

LANGUAGE BENEFITS GAINED BY INTERNSHIP STUDENTS

A PAPER

**Submitted to the English Language Education Study Program, Faculty of
Teaching and Educational Sciences, Pakuan University as a Partial
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By

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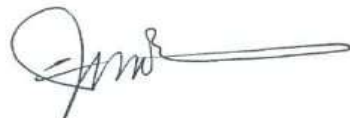
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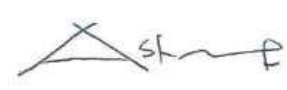
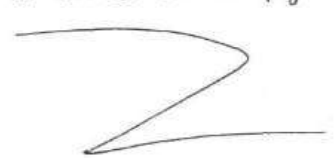

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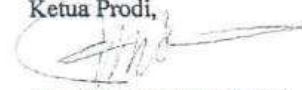
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DECLARATION

I hereby certify that the paper entitled, “Language Benefits Gained by Internship Students” is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there any claim on the originality of the paper, I would be prepared to take any legal responsibility.

Bogor, January

2019

Melinda Rista Puspitasari

ABSTRACT

Internship program is one of the requirements to complete the study. This program intends to treat the student before facing the real work world. While experiencing as an intern in company, the internship students get some benefits. Fabelio is one of the companies that allows some universities to treat their students there. Fabelio uses English as a mean for communication because there are some expatriates there. Therefore, the writer conducts this research. The aim of this research is to know the language benefits gained by internship students. To conduct this research, the writer uses triangulation, all of instruments are interview. The first interview is delivered to internship students, the second one is taken from supervisors, and the last one is gained by Human Resource Department (HRD). All of data are recorded in writer's cellphone on 9th January 2019 in Fabelio, South Jakarta. There are 5 respondents; they are two internship students, two supervisors and one HRD. All respondents are chosen by using purposive sampling. According to the data analysis, it is shown that there are language benefits gained by internship students from communication skills (speaking, listening and writing skill). From speaking skill, students can enrich vocabularies, speak fluently, and be braver than before. From listening skill, it is shown that there are enrichment vocabularies, pronunciation, and also speed in responding that become the language benefits gained by internship students. The last one is writing skill, the language benefits gained by internship students related to writing skill are grammar and knowing the important points to construct a text according to their needs.

PREFACE

Bismillaahirrahmanirrahiim.

Alhamdulillahirabbil'aalamiin, first of all, the writer would like to give the greatest gratitude to Allah SWT who has given her strength and endless blessings so that she can write and finish this research paper.

The paper entitled, "Language Benefits Gained by Internship Students" is constructed to fulfill one of the requirements for Sarjana Pendidikan Examination in English Education Study Program, Faculty of Teachers Training and Educational Sciences, Pakuan University.

The writer realizes that this paper is still far from being perfect both its writing and content. Therefore, the writer will appreciate all constructive comment, corrections and suggestions for the improvement of this paper. She hopes that this paper will be useful for both herself and those who read this paper.

Bogor, Januari 2019

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Study

Many people learn English because they realize that they have to talk in English correctly and effectively. Not only for communicating with foreigners, but also for using it in several workplaces. English is really important in workplaces because there are some professions that need English as a means for communication. One of the professions is social worker. People who work as social workers need some training to facilitate them be familiar with the English terminologies in that field.

English for Specific Purposes (ESP) is a subject in English Education study program, which studies about the use of particular English for particular profession or study program. It facilitates the students of English Education to realize that every single profession has a certain English terminologies that are different from others. People who work as a pharmacist will use different vocabulary or terminologies from that of engineer. It can be different because the workers will talk about different topics. Pharmacist will talk about medicine, however, the engineers will discuss machine. People who learn ESP should know that every single profession has certain characteristic of English terminologies that is commonly used.

Those terminologies will be applied in their communication activities in that real field. To facilitate the students face the real field, the students will be practiced in the internship program. Internship is one of the structure educations

that has to face by students before facing the real field. In this program, the students will get some benefits and learn more about their field. Not only those, the students will develop their skill and also improve it to be better.

B. Reason for Choosing the Topic

Fabelio is one of the e-commerce businesses which is engaged in furniture. Fabelio is also one of the work places that allows some universities to treat their students as an internship employee. This company is one of companies in Indonesia which uses bilingual language.

The bilingual language is used in the office because there are some expatriates from other countries. To conduct the meeting, all of the participants have to speak English because the head of the company is coming from India. To facilitate them having good discussion, English is used as a means to communicate. Other than that, there are some divisions that require them to submit their report in English.

By these cases, it can be seen that English is really important in this company. Those rules are not only provided for the employees, but also for the internship students. The internship students' English communication skills are improved indirectly, if they have to use it every day. This case becomes the writer's reason to investigate the language benefits gained by internship students in Fabelio.

C. Research Question

The question of this research is “What are the language benefits gained by internship students in Fabelio?”

D. Aim of the Research

The aim of this research is to describe the language benefits gained by internship students in Fabelio.

E. Research Focus

This research focuses on pragmatic benefit especially in communication skills (speaking, listening and writing skills) that are gained by internship students in Fabelio.

F. Operational Definition

Language benefits in this study are the benefits gained by internship students. Mihalicek and Wilson stated that language reflects one's self-identity and is indispensable for social interaction. Meanwhile, Gower and Mulvaney argued in 2012 that internship students is an advanced student or graduate usually in a professional field gaining supervised practical experience. So, the language benefits gained by internship students are the descriptions of benefits that are got by people whom experiencing and practicing the theory that they have learnt in the university.

G. Research Significance

The result of this research can inform people the language benefits gained by internship students in Fabelio. However, it is an online company; it can show that it gives a lot of benefits for the internship students as well. It is really useful as a source to improve the internship students' English communication skills . The benefits also can create the intern to be a professional worker when facing the real field. So, it can increase the quality of the worker candidate to be better.

CHAPTER II

THEORETICAL FOUNDATION

A. English for Specific Purposes (ESP)

1. Definition of ESP

English for Specific Purpose (ESP) is a kind of language teaching that is used for particular profession. This lesson is really useful to facilitate the students in workplaces to be familiar with certain terminologies. It was based on Mackay and Mountford in 1978 (as cited in Lamri 2016), that ‘ESP is generally used to refer to the teaching of English for clearly utilitarian purpose’.

