

Exploring English Varieties Used by Indonesian Employees: A Linguistic Perspective

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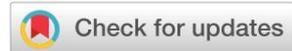
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ABSTRACT

This research explores the common linguistic features found in the spoken English of Indonesian employees in corporate settings, focusing on grammatical, pronunciation, and vocabulary aspects. The primary objective of this research is to identify and analyze the errors made by Indonesian employees when using English in professional contexts. The research utilizes qualitative methods, involving interviews with employees from various corporate sectors, analyzing their spoken English for common linguistic patterns. The research finds that significant grammatical errors include the omission of plural noun markers (-s/-es), incorrect usage of auxiliary verbs, and the overuse of "to be" in present sentences. Pronunciation errors, such as mispronouncing the 'v' sound as 'f', and the tendency to apply Indonesian pronunciation patterns, were also prevalent. Additionally, vocabulary usage showed signs of direct translation from Indonesian, resulting in inappropriate word choices. The findings highlight the influence of native language structures on English proficiency, particularly in formal communication. This research emphasizes the need for tailored language training to address these specific challenges, including focused grammar, pronunciation, and vocabulary exercises. It is suggested that such interventions would improve the clarity and effectiveness of English communication among Indonesian employees in the corporate environment. Future researches may further explore sociolinguistic factors and evaluate the efficacy of proposed language improvement programs.

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1. Introduction

Sociolinguistics, as defined by Wardaugh (2006), is the study of the relationship between language and society, with the goal of understanding how language functions in communication and how its structure is influenced by social contexts. Language is an essential tool for communication within any society, acting as the medium through which individuals convey their thoughts and intentions. As Wardaugh (2006) further explains, "knowing a language also means knowing how to use that language", emphasizing the importance of not only mastering linguistic structures but also understanding the appropriate use of language in various social settings.

The study of language variation is pivotal in sociolinguistics, with Hudson (1980) asserting that every individual's use of language is unique to their social context. In a multilingual society, people often adopt bilingual or multilingual practices to engage with different communities and fulfill social or communicative needs. This variation in language use is not random; rather, it is constrained by social norms that make certain linguistic choices acceptable in specific contexts (Wardaugh, 2006; Prihandoko et al., 2019; Yaumi et al., 2023). As such, language variation is shaped by both individual and collective factors, and its use can signal the identity, social role, and status of the speaker.

Hudson (1980) defines language variety as a set of linguistic items with a similar social distribution, meaning that language varieties are distinguished by specific linguistic features that are used by speakers in particular social settings. In this context, registers, which are one type of linguistic variety, are defined as sets of language items associated with particular occupational or social groups (Wardaugh, 2006; Said et al., 2021; Rahman et al., 2019). A register represents the language used in specific social contexts, shaped by the roles and relationships between participants in communication. According to Halliday (1978, in Hudson, 1980), register is composed of three main dimensions: field, mode, and tenor. The field refers to the subject matter and purpose of communication ("why" and "about what"), the mode refers to the

medium of communication (e.g., speech or writing, "how"), and the tenor concerns the relationships between the participants ("to whom").

The present research focuses on the linguistic features of English used by Indonesian employees, specifically examining the variety of English known as "Indo-lish" (Indonesian-English). In Indonesia, English is increasingly utilized in business settings, necessitating effective communication among employees (Wahyuningsih & Untsa, 2023). However, Indonesian employees frequently encounter challenges in English communication due to differences between their first language (L1) and English (L2). These challenges manifest in various linguistic aspects, including grammar, pronunciation, and vocabulary usage.

Previous researches have highlighted several common errors among Indonesian English learners. For instance, a study by Dewi (2017) identified frequent grammatical errors such as incorrect verb tenses and preposition usage in English translations from Indonesian. Similarly, Shiddiq et al. (2023) observed that Indonesian EFL learners often make lexical and grammatical errors, including omissions and misformations, in their English translations. These errors can hinder effective communication in professional settings.

Pronunciation issues are also prevalent. Research by Sayogie and Adbaka (2022) found that Indonesian EFL learners struggle with pronouncing English consonant sounds, particularly those not present in the Indonesian language, leading to mispronunciations that can affect intelligibility. Moreover, a study by Ikhwanur et al. (2021) highlighted that Indonesian students often mispronounce English diphthongs and consonant clusters, which can impede clear communication.

Vocabulary usage poses another challenge. Wahyuningsih and Untsa (2023) noted that Indonesian online businessmen primarily use English as a marketing tool, relying on it despite facing difficulties. This reliance underscores the importance of enhancing vocabulary proficiency to improve business communication.

