

The Study of Indolish - Indonesian English Variety: Is it Understood Globally?

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ABSTRACT: *This paper aims to present how far Indolish (Indonesian English variety) is understood by Indonesian and non-Indonesian students. The data were gathered from notices within the society that were written in Indolish. The notices then were distributed among Indonesian students from a non-English Department and non-Indonesian students from various countries. They were asked whether they understood the notices written in Indolish. The results show that the average of the level of Indonesian students in understanding Indolish is significantly higher than that of the non-Indonesian. The most difficult understood expressions for Indonesian and non-Indonesian students were those relating to terms such as tune-up, which is written as cun-up. Non-Indonesian students also became confused with expressions whose meaning they could not imagine such as translate (written as translet). The result also indicates that society needs to learn English more to be able to communicate with people from other countries and to be able compete in the era of globalization to help foreigners get along with society.*

KEYWORDS -Indolish, Indonesian-English, language variety, meaning

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I. INTRODUCTION

The fact that English has been used internationally has made individuals, especially from non-English countries, learn and try to use it. English has spread all over the world, including countries whose first or second language is not English. Brumfit (2001)¹ confirmed that English has spread in many places in the world and that it does not belong to English speakers as a mother tongue or a first language. One prominent view regarding this phenomenon is from Kachru (1992)², who divides English areas into inner, outer, and expanding countries each with their own variations. Inner countries mean the countries in which English becomes the first language for people, such as in England, America, and Australia. Outer countries mean the countries where English functions as the second language, such as in India, Singapore, Malaysia, and Hong Kong, as discussed by Bolton (2010)³. Expanding countries are the countries where English functions as a foreign language, such as in Indonesia, China, Japan, and many other countries. However, according to Kachru, even standard English in inner countries such as America has varieties, while English in the outer and expanding countries build their own varieties. English as a first and second language has similarities and dissimilarities with English as a foreign language when used in expanding countries, as reported by Edwards and Laporte (2015)⁴.

As one of the expanding countries in Kachru's circle, Indonesia has more than 700 local languages that still are being used for daily communication, as well as one national language, i.e., Indonesian. However, the Indonesian people are aware that they cannot avoid the positive and negative impacts of the globalization movement in the fields of economics, politics, education, and culture, in which English is used primarily as a means of communication. Moreover, as the Internet has spread all over the globe, Indonesian people have used English as an alternative language to communicate with other people. As a result, English is associated with economic growth and modernity; is a symbol of status, youth, and urban lifestyle and wealth; and is used to provide information about products, services and events through advertisements, billboards, notices and posters (Lauder, 2008⁵; Wijana, 2012⁶; Da Silva, 2014⁷; Setiawan, 2016⁸;). In addition to the positive impacts of the development of the English language, English learners are influenced by their mother tongues in every aspect of language (i.e., phonology, morphology, syntax, vocabulary, and discourse), meaning that the English produced will not be standard English but instead will be mixed with the mother tongue or L1 language (Davydova, 2012⁹; Skirgård, Roberts and Yencken, 2017¹⁰) In the context of English language learning, Hamzah (2012)¹¹ found that word choice and spelling are included in the mistakes that students often make in essay writing. In terms of phonological problems, Wijana (2014)⁶ states that a number of sounds are changed or replaced with other sounds that exist in Indonesian; e.g., the sound /ʃ/ orthographically is replaced by /s/ as in shock becomes siyok. In acquiring the language, the mixed language produced might cover the omission of morphological and grammatical markings, the overgeneralization of rules, and reanalysis of linguistic material (Davydova, 2012)⁹.

In addition to the form, culture is an aspect that cannot be separated from a language that might influence the English produced by the English learners in their culture. In China, Zhaming (2014)¹² investigates how learners use Chinese to analyze English, resulting in a mixed language called Chinglish. However, he found that British individuals find it hard to understand Chinglish, although it is understood by the Chinese.