According to Hutchinson and Waters (1987), ESP is an approach in language teaching in which all decisions as to content and method is made on the learners’ reasons to learning language (as cited in Salehi, et al, 2015). It means that people who teach ESP have to prepare the materials that will be delivered in that class because the success of this subject from this subject is really affected from the materials and the explanation. It is also supported by Robinson’s statement in 1991 (as cited in I 2009:1) that ‘Dependent for its successful implementation on help and materials from specialists in many other areas of professional activity’. It means that the given materials from the tutor are really important.

Bracaj argued in 2014 that the fact that ‘learners know specifically why they are learning a language’ (Hutchinson and Waters, 1986, p 6) is a great

advantage on both sides of the process. Both sides mean that the learners and the trainers mixed up with English language learning process. When the learners exactly know the reason why they learn language, it can facilitate the trainers what they need to teach. The trainer will choose the appropriate materials that are probably used, and the learners will get the suitable one. It can make the learning process easier. That is also stated by Susilowati, E (2008), ESP approach requires a well-designed and research curriculum and pedagogy for a specified group of students.

In addition, Zhu and Liu (2014) said that notably, there are three reasons common to the emergence of all ESP: such as the demands of a Brave New World, a revolution in linguistics, and focus on the learner (based on Hutchinson & Waters, 1986). By this statement, it can be concluded that ESP has some benefits. The first one is to face the globalization that has been influenced in the whole of the world. ESP is one of the main tools to facilitate in keeping up with the development of globalization. The second is as an improvement in linguistics area. The last is as an education development of English teaching. ESP is one of the English teaching branches that is learned more specific to facilitate the learners in reaching the certain goal.

2. Characteristic of ESP

Anthony (Dudley–Evans, 1997) divided ESP into two characters. The characters are argued when he was at the Japan Conference on ESP. Both of them are ‘absolute’ and ‘variable’ characteristic.

Absolute characteristics of ESP are defined to meet specific needs of the learners, ESP makes use of underlying methodology and activities of the discipline it serves, ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. However, variable characteristics are ESP may be related to or designed for specific disciplines, ESP may use, in specific teaching situations, a different methodology from that of General English, ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level, ESP is generally designed for intermediate or advanced students, and most ESP courses assume some basic knowledge of the language systems.

Related to the explanation, it can be said that both of the characteristics

have similar definition. Absolute characteristic are created by considering the main needed for ESP learners. However, variable characteristics are designed for a group of learners in the same field of ESP. Absolute and variable characteristics are talking about the teaching learning process for specific language. All of aspects are created with due consideration to create the applicable course. Therefore, the characteristics are really important as the way in conducting ESP for learners.

3. Types of ESP

Robinson (1991) and Hutchinson and Waters (1986) have classified ESP into two types, they are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Hutchinson and Waters also construct tree of ESP (as cited in Javid, 2013).

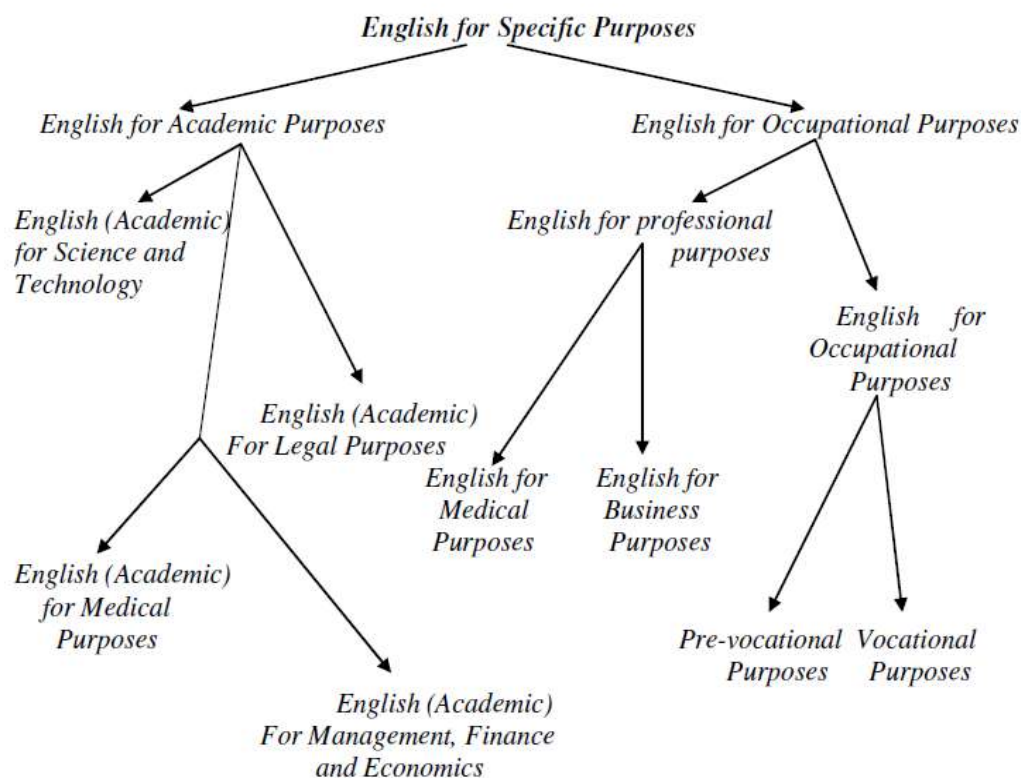


Figure 1.1

ESP Classification

From the ESP tree, it is seen that the difference between EAP and EOP is the target of the study. EAP is usually used for students in specific department; however, EOP is used for teaching worker in appropriate profession. Moreover, both of the types of ESP have the same purpose. The purpose is to teach the students and the workers to master English according to their field.