Given these challenges, this research seeks to identify the distinctive linguistic characteristics of this English variety and explore how it reflects the social identity and communicative purposes of the Indonesian employees. Previous research has focused on bilingualism and language variation, yet little attention has been given to how specific social groups, such as the employees, shape and use language varieties like Indo-lish. This research aims to fill this gap by analyzing the features of this English variety in the context of the Indonesian employees, shedding light on how their language use both reflects and reinforces their social status.

By focusing on the specific linguistic features of Indo-lish, this research contributes to the understanding of language variation in multilingual societies and highlights the role of language in defining social boundaries and identities. This research also aims to bridge the gap between sociolinguistic theory and the real-world application of language in a rapidly globalizing society, offering new insights into how elite groups use language as a tool for social distinction.

2. Methodology

This research employed a qualitative research approach using a descriptive method. The purpose of this research was to describe the ways in which Indonesian employees used English in their professional context as employees in a corporation. The use of a qualitative approach was deemed appropriate as it allowed for a detailed exploration of the language use in a specific social setting. This method is reliable for capturing the nuances of spoken language in its natural context and provides a deep understanding of the subject matter.

The data sources for this research were spoken utterances from the informants, who are professionals working in a corporate setting. The data were gathered from three informants, all of whom held the same profession as employees in a corporation. To collect the data, the researchers conducted interviews with the informants. These interviews were essential for obtaining authentic and context-rich data on the informants' language use in their professional environment.

In analyzing the data, the researchers followed a systematic procedure. The steps involved in the analysis were: 1) collecting the data through interviews, 2) transcribing the spoken utterances into written form, and 3) analyzing the linguistic features of the utterances. This approach ensured that the data were accurately captured and allowed for a comprehensive analysis of the linguistic characteristics of the informants' language use. The steps taken in this research provide reliability and validity, as they adhere to standard practices in qualitative research, ensuring that the findings are well-supported by the data collected.

3. Result and Discussion

The data collected from the interviews revealed various linguistic features used by Indonesian employees in their professional communication in English. The results finding in this research, the researchers reported and analyzed the utterances in English through the interview respectively, as follows:

The Interview 1

A = The Interviewer; B = The Employee 1

A : Okay. e... good evening e... Miss Effi e...

B : Evening, too, Nining.

A : Okay. e... How are you today?

B : E... I'm not good today.

A : Oh my God. Okay, emm e... so we can start for the interview. Okay,
e... what is e... what is your position in your job?

B : I'm a secretary in my office. I have two bos in my office. There is general manager of account management Pamasuka and general manager of marketing and source management Pamasuka. Pamasuka the mean is Papua, Maluku, Sulawesi and Kalimantan in Indonesia. So, e... Pamasuka is the fourth area in Telkomsel. Like that.

A : So, it is in eastern Indonesia.

B : A... Yes.

A : Okay, emm... so e... what are you doing e... in your job, I mean as a secretary?

B : I have many job description, as a secretary in my office, not only e... do your work in office, sometimes you have to carefully with your boss. Like e... like e... home maybe their plan in... in to... other city like that, but e...generally I have a work like other secretary in other office. I'm arrange the document for my boss, for my office or in other office. e... the second is I'm arrange the schedule of my boss like a meeting in... office or maybe in their area Pamasuka.

A : Okay, so, emm, so when...when you do as your job as the secretary, e... what is the difficulty e... in... in that, I mean as the secretary, what is the difficulty?

B : I think e... every job you take it very very difficult, it's not very simple for you to doing. Emm as a secretary, I... I for almost one year I think I have a difficult time because e...before me, I'm as e, before me as a secretary for my boss, e...my boss it's not have a secretary. So I have must learn about the characteristic of my boss and I think it's difficult because e...we have to learn psychology about the boss, the characteristicnya. e...we have to know about the... e...

A : Personality or food?

B : Iya. Example like a food, their...their favorite food.

A : Oh my God.

B : We have to know em...they can once, e...they can say one...

A : One more?

B : Just one, just one

A : Once?

B : Just once, and we have to not forget about they said. I think it's very difficult, but I like my boss because he's very very, he very very systematic in his work, so I can follow their, he command for work. But, the other bos is very very difficult to me because we...he have a different

characteristic. Maybe because I'm a systematic in my job so I can hard to follow the other...boss, he eh the other command it's not. It's not systematic maybe.