In Indonesia, a number of Indonesian people can be considered informal learners of English as the environment – whether on the streets or in social media – shows quite an extensive use of English. However, since Indonesian is the national and formal language for all Indonesian people, the status of English in Indonesia is still in a grey area, although it is considered a foreign language. For this case, Lauder (2008, 13)⁵ illustrates that “English is essential, but the role that English is allowed to play is restricted to its utilitarian value in accessing information that can promote economic growth.” In similar cases, Rini (2014)¹³ has found that some instrumental causes why English is learned in Indonesia include job requirements for achieving better careers and when marketing uses English to impress potential customers. Such situations lead to the inevitable occurrence of an Indonesian variety of English, as people try to use English according to their knowledge, their understanding from their environment, from their formal or informal education, or what they think to be English. One of the factors that may influence this variety is the Indonesian language. The term Indolish (Indonesia-English), introduced by Gur (2009)¹⁴ and supported by Muhammad (2015)¹⁵, refers to English used in Indonesia in either a complete sentence, parts of the sentence, or an expression. Indolish might not be an institutionalized variety, meaning that the expressions, vocabulary or grammar have not been standardized, but Indolish exists sporadically in Indonesian society, as a number of expressions or notices written in English and mixed with the Indonesian structure. In this study, the use of Indolish is broadened to any Indonesian English variety found in society.

Regarding the mixed English-Indonesian (Indolish) or the mix of English and other languages, Krashen in Chaer (2009)¹⁶ states that in learning a foreign language, one’s mother tongue influences grammar, and much vocabulary is taken from the foreign language that is studied. Indeed, one’s mother tongue or L1 has influenced the learning of another language in both positive and negative ways (Sahlekhkeirabadi, 2015)¹⁷. In syntax or grammar, for example, the expression bus station in English follows the Noun-Phrase rules in which the modifier (bus) comes before the head (station), meaning that the station is used for the bus. However, in Indonesian, to convey the same meaning, the expression uses the structure with the pattern that the modifier follows the head so that the expression becomes station bus (in Indonesian *stasion bis*) (Supriadi, 2015¹⁸; Sholihah, 2016¹⁹). Another resource of the mistakes could be in phonological aspects, as stated by Skirgård, Roberts, and Yencken (2017)¹⁰. One language can have specific sounds that the others do not, such as the sound /ʃ/, which often is found in English, e.g., in the word shine. Few words have the sound of /ʃ/ in Indonesian. In general, for Indonesian, the problems have occurred constantly, and the sounds where Indonesian students have problems are /v/, /ð/, /θ/, /ʃ/, and /tʃ/ (Hasan, 2014²⁰; Tiono, 2008²¹). The examples of the sound problems are as follows: /ð/ is replaced by /d/, /t/; /v/ becomes /f/, /p/, /θ/ are pronounced as /d/, /t/.

Kachru’s circles show that countries belonging to the expanding circle outnumber the inner and outer countries. In Indonesia where more than 700 languages exist, this issue is becoming worse, as it is possible that the influence comes not only from the Indonesian language but also from the individuals’ own language (ethnic language). Problems therefore arose as the English used in society does not always use Standard English (e.g., lift passenger and snake box). Several possibilities might be the true causes, such as the lack of English education and the influence of the mother tongue or Indonesian. Indrawati (2008)²² also analyzed Indonesian posters and brochures. The results show that some inappropriateness occurs in grammar, spelling, and vocabulary, and in general, posters and brochures used non-standard Indonesian and foreign languages. In 2009, Kachru and Smith²³ predicted that based on the trend at that time, it could be concluded that global English influences would continue in the future. Martin (2016)²⁴ strongly argued that people who are not exposed to English from the time they were young would never speak similar to native English speakers, and there were various English variants that were produced and influenced by their native languages. The problem becomes whether their English is understood internationally or not.

