*Because if it has to be perfect, the communication will definitely not work and no one wants to communicate.. this is the context in English class, sir*)
- I : *Baik..apakah menurut kamu tidak masalah menggunakan dialek dari Bahasa pertama kamu? Dan apakah itu tidak aneh?*  
(*Ok..do you think it's okay to use the dialect of your first language? And isn't that weird?*)
- P8 : *Menurut saya untuk berbicara dengan orang tertentu sich ok ok saja pak hehehe..tapi kalau sama bule mungkin masalah ya.*  
(*In my opinion, talking to certain people it's ok sir hehehe.. but if it is done with native speakers, it might be a problem.*)
- I : *Baik..jadi gak masalah ya..dan anggaplah itu Bahasa Inggris versi lokal ya?*  
(*Okay..so that's okay..and assuming it is the local version of English, isn't it?*)
- P8 : *Iya pak..kayak di Kuching dan Singapur pak hehehehe*  
(*Yes sir.. like what is done in Kuching and Singapore sir hehehehe*)

**CONCLUSION**

Based on the result of the survey, the writer comes to the conclusion related to localized varieties used by Tiong Hoa students in classroom English communication. The conclusions are as follow:

1. Students realize the use of local dialect is part of the varieties in English. They realize that using more than one dialect would be helpful to make them flexible in communication. English with localized variety should be included in English teaching in order to motivate learners to explore more varieties in face of globalization. As for communication in the classroom, local dialect is relevant on the condition that teachers are aware of the existence of diversity in the landscape of English. The mixture of English used by students in the classroom is creative in terms of translanguaging and shows that students can create linguistic innovation.

2. The use of local dialects in English communication builds a sense of humor, wit and friendship among students that help them to achieve the goals of communication. The presence of laughter in the communication may indicate that humor and wit are enjoyed. If students enjoy the lessons, they can also enjoy the learning process. In addition, localized varieties allow anyone to deliver messages in English in their own style, and the use of localized varieties in the context of an English classroom is an attempt to build a local English identity as the identity is formed in the process of communication.

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