The Interview 2

A = The Interviewer; B = The Employee 2

A : Okay. e... Good afternoon, Pak Yuda.

B : ya..good afternoon.

A : e...thank you for the time. Okay, we can start this interview this afternoon. So e...what is your position in your job?

B : My position, Alhamdulillah, in my job in Bosowa because I know you what I job, my job in Bosowa LLYOD handle about e...ship...ship to e...apa namanya shipman. My position is e...assistant manager safety quality marine. Safety quality marine.

A : Okay. So e...what do you do there? I mean what do you do in your job?

B : I do in my job so many...many things. So many many thing ya. Because I'm position in my e...manager, we know that my manager is stay in Jakarta and I handle in Makassar. You know that. So many thing I job...

A : Long distance relationship.

B : Euuu, long distance, long distance relationship. Eh no no no, this is not e...girlfriend and boyfriend. My manager from e...NTT. He was born in NTT. Actually I, my job in my office e...first I...I...I part, three part. I... I ya the first General, and the second one e...Healthy, Safety and Environmental and the protection management and... technical and the third of one e...about the personel. This is so many addition e...connection in e...so many department. Because I'm manager in...the first about general, the first, assisting SQ Marine manager to checking e...in coordination with the port captains e...in technical department vessels about SMS operation. In this SMS operation my...my inclusion in my office. SMS SMS e...the first, so I e...coordination with e...nahkoda, nahkoda. e...the second officer, the second engineer about the vessel, so coordination about the certificate, just certificate, certificate ship and certificate e...office, I sometimes I companying my manager to audit in...in office in audit. The point two about General, assisting SQ marine e...manager to coordinating with the technical in relation to vessel's performance any technical e...issues arising by third party inspection issues. You know that e...about the... ya... about the issue, issue issue arising, issue-issue arising by third party like e...BKI, Biro Klasifikasi Indonesia. Third party I mean.

The Interview 3

A = The Interviewer; B = The Employee 3

A : Okay, good afternoon, Pak Ivan.

B : E...good afternoon.

A : Okay. How are you today?

B : E...I'm fine.

A : Mmm...Okay, we can start this interview. E...what is your position in your job?

B : E...my position in my job is as a sales or team leader in my corporate.

- A : Okay, so e...what do you do e...in your job?
- B : E...in my corporate e...in PT. Indonesia OPPO Electronic e...I'm given responsibility for controlling marketing in my area. e...I'm also must lead the team or promotor in...in outlet my area.
- A : Oh, ya. So, what's the difficulty in your job?
- B : e...my difficulty in my job are e...first, in a week I must working for six day. E...second my time for working is start 12 p.m. and finish in 9 p.m. and third my outlet for controlling promotor and marketing is very so far, so far e...each other.
- A : So, other, beside the difficulties, what can make you happy e...when you do your work?
- B : e...I'm happy, I'm happy, I'm work in this corporation because I'm fresh graduate than others and in my twenty four years old I'm can working in one of co... one of the big corporation.
- A : So, what's your expectation in your job for your future career?
- B : Mmm...my dreams I wanna to be a manager because I have a good leadership and management in myself. I'm believe that.
- A : Oh ya nice. Okay, that's a nice interview, Pak Ivan. Thank you very much.
- B : Yes, thank you, too.

Based on the data above, the researchers analyzed it by classifying the linguistic features in those people who had the same occupation as the employee in a corporation for three aspects below:

Table 1. The Grammatical Aspects

No.	The Aspect	The Findings	English in Common
1.	The omission of -s/-es in Plural Noun	I have two boss in my office.	I have two bosses in my office.
		I have many job description .	I have many job descriptions .
		I have a work like other secretary in other office .	I have a work like other secretaries in other offices .
		For my office or in other office .	For my office or in other offices .
		So many thing I job...	So many things I do in my job.
		Three part .	Three parts .
		So many department .	So many departments .
		My difficulty in my job are...	My difficulties in my job are...
		In a week I must working for six day .	In a week I must work for six days .
2.	The use of 'is' in showing the existence of two things or more	There is general manager of account management Pamasuka and general manager	There are general manager of account management Pamasuka and general manager of marketing and