Therefore, the overall aims of this paper are to determine how much Indonesian English (Indolish) expressions are understood by Indonesian and non-Indonesian people. The detailed investigation covers three main areas: 1). The difference between the Indonesian English variety (Indolish) and the standard English and the causes of the difference; 2) Indonesian and non-Indonesian students’ levels of understanding regarding the expressions written in the Indonesian English variety (Indolish); and 3) the easiest and the most difficult expressions for Indonesian students and non-Indonesian students to understand, as well as possible causes and the roles of the context. The paper’s implications will help society increase English abilities to thus build positive relations and interactions with non-Indonesian individuals who visit Indonesia for various reasons. This paper is organized as follows. The next section discusses the research methodology; it is followed by the findings and discussions, and the final section concludes the paper.

II. METHOD

For data, this study uses notices containing expressions written in the Indonesian English variety (Indolish) on boards taken from the streets in Jakarta, as well as from the student exam book. To evaluate the expressions, 70 university students (50 Indonesian and 20 non-Indonesian) with minimum TOEFL scores higher than 500, participated by giving their opinions regarding their understanding of the expression. For Indonesian students, the expressions were given without context on the assumption that Indonesian students would know the meaning of whatever was written in the notices by looking at the context. The 20 non-Indonesian students originated from five countries, the Netherlands, Australian, France, South Korea, and Japan, and 85% have been in Indonesia for one to four months, with the rest for five to nine months. Slightly more than half, 55% of them did not communicate in Indonesian at all, 10% spoke a little Indonesian, and only 5% mastered

The participants were asked to complete questionnaires regarding whether the expressions are very difficult, difficult, quite difficult, or not difficult. For the non-Indonesian students, the questions were the same as that of the Indonesian's, with the additional question asking whether they could understand the expression without the context, or with the context, or whether they did not understand the expressions even with the context. The aims of the questions were to determine whether students have problems understanding the expressions, and whether context helps students interpret the meaning. The highest score (4) was given when students found no difficulties in understanding the expression, and the lowest score (1) was when students thought that the expression was difficult.

The data were analyzed in three steps; first, the qualitative method was used by comparing Indolish to standard English concerning syntax – i.e., grammatical mistakes due to different structures between Indonesian and English, as well as the appropriate use of vocabulary, the pronunciation, and spelling. The second analysis used the quantitative method to determine Indonesian and non-Indonesian students' levels of understanding of the expressions using Indolish. A statistics instrument was used to compare the means of both groups and determine whether the results are significant or not. The third analysis discusses the easiest and the most complicated expressions for both groups, as well as possible reasons.

III. RESULTS AND DISCUSSIONS

The results and discussions of the expressions were divided into three categories: the analysis of the linguistic aspects; the analysis of the Indonesian and non-Indonesian students' understanding of the expressions; and the analysis of the easiest and the most difficult expressions for them.

3.1 The analysis of the linguistics aspects

The linguistics aspects in this analysis concern grammar, spelling and pronunciation in Indolish compared to those of standard English. The grammatical mistakes dealt with the different structure of the Indonesian and the English noun phrase and the use of the auxiliary verb. In English, the structure is that the modifier (M) precedes the noun head (NH), and in the Indonesian language, the modifier comes after the noun head – e.g., white house (M+NH) and *rumah putih* (NH+M). The data book exam written in Indolish would mean the exam that uses a book in standard English. In the Indonesian structure, *buku ujian* means the booklet used for the exam. In the English structure, the noun head of book exam is the exam, while in the Indonesian structure, the noun head is the book. The other grammatical mistake is the use of the auxiliary verb in data – e.g., am I look good? The auxiliary verb am is supposed to be followed by a noun phrase, an adjective, or an adverb or the verb + ing for a continuous tense. Thus, in this example, the auxiliary do should replace am, as it is followed by the full verb look. The cause of the mistakes, in this case, might be the ignorance of the grammatical rules or the lack of knowledge about the use of am and do.