B. Internship

1. Definition of Internship

Internship is one of requisites to complete the study in university. It is like working in an agency that is suitable with the study program. However, the students will be accompanied by the lecturer who cooperates with the adviser in the agency. They keep watching the students' performance, so the students will improve the performance that needs to be fixed. It is supported by Kros and Watson (2004), experiential learning is a "process through which knowledge is created through the transformation of experience" (as cited in Brown, et al, 2018). It can be said that internship is type of learning by experience.

As stated by Ryan and Michael (2012:5):

The term *internship* is one that is used rather loosely to describe a number of different types of experiences. Despite the inconsistencies in usage, in this text internships will be operationally defined as a single-term, off-campus, work-based learning experience. In an internship, students are not sent off to survive the workplace alone but are instead supervised by a faculty representative of the college or university in conjunction with an agency supervisor.

2. Students' Benefits from Internship

There are two ways of students' benefits from the internship; they are pragmatic and personal benefits. This statement is supported by Ryan and Michael (2012:7):

You can hope to benefit from your internship in at least two ways. *Pragmatic benefits* are those benefits that will have a direct impact on the knowledge, skills, and abilities necessary to gain entry into your chosen profession. *Personal benefits*, on the other hand, may improve

your ability to perform on the job, but most directly impact your self-image and attitude.

From the statements, it can be said that pragmatic benefit is kind of advantage which are directly influence with the workplaces. Pragmatic benefit can give special advantage that will be seen when the students become the real employee. However, personal benefit influences the behavior of the students. This benefit is felt by the students. It does not have any influence with the workplaces, but it can build the students characteristic better. By this benefit, they can develop themselves to be a good person in daily life or office. Both of the definitions are supported with Ryan and Michael (2012:7) in their book:

Among the pragmatic benefits are (a) increased post-graduation employment rate (Fletcher, 1989; Gualt, Redington, & Schlager, 2000), (b) higher starting salaries (Fletcher, 1989; Gualt et al., 2000), (c) more rapid promotion (Gualt et al., 2000), (d) development and refinement of technical skills (Fletcher, 1989; Gualt et al., 2000; Petrillose & Montgomery, 1997), (e) problem solving and critical thinking (Parks, 2003; Petrillose & Montgomery, 1997), (f) career exploration (Gualt et al., 2000; Petrillose & Montgomery, 1997), (g) communication skills (Hensen, 2003; Parks, 2003), and (h) teamwork (Parks, 2003; Petrillose & Montgomery, 1997). The personal benefits of the internship experience are (a) enhanced self-esteem (Fletcher, 1989; Gualt et al., 2000), (b) development of a professional and social ethic (Gualt et al., 2000), and (c) positive attitude and responsibility (Parks, 2003).

3. University Benefits from Internship

Ryan and Michael (2012:9) stated that there are at least four benefit areas for programs that include internships in their curriculum:

- a. High student satisfaction with experience

Work as internship students indirectly give them some important lessons. The main one is the experience that will facilitate them to be a professional worker. It also makes them feel comfortable while facing the real work world.

b. The opportunity for feedback on the curriculum

While the students are working as an internship, the lecturer will know the difficulties that the students face. By knowing the difficulties, the university can improve their curriculum to be better; at least they can solve the problem that students experienced. So, it will decrease the degree of difficulty for the next internship students.

c. Building collaborative relationships with industry

Sending the students to be an internship in an industry, officially make the university has a good relationship with the industry. This relation will simplify the university to get sponsor from the industry. Thus, the fund can be used to construct the university building.

d. Recruitment of new students.

The existence of internships students in some industries will attract the public attention. They will know that the university collaborates with the industries to send their students. It will make the prospective students interest to join in the university.

4. Agency Benefits from Internship

Freeze (1997) and Morrow (1995) stated that the agency that supports the student through the internship program is also likely to experience several benefits (as cited in Ryan and Michael, 2012:10). Among these agency benefits:

a. Skilled labor at an inexpensive rate

Internship is a requirement for students to work in an industry before graduating. They do not work for payment, even though they spend money for it. It means that they work for free and it is directly profitable for the industry.

b. Infusion of creativity

Internship is students who are still learning in the university. It proposes that they are still fresh about the lessons that are taught in the university. The internship students are also still young, so they can be a developer with their creativity in the industry.

c. An opportunity to groom potential hires

Internship students who work in an industry have an adviser in the office. The adviser will watch them to know the capability of the students. It can be a chance for the industry to give more attention to the students. So, the party of industry can offer the capable students to work in it.

C. Communication Skills

Clark et. al (1994) stated that communication is the basic attribute of human life and language is the main tool of human communication (as cited in Boroujeni, S and Fard, F, 2013). It means that communication is a needs that is reallu used in daily life. To create a great communication, language is used as a tool to connect each others. It is also supported by Harper, D (2007) communication occurs for only a small number of students for an individual student.

Monir (2015) said that communication is one of the main pillars of the administrative process in any educational organization and universities in particular. By this statement, it can be said that communication is an important aspect that is used in education field. It can be like that because communication can show the quality of person.

Worth stated that communication involves at least two people: the sender and the receiver (2004). Communication is an interaction between people, so it cannot be said communication if there is only one person. Worth also said that listening, writing, and speaking are all skills we use in meetings. He assumed that meeting is one of the ways to find decision. Carter and Nunan ever said in 2001 about listening, speaking and writing aspect.

- Listening, the most widely used language skill, is often used in conjunction with the other skills of speaking, reading and writing.
- Speaking in second language involves the development of a particular type of communication skill. Oral language, because of its circumstances of

production, tends to differ from written language in its typical grammatical, lexical and discourse patterns.

- Writing was not viewed as a language skill to be taught to learners. Instead, it was used as a support skill in language learning to, for example, practise handwriting, write answers to grammar and reading exercises, and write dictation.

By those statements, it can be concluded that communication skills are needed to solve a problem, especially speaking, listening and writing. Speaking and listening are really needed because those are the main aspects that people do while having conversation. However, writing is suddenly used to write the note or conclusion in meeting.