	of marketing and source management Pamasuka.	source management Pamasuka.
3.	The tendency to use the sequence of modifier into Indonesian pattern	<p>Pamasuka the mean is Papua, Maluku, Sulawesi and Kalimantan in Indonesia.</p> <p>Certificate ship and certificate e...office</p> <p>About the issue, issue issue arising, issue issue arising by third party</p>
		<p>The meaning of Pamasuka is Papua, Maluku, Sulawesi and Kalimantan in Indonesia.</p> <p>Ship certificate and office certificate</p> <p>About the arising issues by third party.</p>
4.	The omission of 'To Be' as auxiliary verbs	<p>You have to careful with your boss.</p> <p>It very very difficult.</p> <p>I can hard to follow the other.</p>
		<p>You have to be careful with your boss.</p> <p>It is very difficult.</p> <p>I can be hard to follow the other (I can feel difficult to follow the other).</p>
5.	The use of "to be" that preceded by the subjects in present sentences.	<p>I'm arrange the document for my boss.</p> <p>I'm arrange the schedule of my boss.</p> <p>It's not have a secretary.</p> <p>My manager is stay in Jakarta.</p> <p>I'm believe that.</p> <p>I'm work in this corporation.</p> <p>My time for working is start 12 p.m. and finish in 9 p.m.</p> <p>I'm also must lead the team.</p> <p>I'm can working.</p>
		<p>I arrange the document for my boss.</p> <p>I arrange the schedule of my boss.</p> <p>It does not have a secretary.</p> <p>My manager stays in Jakarta.</p> <p>I believe that.</p> <p>I work in this corporation.</p> <p>My time for working starts at 12 p.m. and finishes at 9 p.m.</p> <p>I also must lead the team.</p> <p>I can work.</p>
6.	The duplication of VERY, MANY, and ISSUE words	<p>It very very difficult.</p> <p>The other boss is very very difficult to me.</p> <p>He's very very, he very very systematic in his work.</p> <p>I do in my job so many...many things.</p> <p>So many many thing ya.</p>
		<p>It is very difficult.</p> <p>The another boss is very difficult to me.</p> <p>He's very systematic in his work.</p> <p>I do many things in my job.</p> <p>So many things.</p>

	My outlet for controlling promotor and marketing is very so far , so far e...each other.	My outlet for controlling promotor and marketing is so far each other.	
	About the issue, issue issue arising, issue issue arising by third party.	About the arising issues by third party.	
7.	The use of '-ing' verb after to+infinitive	It's not very simple for you to doing .	It's not very simple for you to do .
8.	The use of '-ing' verb in present sentence	Sometimes I companying my manager to audit.	Sometimes I accompany my manager to audit.
	In a week I must working for six day.	In a week I must work for six days.	
9.	Verbs precede modal auxiliaries	So I have must learn about the characteristic of my boss.	So I must learn about the characteristic of my boss.
10.	The insertion of '-nya' to signal the possessive pronoun	We have to learn psychology about the boss, the characteristicnya .	We have to learn psychology about the boss, his characteristic .
11.	The insertion of 'ya'	So many many thing ya .	So many things.
12.	The use of 'have to' in negative sentence	We have to not forget	We don't have to forget.
13.	The use of 'have' to the personal pronoun (the third person singular)	He have a different characteristic.	He has a different characteristic.
14.	The use of adjective as a noun	I'm a systematic in my job.	I'm systematic in my job.
	As a sales or team leader in my corporate .	as a sales or team leader in my corporation .	
15.	The use of noun as verb	What I job	What I do in my job
	So many thing I job...	I do so many things in my job...	
	I part, three part.	I have three parts.	
	The first, so I e... coordination with e... <i>nahkoda</i> .	The first, I coordinate with <i>nahkoda</i> .	
	Sometimes I companying my manager to audit.	Sometimes I accompany my manager to audit.	
16.	The use of 'I'am' as possessive pronoun 'my'	Because I'm position in my e...manager.	Because my position in my manager.
17.	The addition 'to be' in 'wanna'	I wanna to be a manager.	I wanna be a manager.

Based on the table, it can be described that there are two largest aspects in the grammatical aspect that influence Indonesian employees talk in English in this research, they are:

a. The omission of –s/-es in Plural Noun

This factor is caused by the structure of language in referring to plural noun between English and Indonesian language is different. Generally, in English, it should be added –s or –es in the noun itself to indicate that noun is plural, whereas Indonesian language, it should not. As noted by Berman et al. (2022), this omission is common in non-native English speech where a speaker's first language does not employ plural marking in the same way as English. Moreover, Yusra & Sembiring (2023) have highlighted that this kind of interference is particularly prevalent among speakers of languages that do not use overt plural markers, like Indonesian, which often leads to errors in English pluralization.