Regarding spelling mistakes, in 26% of the expressions, Indolish had the Standard English spellings, and the rest contained at least one or more non-standard English spellings. Although the words have correct spellings, the use of the word in standard English was inappropriate, such as in the terms low office, fixing softwear and harwear, and spear part. The spelling of low, softwear, hardware, and spear in Indolish is appropriate in standard English, but the meaning is different. The terms softwear and hardware referring to software and hardware do not mean anything in English. The word spear part in standard English means the part of the spear, but in the context, the intended meaning is spare part, as it was found in the motor service on the street. The wrong choice due to the same pronunciation of the words such as in wear and ware /weər/; in softwear and software, or the similarity such as in low /lɔ:/ and law /ləʊ/, in which one uses the phoneme /ɔ:/ and the other uses the diphthong /əʊ/. The little difference between the diphthongs in spare /speər/ and spear /spiər/ can also cause the wrong choice of vocabulary. The wrong choice might occur due to the lack of knowledge of the appropriate words. People write the words according to what they hear in combination with what they know or what comes out from their mind.

Overall, non-standard English spelling in Indolish occurred because people write what they hear and adjust the sound according to the Indonesian sound and spelling; or, they make a “correction” using either

standard English or the spelling that they think is English. The spelling of some expressions is adjusted because the Indonesian language has the same or similar pronunciation as English, but it is different in writing. Examples include *tune* /tʃu:n/, *queen* /kwi:n/ and *tubeless* /'tju:bləs/, with the Indonesian *cun* /tʃun/, *quin* /kwin/ and *tubless* /tjubləs/. The sounds /tʃ/ and /k/ in Indonesian, which are represented in the alphabet as c and k, have a similar sound as those of English with a slight difference in that the Indonesian version of the sounds are less aspirated than the English versions. Another example with a similar case can also be found in *house* and *silent*, which have the same pronunciation /haʊs/ and /'sai.lənt/ but are written as *haus* and *sailend*.

The next cause of the non-standard that was found is the simplification of the pronunciation, such as in the expressions of *stek* /stek/, *henpon* /'hanpon/, and *tranlet* /trænz'let/ in replacing *steik* /steik/, *translate* /trænz'leit/, and *handphone* /'handfəʊn/. The simplification is found in the diphthongs /eɪ/ and /əʊ/, which are simplified as /e/, and /əʊ/. The Indonesian language has those diphthongs, so the possibility of their occurrence is that the people do not know the correct pronunciation or they neglect the standard and simplify the pronunciation. Another type of non-standard usage in spelling is caused by hypercorrection, meaning that the Indonesian actually has the same phoneme, but the phoneme is changed to make the word sound more English. In the word *develover*, which is the hypercorrection of *developer*, the change of the sound /p/ into /v/ has some possible causes, such as people wanting it to have a more English sound, to create a more interesting word, simply being a mistake, or displaying ignorance of standard English (see Table I and Table II).

Table I: Expressions with hypercorrection

Indonesian Expressions	English Expressions
develover Pamulang Villa	developer
enjoy your day make the sfirit	spirit
crizphy	crispy
body threatmen	treatment
fower Full	power
coloum	column

Source: Author's compilation

Table II: Expressions with similar sounds but different orthography

Indonesian Expressions	Indonesian Pronunciation	Standard English Orthography	English Pronunciation
cun-up	/tʃu:n/	tune	/tʃu:n/
Zahra Quin	/kwi:n/	queen	/kwi:n/
Wash Haus Premium Laundry service	/haʊs/	house	/haʊs/
toast bread & Stek	/stek/	steak	/steik/
tubless	/'tju:bləs/	tubeless	/'tju:bləs/
hp di sailend	/'sai.lənt/	silent	/'sai.lənt/
Servishenpon	/'handpon/	handphone	/'handfəʊn/
WarungCofe	/'kɒfi/	coffee	/'kɒfi/
translet	/trænz'let/	translate	/trænz'leit/