D. Related Research

There are two research related to this research. The first one is written by Lin from Chinese University (2018). The title is “Exploring the Influence of English for Specific Purposes (ESP) Curriculum on Chinese Graduates’ Career”. Lin collected the data through online interviews. The writer used Skype interview and then he recorded it. There were five respondents that had graduated from Chinese Universities and had an experience at least one year working in English-Speaking countries. All of the respondents had been chosen by purposive sampling. Data analysis showed that teachers’ specific field knowledge gave positive influence on participants in the office. She also suggested developing

Chinese University ESP curriculum to let the students' better when facing future job requirements.

Another research was done by Bukaliya from Zimbabwe Open University (2012) entitled, "The Potential Benefits and Challenges of Internship Programmers in An Old Institution: A Case for The Zimbabwe Open University". The research was conducted in two faculties in Zimbabwe Open University; they are faculty of Science and Technology and that of Applied Social Sciences. The data was collected by using questionnaire. The questionnaire was given to 50 internship students from both faculties. Convenience sampling was chosen to take the respondents. The research showed that the majority of the students preferred the attachment programmer because it exposed them to the real expectations of the world of work.

CHAPTER III

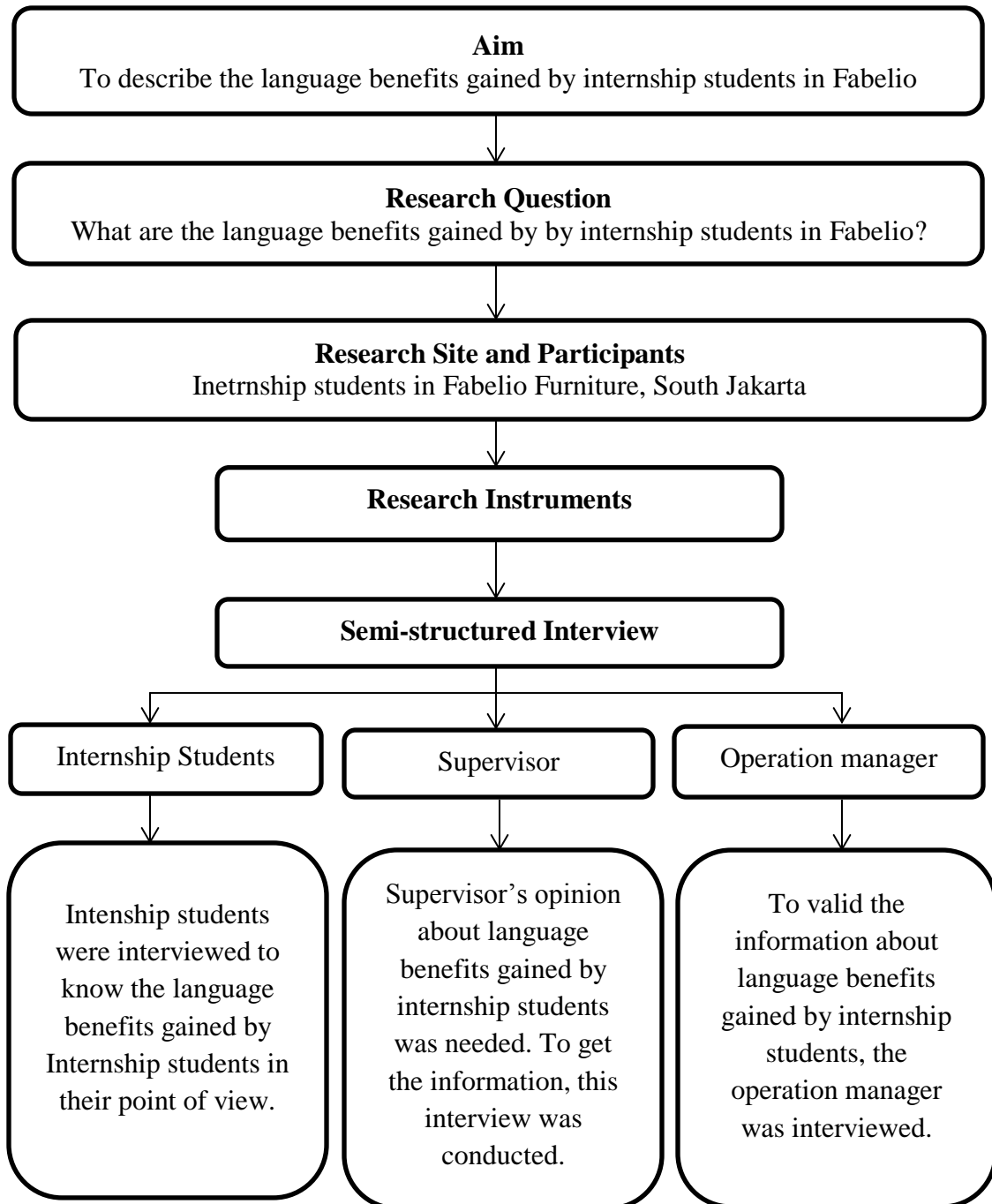
RESEARCH METHODOLOGY

A. Research Method and Design

The writer chose qualitative approach to investigate the language benefits gained by internship students in Fabelio. Cresswell (2014) stated that this worldview is sometimes called a scientific method. Cresswell also argued that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The writer chose qualitative approach because this research was talking about language that was used as a means to socialize. However, to describe the data, the writer used descriptive method. This research was conducted at Fabelio e-commerce business which was engaged in furniture, South Jakarta.

There were three steps that the writer used to take the data about language benefits gained by internship students in Fabelio. All of data were collected by using semi-structured interview, however the respondents were various. Firstly, the writer gave the interview for the internship students to take the information about the language benefits gained by internship students in Fabelio. After that, the second interview was given to the supervisor of the internship students in Fabelio. To get more information about language benefits gained by internship students in Fabelio, the writer interviewed the operation manager who handles the internship students to know the appropriate benefits that gained by internship students in Fabelio.