b. The use of “to be” that preceded by the subjects in present sentences

According to the researchers' opinion, this factor is caused by the familiarity of using 'to be (am, is, are)' in every conversation that be said by the respondents. So, they often use the pattern. As Indonesian does not require the use of a verb to indicate the state of being in most sentences, Indonesian speakers tend to transfer this habit into their English speech. They often use the 'to be' verb where it may not be strictly necessary in English, especially in present tense statements. This phenomenon aligns with findings from recent research by Dewi (2024), which found that Indonesian learners of English often exhibit overuse of 'to be' in sentences because their native language allows for implied copulas without overt verbs. Similar conclusions were reached by Gunawan (2023), who explained that such usage stems from direct translation from Indonesian to English, where the verb "to be" is sometimes required to maintain fluency but is not always grammatically necessary.

Table 2. The Pronunciation Aspects

No.	The Aspects	The Findings	The Pronunciation in English
1.	The pronunciation of 'v' (voiced labiodental fricative) sound becomes 'f' (voiceless labiodental fricative) sound	Evening /əfənɪŋ/	Evening /'i:vniŋ/
		Have /həv/	Have /həv/
		Very /feri/	Very /veri/
		Favorite /fəfəʊɪt/	Favorite /feivəʊɪt/
		Vessels /'fisəls/	Vessels /'vesl/
		Environmental /enfɪrəməntl/	Environmental /ɪn'vaɪrənməntl/
2.	The abbreviation is pronounced in Indonesian pronunciation.	NTT /en te te/	NTT /en ti: ti:/
		PT /pe te/	PT /pi: ti/
3.	The tendency to pronounce voiceless palatal fricative (j) into voiceless alveolar fricative (s).	Ship /sɪp/	Ship /ʃɪp/
		The issue /ðə ɪsu:/	The issue /ðɪ ɪʃu:/
		Finish /fɪnɪs/	Finish /fɪnɪʃ/
4.	The pronunciation of 'the' that precedes vowel.	Leadership /li:dərsɪp/	Leadership /li:dəʃɪp/
		The issue /ðə ɪsu:/	The issue /ðɪ ɪʃu:/
5.	The tendency to pronounce the English word as its word.	The other /ðə ʌðə(r) /	The other /ðɪ ʌðə(r) /
		Marketing /mɑrkətɪŋ/	Marketing /'mɑ:rkətʰɪŋ/
		Dokumen /'dɒkumənt/	Dokumen /'dɒkjumənt/
		I think /aɪ tɪŋk/	I think /aɪ θɪŋk/
		Take /tæk/	Take /teɪk/
		Psychology /psɪkɒlədʒi/	Psychology /saɪkɒlədʒi/

Example /əksampəl/	Example /ɪg'zɑ:mpl/
Command /kɒmən/	Command /kɒmɑ:nd/
Systematic /'sɪstəmətɪs/	Systematic /'sɪstəmətɪk/
Marine /maɪn/	Marine /məri:n/
With /wɪt/	With /wɪθ/
Company /'kɒmpəni/	Company /'kʌmpəni/
Assisting /ə'sɪstɪŋ/	Assisting /ə'sɪstɪŋ/
Arising /ə'raɪzɪŋ/	Arising /ə'raɪzɪŋ/
Position /pə'zɪʃn/	Position /pə'zɪʃn/
Third /θɪrð/	Third /θɜ:d/
Management /mænədʒəmənt/	Management /mænɪdʒmənt/
Thank you /tɛŋk ju:/	Thank /θæŋk ju:/

Based on the table, it can be shown that pronunciation errors were also identified, with a significant influence from the Indonesian language phonology. Key findings include:

a) Pronunciation of 'v' as 'f': Common in words like "very" (pronounced "feri" instead of "veri") and "have" (pronounced "hæf" instead of "hæv"). The substitution of v with f is a well-documented error among Indonesian learners of English due to the absence of the /v/ sound in Indonesian phonology. According to Wijaya (2022), such substitution is typical in Indonesian English speakers due to the phonemic gap in their native language, which does not distinguish between the /v/ and /f/ sounds. Similarly, Rahayu (2023) found that this mispronunciation is one of the most frequent phonological errors among Indonesian English learners.

b) Indonesian-style Abbreviations: Some abbreviations were pronounced in Indonesian style, such as "NTT" being pronounced as "en te te" rather than the English "en ti ti:". This error occurs because Indonesian speakers apply the Indonesian pronunciation rules to English abbreviations. In Indonesian, abbreviations are typically read as individual letters or syllables, unlike in English, where the pronunciation of abbreviations may be more fluid and often follows a different pattern (Wulandari, 2021).

c) Pronunciation of Voiceless Fricatives: Informants often substituted "j" (as in "ship") with "s" (pronounced "sip"). This substitution is also influenced by the phonology of Indonesian, which lacks the /ʃ/ sound, leading to this common mispronunciation. As mentioned by Setiawan (2023), Indonesian speakers frequently confuse the sounds of sh and s in English, as the phonemic distinction is not present in their native language.