3.2 Analysis of the Indonesian students' perception

This section analyses the level of understanding of the Indonesian students regarding Indolish, the English Indonesian expressions (Indolish) written by various Indonesian people, and the expressions that were too difficult or too easy for them. The amount of understanding of the expressions was obtained by giving scores indicating the students' opinions whether they easily knew the meaning of the expressions or not. Indonesian students were to score on a scale of 1 (one) to 4 (four), in which score 1 (one) indicates that perceptions of the Indolish expressions were very difficult and score 4 (four) indicates that expressions were very easy for them. The results of the scores show that the average of the Indonesian students for understanding the expressions is 3.36, meaning that the Indonesian students found 80% of the expressions easy to understand. This outcome also indicates that when Indonesian students find non-standard expressions, they do not have much difficulty in understanding the message, as when they read it using the Indonesian standard, they are able to translate the meaning of the expressions into English.

For the Indonesian students, the three easiest expressions in Indolish, with high scores, are *loundry* (laundry) with the average of 3.88, *translet* (translate) at 3.76, and *henpon* (handphone) at 3.7. Although the expressions were given without context, Indonesian students thought that they had no problems in understanding the meaning of the expressions. More than 80% of students thought that *translet* and *henpone* were very easy for them. The expression *loundry* has the highest score meaning and was considered to be very easy by 54% of students, and only 6% students thought that the expressions were difficult. From the linguistics analysis, it was determined that the expressions *loundry*, *translet*, and *henpon* have little difference in pronunciation, i.e., that the

long /ɔ:/ in the standard English laundry is pronounced as a diphthong /ɔu/ in the non-standard loundry; the standard handphone/hændfəʊn/ becomes /hænpon/ or /henpon/. The difference between the sounds of the expressions is not big and only changes from the phoneme /f/ into the easier sound /p/. When the Indonesian students read the expressions using Indonesian pronunciations, they likely directly know the intended meaning. As the participants were students, they were familiar with the words handphone and translate. Compared to the sound laundry, the first two sounds are more familiar, as not all participants go to a Laundromat to wash their clothes. Thus, the expressions that are easy to understand are expressions that have small differences between the sounds in standard English and Indonesian.

The three expressions that have the lowest scores meaning and that are considered to be difficult are cun-up, catride, and low office (see Table III). The first difficult Indolish expression cun up has the lowest scores, with the average of 2.52 on the scale of 1 (one) to 4(four); 24% students found that this expression was very difficult, and 30% students stated that the expression was difficult. With this total of 54%, the expression seems difficult for the Indonesian students. From a linguistic point of view, there is little difference in pronouncing the standard English tune/tʃu:n/ and the non-standard English cun/tʃu:n/, except that the English version is more aspirated than the Indonesian. A possible cause for this difficulty is that expressions in Indonesian are linguistic expressions out of context, so the students found it difficult to guess the meaning. Moreover, the term tune up is not common, as it is a term used in servicing motorbikes and cars. There is a possibility that students who do not ride a motorbike or drive a car are not familiar with the term, and therefore, they are not sure about the meaning.

The second difficult expression for the Indonesian students is catride /kɑ:trɪd/ for cartridge /'kɑ:.trɪdʒ/. The average is 2.76 and 46% of the Indonesian students had difficulties understanding the meaning. Linguistically, the two words have similar sounds, with the difference of /d/ in Indolish and /dʒ/ in standard English. However, the expression cartridge belongs to the terms that are not familiar to all people, as the meaning is a kind of tube containing the ink for a printer. People familiar with the term are individuals who both use the printer and take care of the printer's spare parts. Therefore, if the Indonesian students read the Indolish using the English pronunciation, the sound becomes catride/kætraɪd/, but when they read using the Indonesian pronunciation, the sound is /katrid/. As the sounds are not meaningful in both in standard English and the Indonesian language, students have difficulty guessing the meaning.