The design was as follows:



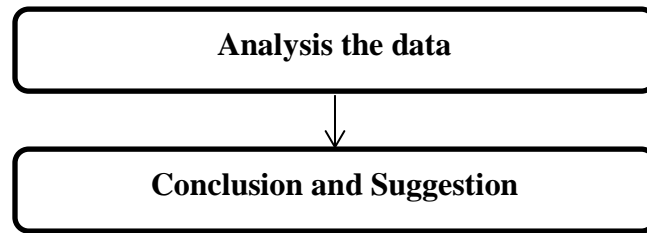


Figure 3.1
The research design

B. Research Site and Participant

This research was conducted in Fabelio furniture, South Jakarta. The writer chose it because Fabelio is one of the companies which allows some universities to treat their students as an intern in the office. Fabelio is also used English as a media for communication. Both make the writer wanted to know the language benefits gained by internship students during to be an intern in Fabelio. The participants were internship students, internship students' supervisors and operation manager who monitored the internship students in Fabelio. All participants were chosen by using purposive sampling. There were two students, two supervisors and an operation manager in Fabelio.

C. Research Instruments

This research was conducted by using triangulation technique. There were three data sources or instruments to find the result of this research. All of data sources or instruments were interview, however the data were taken from three parties. They were internship students, supervisors and operation manager. The instruments were

constructing based on the indicators, those are speaking, listening and writing skill. There were 22 questions for internship students and 20 questions for supervisors and operation manager.

D. Technique of Collecting the Data

The writer used triangulation to take the data. All of data were collected by using interview. The first interview was delivered to the internship students to get the data about language benefits gained by internship students who had an experience as an intern in Fabelio. The second one was a data that is taken from supervisors' interview. To conclude the result, the writer took a data from operation manager who handled the internship students in Fabelio. The last two data were conducted to see the relevant data from internship students' opinion about language benefits gained by internship students. All of instruments were designed related to the indicator. The indicators were communication skills (speaking, listening and writing) from pragmatic benefit.

E. Data Analysis

All of interview data from internship students, supervisors and operation manager were recorded using a cellphone. After that the data were transcribed to written text. The interview data from internship students were analyze first, before analyzing the data from supervisors and operation manager. The data from supervisors and operation manager were evaluated to check the validity results about

language benefits gained by internship students. The results were analyzed based on the indicators in order to know what language benefits that were gained by internship students in Fabelio.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This research was conducted on 9th January 2019 in Fabelio, South Jakarta. The data was taken from interview with three parties. The respondents were internship students, supervisors and operation manager. There were two internship students, two supervisors and an officer. The interview were recorded, transcribed, analyzed, and interpreted to describe the result of the research.

1. Data from Internship Students' Interview

The first data was taken from internship students' interview. There were two internship students that became respondents. It was accomplished on 9th January 2019 in Fabelio, South Jakarta. There are 22 questions according to three indicators, they are speaking, listening and writing skills.

a. Speaking skill

The first question was to find out the frequency of the internship students speaking English in Fabelio. Both of the respondents stated the similar answer as mentioned in excerpt #1.

Excerpt #1

“Sediperlukannya saja sih”

(Just as needed)

Question number two was to know the difficulties that the respondents found while speaking English in internship place. The respondents had the same opinion; it can be seen in excerpt #2.

Excerpt #2

“pemilihan ini mungkin kata-kata yang pas”

(It may be the selection of the appropriate words)

The third question was about the respondents' ways to solve the difficulties that they found while speaking English in internship place. Each respondent has their own way to solve the problem; it can be seen in excerpt #3 and excerpt #4.

Excerpt #3

“ehmmm paling nanya sih ke temen yang deket atau saling bantu lah”

(Ehmm probably, I can ask to the nearest friend or we can help each other)

However, another respondent has different way to facilitate him while finding the difficulties in communicating using English.

Excerpt #4

“ya kita belajar, apa sih belajar menambah kosakata lagi”

(We can learn, we can learn in order to enrich vocabularies)

The next question was to know the speaking partner while communicating in English. Both respondents had the same answer; it was their boss or head. They can say like that because their boss or head are from India and Singapore. It was shown in excerpt #5.

Excerpt #5

“dengan atasan”

(With boss or head)

Question number five was to find out the topic that was usually discussed in English. All of respondents had the same answer; however the other one added another topic that the respondent usually discussed in English, as mentioned in excerpt #6.

Excerpt #6

“pekerjaan, atau ga mungkin ehmm sekitar karyawan yang lain”

(It is about job description, not just around other employees)

The next question was about the way of internship students' responses if they could not understand what the interlocutors talked about. The answers were different. Those could be seen in excerpt #7 and excerpt #8.

Excerpt #7

“ehmm mungkin diulang atau mungkin pakai Bahasa Indonesia”

(Ehmm probably, it can be repeated or translate it in Bahasa Indonesia)

However, the other respondent had a different response to help while there was a misunderstanding while talking in English.

Excerpt #8

“meminta bantuan teman yang lebih mengerti”

(Asking for help from friends who understand more)

The seventh question was to find out the benefits that are gained by the respondents in speaking skill. The opinions were similar, however the other one had more than one benefits, it shows in excerpt #9

Excerpt #9

“manfaat ehmm kita mempunyai suatu pengalaman, kedua dalam segi bahasa kita menambah kosakata kita dalam berbahasa”

(The benefits, ehmm we can get an experience, the second one is in Bahasa side, we can enrich our vocabularies)

The next question was to know the speaking skill development that the respondents gained since joining the internship program in internship place. The respondents were similar, but the other respondents had another opinion about this. It is seen in excerpt #10.

Excerpt #10

“ehmm menambah kosakata trus menambah kelancaran juga sih, jadi kita tau mana kosakata yang baik digunakan apalagi sama atasan kan”

(It can enrich the vocabularies, the fluency, so we can know the the appropriate words that are usually used for boss and the leader as well)

According to the internship students' interview above, it can be concluded that the language benefits gained by Internship students from speaking skill are enriching vocabularies and being able to speak fluently.

b. Listening skill

The first question was to find out the frequency of internship students' speaking with co-workers or boss in using English as a means for communication. The respondents' answers were similar as a mentioned in excerpt #11.