These pronunciation errors stem from the influence of Indonesian phonological patterns, where sounds like "v" and "f" are often interchangeable.

Table 3. The Vocabulary Aspects

No.	The Aspect	The Findings	The Appropriate Vocabularies
1.	The use of vocabularies in Indonesian language style.	A : Okay. e... How are you today? B : E... I'm not good today. I can hard to follow the other. A = Oh ya nice. Okay, that's a nice interview, Pak Ivan. Thank you very much. B = Yes, thank you, too.	A : Okay. e... How are you today? B : E... I'm not doing fine today. / I'm not fine today. I can feel difficult to follow the other. A = Oh ya nice. Okay, that's a nice interview, Pak Ivan. Thank you very much. B = Yes, you're welcome.

In terms of vocabulary, based on the table above, there are instances where the informants used words or phrases directly translated from Indonesian, leading to incorrect English usage. Examples include:

a) Use of 'good' instead of 'fine': In response to a greeting, one informant said "I'm not good today" instead of the appropriate "I'm not fine today". This error arises due to the influence of Indonesian, where good is often used in various contexts, including in greetings and descriptions of feelings. As noted by Sari (2023), the Indonesian language tends to use the adjective *baik* (good) in contexts where English speakers might use more specific words like fine or well. This leads to overgeneralization in English usage among Indonesian speakers.

b) Incorrect Vocabulary Usage: The phrase "I can hard to follow the other" was used instead of "I can feel difficult to follow the other". Similarly, "thank you, too" was said instead of the appropriate response "you're welcome". This error is linked to the habit of direct translation from Indonesian, where phrases such as *saya bisa kesulitan* (I can difficult) are grammatically acceptable but do not align with English structures. Such mistakes are common in second language learners and reflect the challenges of transferring vocabulary and structures from one language to another (Lestari, 2022). Moreover, the use of thank you, too instead of you're welcome is a frequent issue when Indonesian speakers try to mirror the structures of Indonesian politeness formulas directly into English (Rahman, 2023).

c) These vocabulary issues resulted from the informants' tendency to directly translate from Indonesian, which influenced their choice of words in English. As highlighted by Susanto (2024), this direct translation often leads to unnatural and incorrect usage in English, as certain Indonesian expressions do not have direct equivalents in English, leading to confusion and mistakes.

In brief, the results highlight the common grammatical, pronunciation, and vocabulary errors made by Indonesian employees using English in their professional environments. These errors can be attributed to the influence of the Indonesian language structure and pronunciation patterns. Understanding these aspects is crucial for improving the use of English in corporate communication.

4. Conclusion

Based on the findings and analysis, this research highlights key grammatical, pronunciation, and vocabulary aspects influencing Indonesian employees' use of English in a corporate setting. The most significant issues identified were the omission of plural noun markers (-s/-es) and the incorrect use of auxiliary verbs, both of which are influenced by the structural differences between English and Indonesian. These challenges indicate that language transfer from Indonesian to English is a prominent factor in the errors observed. Additionally, pronunciation errors, such as the mispronunciation of 'v' as 'f' and the use of Indonesian-style vocabulary, further demonstrate the influence of the native language on English usage.

The findings suggest that improving English proficiency among Indonesian employees, especially in corporate settings, would benefit from targeted language training that focuses on these common errors. Training could include more emphasis on grammatical rules specific to plural nouns and auxiliary verbs, as well as pronunciation drills to address specific misarticulations like the 'v' and 'f' sounds. Moreover, enhancing vocabulary usage through contextual practice can help employees avoid direct translations from Indonesian that lead to inappropriate word choices.

Future research could explore the effectiveness of these training interventions and expand on other sociolinguistic factors that affect English language acquisition in professional environments. This research underscores the importance of adapting language instruction to address the unique challenges faced by Indonesian speakers in corporate communication, ultimately contributing to clearer and more effective professional interactions in English.

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