The last difficult expression is low office to replace law office; the use of low /lɔ:/ instead of law /ləʊ/ had an average of 2.92 and 34 students who could not relate the meaning to law. Linguistically, in Indonesian, the sounds /lɔ:/ and /ləʊ/ or the variants of /o/ are considered to be one phoneme, meaning that there is no difference in meaning when somebody uses those sounds. Indonesian students might have had difficulties in understanding the meaning because the expression was given without context, and the combination of low and office does not become a good collocation; the meaning is not easy to understand.

Table III: Average of difficulty and % of students' perception

Data no	Expressions	Mean	% of students' perception			
			Very Difficult	Difficult	Easy	Very Easy
2	loundry	3.88	6	12	28	54
15	translet	3.76	2	4	10	84
6	henpon	3.70	4	6	6	84
17	low office	2.92	18	16	22	44
20	catride	2.76	18	28	14	40
23	cun up	2.52	24	30	16	30

3.3 Analysis of the understanding by non-Indonesian students

The analysis of the non-Indonesian students strives to see the level of their understanding of Indolish and to know the importance of the role of the context. There were 20 non-Indonesian students whose TOEFL scores were 500 or more, who came from the Netherlands, France, Australia, South Korea and Japan, and 85% of them had been staying in Indonesia for 1 (one) to 4 (four) months. Among those non-Indonesian students, 5% speak Indonesian, 50% speak a little Indonesian, and 40% communicate in Indonesian. They were given questionnaires asking how much they understood these Indolish expressions when given the words with or without context, and they were supposed to score 1 (one) for the very easy expressions and 4 (four) for the very difficult ones.

The results show that the means of the score are 2.17 for understanding 55% of the Indolish if the expressions were given without context and 2.84 (70%) when the questions were given with context. The non-Indonesian students understood only half of the expressions without context, but they could at least guess the meaning of the expressions when given context. When tested using the statistics t-comparison, the difference shows the P-value of .000, i.e., <0.005, showing that the difference between the scores when the expressions given with and without context is significant (see Table IV). It is also demonstrated that the contexts are

significantly helpful for non-Indonesian students in trying to understand the meaning of Indolish. Given with or without context, the scores of the non-Indonesian students were lower than the scores of the Indonesian students, whose mean is 3.35, which demonstrates that Indonesian students were able to guess the meaning better even without context.

The Indolish expression body treatment had the highest score for the non-Indonesian students given with context (3.95) and without context (3.1). A difference of 0.85 was found to be significant shown by the P-value of 0.006, i.e.<0.05, meaning that the difference between given with context and without context is significant. The different score for laundry was not significant with P-value of 0.072 (>0.05), while the P-value of book exam was 0.044, meaning that the difference was significant. Thus, for the Indolish expressions that were considered to be easy, the non-Indonesian students need context for two expressions. Looking at the national background of the non-Indonesian students, we think that body treatment, laundry, and book exam become the easiest expressions because the expressions were in their daily activities.

Table IV: Paired samples of the non-Indonesian students given with and without context

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	With context	2.8470	20	.33364	.07460
	Without context	2.1705	20	.65629	.14675

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	With context without context	-.67650	.48903	.10935	-.44763	.90537	6.187	19	.000

As young people, they know the term body treatment, and they were able to guess the meaning from the similarity of the orthography. For people living in the boarding houses, the term laundry must sound familiar, and as students, they were able to guess the meaning of book exam. Thus, the expressions were easy for the non-Indonesian students due to the familiarity of the words as they could be found or heard in their daily life. Students coming from English speaking countries, such as Australia, might have guessed the meaning because of the similar sounds of their original language. However, students from other countries such as the Netherlands and Japan found the terms were different from their language; for example, the term is laundry in English, but in Dutch, it is *wasserij*; it is *randori* in Japanese. In short, one of the factors that made the expressions written in Indolish easy to understand is that the words were used in their daily life and not just the similarity. Other factors might be competence in standard English as the students' TOEFL scores were 500, and the similar English sounds in Indolish would not be problematic for them.