Excerpt #11

“Sering, karna kalau sama antar teman mungkin bahasa Indonesia bisa tapi kalau sama atasan aering banget pake bahasa Inggris, karna kan atasan dari luar negeri juga, India sama Singapur”

(Of course, it is often. If communicating with co-workers, it can use Bahasa Indonesia, but it frequently uses English if it is boss, because they are foreigner from India and Singapore)

Question number two was to know the difficulties that the respondents found while listening to their partner spoke English. The similar answers were stated by them, it can be shown in excerpt #12

Excerpt #12

“Mungkin artikulasinya sih, kadangan kurang jelas, jadi kayak ini maksudnya apa gitu, takutnya kan salah”

(May be from the articulation, it is unclear sometimes. So, it likes wondering what it means, I am afraid that is wrong)

The next was to find out the way that the respondents did to face the difficulties above, what they would do. To facilitate them faced the difficulties; the respondents had the same way, as mentioned in excerpt #13.

Excerpt #13

“paling suruh dia ngulang ngomong atau ehhmm tanya temen yang emang lebih sering ngomong sama dia, mungkin lebih ngerti yang dia omongin, seperti itu”

(Probably, it can be by asking him to repeat it or ehhmm asking friends who have experienced communicate with him, may be they understand more about what he is talking about, something like that)

Question number fourth was to know the respondents' response if they cannot catch the meaning that the interlocutors said. Both of respondents had a different way as in mention in excerpt #14 and excerpt #15.

Excerpt #14

“menggunakan bahasa isyarat mungkin, iya bahasa tubuh gitu”

(I use signal language, like a body language)

Excerpt #15

“apa yak? Ehmm senyum aja paling hehe bingung kan”

(Ehmm may be I just smile because it is confusing)

The next question is to find out the respondents' benefits from the listening side. The respondents had the different answers, the first respondent got more

benefits in vocabularies, and however the other one was from pronunciation. It can be seen in excerpt #16 and excerpt #17.

Excerpt #16

“menambah kekuatan pendengaran sih, eh seperti pelafalan bahasa Inggris yang benar di telinga , soalnya suka beda kan bahasa Inggris itu”

(Increase my listening skill, eh like English right pronunciation, because English has a different way in pronouncing the words)

Excerpt #17

“dari listening sih paling yaa lebih banyak kata-kata baru yang masuk kan, jadi lebih banyak kosakata”

(From the listening side, may be it can enrich vocabularies, because there are many unfamiliar words)

The sixth question was to find out the listening development that the respondents felt since becoming internship students in internship place. The respondents' answers were different but it was still interconnected. The first respondent said that he could be easier to catch the meaning from the conversation and the next one felt that he could response faster than before because he always heard the repeated words. Those can be seen in excerpt #18 and excerpt #19.

Excerpt #18

“perkembangannyaa, jadi saya lebih mudah mengerti apa yang diucapkan oleh lawan bicara”

(I am easier to understand the content that is told by interlocutors)

Excerpt #19

“ya karna banyak kosakata baru kan jadi , ohh mungkin lebih cepet nangkep lahh, sekarang lebih banyak tau, jadi ohh yaa”

(Because of the new vocabularies, it makes me faster to catch the meaning, because I have known more)

From the internship students' interview related to listening skill about language benefits gained by internship students are correcting pronunciation, enriching vocabularies, and increasing the response speed.

c. Writing skill

The first question was to know the frequency in making a text in internship place. The respondents had different answer. The first person had an experience in making an English text, however another respondent had not made a kind of text since became an internship students as mentioned in excerpt #19 and excerpt #20.

Excerpt #19

“kalo sering ga pernah, tapi pernah, kalo kayak ada atasan email pake bahasa Inggris kan ga mungkin jawabnya pake bahasa Indonesia gitu”

(It cannot be said often, but I ever make it. If there is a boss email in English, so it is impossible if I answer it in Bahasa Indonesia)

Excerpt #20

“ohh kalo ini gak pernah”

(Ohh I never experience it)

The second question was to know the difficulties that the respondents face while making an English text. The data was only from one respondent, because the other one never had experienced in making English text. Beside the question above, the writer also asked about the way to solve the problem. It is seen in excerpt #21.

Excerpt #21

“kesulitannya, kalau untuk nulis sih ga terlalu sulit kan masih bisa pake google translate”

(If in writing, I do not feel difficulty cause I can use Google translate)

The third question was to know what kind of English text that was usually made. The respondent said that it was usually only a sentence; it can be seen in excerpt #22.

Excerpt #22

“kalimat aja sih biasanya ga sampe descriptive”

(It is usually just a sentence, not until make descriptive)

The next question was to find out the receiver of the message that was made by internship students, as mentioned in excerpt #23.

Excerpt #23

“buat atasan, kalo ga ada yang ngemail pake bahasa Inggris, pokoknya ada yang ngasih bahasa Inggris ya balesnya bahasa Inggris”

(Usually for boss, or everyone who send an email in English, the point if there is an email in English, so I answered in English as well)

The fifth question was to distinguish the word selective to send the email. The respondent stated that he sometimes considers in choosing the word while constructing the sentences. The writer also continued it by giving a question how about if the email was sent for boss, and the respondent also considered about it. Those are shown in excerpt #24 and excerpt #25.

Excerpt #24

“pernah sih, ya biar sesuai dengan maksud yang ini sih, takutnya kan kalo misalnya salah kalimat kan nanti malah jadi artinya beda, tujuannya beda”

(I ever do it in order to tell the appropriate meaning, because it can tell the wrong meaning if I do not use the appropriate word, so the aim is different)

Excerpt #25

“oh kalo iya ke atasan lebih sopan aja, bukan, maksudnya ga terlalu ini sih, gimana yah, ya gitu sih lebih milih yang sopan lah. Kalau ke temen-temen kan ini yang biasa aja”

(Oh if the receiver is boss, I use more polite word. I mean it is different if the email to friends)

The next question was to know the benefits that gained by internship students from the writing skill side. The respondent felt confused while answering the question, so the writer helped by asking how about grammar, and the respondent agreed with it, and felt that grammar is one of the benefit, like mentioned in excerpt #26.

Excerpt #26

“dapet sih, jadi kan lebih teratur gitu nulisnya, gak ngasal”

(It can be, it can make the sentences arrange more, so it does not string)

The last question was about the respondent's writing skill development that gained by internship students. The respondent stated that he is more careful in constructing a sentence, as mentioned in excerpt #27.

Excerpt #27

“paling lebih teliti lagi sih kalo lagi nulis, kalo dulu kan yaudah ngasal aja yang penting Inggrisnya nyambung gitu. Kalo sekarang mungkin lebih grammarnya diliat dulu takutnya kayak, apaan sih maksudnya gitu”

(Probably, I am more careful in writing. Previously, I just write English for common. And now, it is checked the grammar first and I am afraid the meaning is confusing)

Based on the internship students' opinion, the language benefits gained by internship students related to writing skill is grammar. The internship students do not get any benefits because the use of writing skill is only at certain times.

Therefore, there are some language benefits gained by internship students in Fabelio. They are from speaking, listening, and writing skills aspect. In speaking skill, internship students got benefits in enriching vocabularies and speaking fluently. The internship students do not only enrich their vocabularies from speaking skill, but also in listening skill. Besides enriching vocabularies, the internship students also improve their pronunciation and response speed while having a conversation. The last benefit is writing skill. Like writer tells before, the internship students do not get any benefits in writing skill. From the

internship students' view, grammar is one and only the language benefit gained by internship students related to the writing skill.

2. Data from Supervisors' Interview

The second data was taken from supervisors. There were two respondents who were the internship students' supervisors in Fabelio. The interview was conducted on 9th January 2019 in Fabelio, South Jakarta. There are 27 questions according to three indicators, they are speaking, listening and writing skills.

a. Speaking skill

The first question was to know the frequency of the supervisors spoke English with the internship students. The supervisors had the same opinion about it. It can be seen in excerpt #28.

Excerpt #28

“tidak sering sih, tapi pernah”

(Not often, but I have)

The second question was to find out the frequency of internship students spoke English with other employees; however it depended on supervisors' side. All of respondents had the same opinion, as mentioned in excerpt #29.

Excerpt #29

“sering”

(Oftentimes)

The next question was about the topic that was usually discussed between the supervisors and internship students. Both of supervisors had same opinion. It can be seen in excerpt #30.

Excerpt #30

“sistem kerjaan”

(Work system)

Question number four was the supervisors’ opinion about the internship students’ difficulties that they had faced while speaking English. All of respondents had different opinions; those can be seen in excerpt #31 and excerpt #32.

Excerpt #31

“mencari kata-katanya, iya”

(Find the appropriate words)

Excerpt #32

“kalau menurut saya mungkin, gini yak karna saat bicara bahasa Inggris kita harus ehmm biasanya ngomongnya sama expatriate yah jadi mungkin mereka ada sedikit pressuire disana ya gitu, jadi karna ada sedikit gap ehmm tegang mungkin, jadinya ehmm ga lepas ngomong bahasa Inggrisnya”

(From my point of view, when we speak English, we have to speak with expatriate, so maybe there is pressure and it causes a gap, so they cannot speak English casually)

The fifth question was about the supervisors' opinion about the internship students' way to handle the difficulties. All of respondents had different opinions about it, as mentioned in excerpt #33 and excerpt #34.

Excerpt #33

“biasanya mereka mencoba untuk nanyain ketemen-temennya yang lebih paham bahasa Inggris”

(They usually try to ask to their friends who have understood English)

Excerpt #34

“eh biasanya sih sekarang kan kita udah jaman ehmm smartphone, jadinya banyaknya sih banyaknya yang aku liat suka pakai google translate”

(Eh sometimes, cause now is smartphone era, so there are many internship students used Google translate)

The next question was to find out the facilitation that the supervisors' given to the internship students when they found the difficulties in speaking English. The respondents' opinion are similar, it is shown in excerpt #35.

Excerpt #35

“mencoba untuk menjelaskan, mengartikan bahasa Indonesia dlu, baru kita coba untuk ke Inggrisnya, iya”

(Try to explain, and translate it in Indonesia, after that change it in English)

The seventh question was to know the speaking skill benefits that were gained by Internship students based on supervisors' views. Not only that, the writer also asked about the internship students' speaking skill development. All of respondents had the similar opinion, as mentioned in excerpt #36.

Excerpt #36

“berani untuk mengemukakan pendapat dalam bahasa Inggris, lebih berani”

(Brave to express opinions in English, be bolder)

From the supervisors' interview about language benefits gained by internship students related to speaking skill, there is a benefit. The benefit is more courageous in speaking English.

b. Listening skill

The first question was to find out the internship students' difficulties in catching the meaning when communicating in English based on the supervisors' opinions. One of supervisors looks at the division itself. It can be seen in excerpt #37.

Excerpt #37

“ahmm mungkin kalau yang diluar background accounting and finance, mungkin akan ada kesulitan yah, kayak kita harus ngejelasin lagi, ya kayak contohnya acoount relieaveable itu apa”

(Ahmm if they are not coming from accounting and finance background, may be they will find the difficulties, so we have to explain, for example like what is account relievable)

The second question was to know the supervisors' view about the internship students' response to face the difficulties above. All of respondents had different views about this case. Those are shown in excerpt #38 and excerpt #39.

Excerpt #38

“dia akan mencoba lebih ke bahasa Indonesia”

(He will try in Bahasa Indonesia)

Excerpt #39

“ya tadi, google translate tadi, udah paling ngrbantu lah google translate”

(Like I said before, Google translate is the best facilitator)

The second question was to find out the supervisors' ways to facilitate the internship students when facing the difficulties in catching the meaning while communicating in English. Both supervisors had the similar opinion to facilitate the internship students' difficulties as mentioned in excerpt #40.

Excerpt #40

“ehmm saya pake penjelasan bahasa Indonesia dengan pelan-pelan”

(Ehmm I explain in Bahasa Indonesia slowly)

The next question was to know the supervisors' opinion about the benefits that gained by internships students in listening skill. The respondents argued the similar opinion. It can be seen in excerpt #41.

Excerpt #41

“ehmm manfaat listening skill yah, ehmm tentu nambah vocabullary yah pastinya”

(Ehmm the benefits in listening skill, ehmm of course it can enrich vocabularies)

The fourth question was to find out the internship students' listening skill development since they had experienced in internship place. All of respondents agreed with similar view. It is shown in excerpt #42.