The lowest scores or the most difficult expressions in the Indolish were tune-up, low office, and tubless, which have the difference with and without context as 0.50, 0.25 and 0.50, consecutively. When tested statistically using the mean comparison, it was determined that the differences of those between in-context and without context for tune up and low office was significant, as the P-value is 0.00. This means that for the two most difficult expressions, the non-Indonesian students need the contexts urgently, but in the easiest of the three, i.e., tubless, the difference is not significant (P-Value 0.06). In conclusion, for non-Indonesian students, context was indispensable to help them understand the meaning of the easy and difficult Indolish expressions, as among the P-Values of the six expressions, only one indicates the significance of the difference of the understanding with and without context (see Table V).

Linguistically, the pronunciation of cun up, low office, and tubless as difficult expressions had little differences from those in English, however, in cun up the writing is different, so there is the possibility for it to be read as /kun/ and this word does not mean anything to the non-Indonesian student. The term becomes harder to understand as the word tune-up is a term used in the language of motor/service. Tubeless can be read in English using the same sounds as in Indolish, however, tubless (tubeless), such as cun up (tune up) is included in the terms in the motor/car service, and therefore, not all students know these terms. The other difficult expression for non-Indonesian students was low office, which has the correct English spelling and similar sound as law office in the standard English. The expression low office was easy to understand literally, but logically it was hard to understand the meaning as an office does not always refer to something physical such as a building. Therefore, the students found it difficult to understand even within the context of the expression.

Table V. The difference between in-context and without context

	With context	Without context	Difference	P-Value
body threathmen	3.95	3.1	0.85	0.006
laundry	3.90	3.30	0.60	0.072
book exam	3.90	2.9	1.00	0.044
tubless	2.15	1.65	0.50	0.006
low office	1.9	1.65	0.25	0.000
tune up	1,9	1.4	0.50	0.000

The use of Indolish in this paper can be compared to that of in China by Wang (2009)² and in Indonesia (Hamzah, 2012)¹¹ who found that vocabulary, especially word choice, in general, tried to follow the English standard with some adjustment according to the local language. In Italy, for example, the word *chattare* is derived from *chat* and is supplemented by the suffix that follows the Italian language (Vettorel, 2013)²⁶. The interesting point is that in China, most people prefer Chinglish to standard English as reported by Fang (2011)²⁷. Vettorel (2013)²⁶ also reported that in Italy, the English language is used to attract attention from buyers even if it was adjusted linguistically or orthographically.

IV. CONCLUSION

Teaching society with standard English that can be understood globally is indispensable, and without the ability to express the English terms correctly, the country, in this case, Indonesia, would never be able to compete with the other countries. However, prior to designing the program, the needs of the society in terms of language which become the main results of the research should be considered. The first result is that the Indolish, the non-standard English expressions have occurred as people write what they hear using the local language spelling should become the start in planning to educate the society. The second result is the role of context, which is proved to be significantly important for non-Indonesian students, should be applied as the difference between understanding the Indolish expressions with and without contexts has been shown to be statistically significant. This means that those expressions still are hard to understand for non-Indonesians, and the Indonesian society needs to improve their English, as their Indolish is still not understood by non-Indonesian people. In global communication, where mastery of English becomes indispensable, the action of helping society communicate in English should be implemented as soon as possible so that information needed by non-Indonesians can be understood. Indolish, similar to Singlish and Chinglish, should become a language that can function as a means of communication by global communities, even though it is influenced by the local language. The implication of this research should be continued by constructing a curriculum for teaching English in society. In the future, as English is widely used in Indonesia, the need for standard Indonesian English is higher, and therefore, deeper and wider research using more data from various resources and subjects is required so that Indolish can be standardized and understood by the global society.

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