Excerpt #42

“ada, fast response kalau sekarang”

(Now, they are fast response)

According to supervisors' interview data, it is shown that there are two benefits related to the language benefits gained by internship students from the listening skill. The benefits are enriching vocabularies and response speed. As time goes by, the internship students can respond faster than before.

c. Writing skill

The first question was to know the frequency of the supervisors in reading a text that was made by internship students. The respondents agreed that they often read an English text which was written by internship students. It can be seen in excerpt #43.

Excerpt #43

“sering”

(Oftentimes)

The second question was to reveal what kind of text that was usually written by Internship students. The respondents had the similar view, as mentioned in excerpt #44.

Excerpt #44

“lebih keatasan sih, untuk tugas. Report”

(It is usually for boss, about task. Report)

The next question was to discover the supervisors’ view about the difficulties that was found by Internship students in writing skill. The responses were different, the first one was talking about the general difficulties and the other one was talking about the difficulties in the specific division. Both are seen in excerpt #45 and excerpt #46.

Excerpt #45

“lebih kayak mengutarakan, apasih inti dari masalah mereka. Iya, berbelit-belit.”

(How to tell the point, what are their problems and it is complicated)

Excerpt #46

“kesulitannya yah, ya mungkin apa yah, spelling sih karna sekarang udah ada aplikasi ya jadi jarang terjadi gitu ya, jadi kalo kesulitan yang ditemukan mahasiswa ya itu dia kalo yang dia mahasiswa dari luar accounting mungkin kalo di divisi kami ya kesulitannya paling ya istila”

(Difficulty, may be, spelling, however caused of application, so there is rarely find the problem. So the difficulties that is found by internship students, if they are not coming from accounting department, may be the difficulties are terminologies)

The fourth question was to know the supervisors' views about the effort that was conducted by the internship students while finding the difficulties in writing an English text. The supervisors stated the same view, as mentioned in excerpt #47.

Excerpt #47

“lebih kembali ke bahasa Indonesia untuk berdiskusi dengan teman-temannya, jadi teman-temannya yang bantu”

(Back to Bahasa Indonesia and discuss with his/her friends, so their friends will help him/her)

The fifth question was to find out the supervisors' ways to help the internship students faced the difficulties in writing a text. It can be seen in excerpt #48.

Excerpt #48

“biasanya lebih kayak penggunaan google translate sih”

(I usually recommend to use Google translate)

The next question was to know the writing skill benefits that could be gained by internship students according to supervisors' opinions. The respondents stated the similar opinion, as mentioned in excerpt #49.

Excerpt #49

“penulisan email keatasan yag benar”

(The right way in writing an email for boss)

The last question is to find out the internship students' writing skill developments that were gained since becoming internship students. According to the supervisors' opinions about it, they argued the similar opinion; it is seen in excerpt #50.

Excerpt #50

“dia lebih tau poin-poin apa yang harus diucapkan di email tersebut”

(He knows the points that have to be stated in email)

Based on the supervisors' view about language benefits gained by internship students related to writing skill, the benefit is the right way to make a report for their boss. They know the points that have to be mentioned in email.

Thus, there are some language benefits gained by internship students based on the supervisors' interview. The benefits are speaking, listening and also writing skills. In speaking skill side, the supervisors agree that the internship students become braver than before. From the listening skill area, vocabularies enrichment and response speed become the language benefits that are gained by internship students. The last one is writing, the internship students do not get any benefits in writing skill, because they rarely made an English written text. It is only for making their report, therefore the language benefits gained by internship students related to writing skill is knowing the points that have to be stated while sending an email.

3. Data from Operation Manager's Interview

The third data was taken from operation manager's interview. There was one respondent. The interview was conducted on 9th January 2019 in Fabelio, South Jakarta. There are 27 questions according to three indicators, they are speaking, listening and writing skills.

a. Speaking skill

The first question was to know the frequency of the operation manager spoke English with the internship students. The operation manager has handled some internship students from other countries, but she had same pinion with supervisors about local internship students. It can be seen in excerpt #51.

Excerpt #51

“eemm seberapa sering tergantung ada mahasiswa magang dari luar, dan dalam tahun 2018 ada sekitar 7 mahasiswa magang yang dari luar, jadi kurang lebih dalam setahun itu terus berbicara dengan bahasa inggris. kalau Indonesia jarang sih”

(Eemm the frequency is based on the internship students from other countries. In 2018, there are around 7 internship students from abroad. So, for one year, I always speak English. It is seldom if it is from Indonesia)

The second question was to find out the frequency of internship students spoke English with other employees, however it depended on operation manager's side, as mentioned in excerpt #52.

Excerpt #52

“kalau sesama lokal kita sih nggak yah, karna sudah terbiasa bahasa Jakarta aja logat Jakarta aja, tapi kalau ada expatriate satu disitu, mau tidak mau kita harus berbicara Inggris, agar tidak terkesannya exclusive pembicaraannya”

(It is seldom if it is between a fellow employee local, because we just have used Jakarta language, but if there is an expatriate, it is a must to speak English, so it cannot be impressed exclusive)

The next question was about the topic that was usually discussed between the operation manager and internship students. It was different from supervisors' result before, the officer had another opinion, because she had different task to facilitate the internship students' needs. It can be seen in excerpt #53

Excerpt #53

“oh dengan anak magang, kebutuhan dia biasanya, ada yang magang karna mengisi waktu luang, sudah lulus. Ada yang karna program dari kampus, biasanya banyak diskusi dengan anak-anak magang karna program dari kampus, karna untuk menyelesaikan studi. Biasanya untuk kebutuhan administratif atau dia mau tanya-tanya tentang kantor, segala macam”

(Oh with internship students, usually we discuss about their need. Some interns become an intern just for spent their free time, because they had graduated. Some interns become an intern because of study program to complete their study. Commonly, we discuss about their administrative need or just having a conversation about office itself)

Question number four was operation manager's opinion about the internship students' difficulties that they had faced in speaking English. It can be seen in excerpt #54.

Excerpt #54

“eeemm, grammar pasti, iya grammar daann aksen, karna terlalu ter-Indonesia sekali”

(eeemm, of course grammar, grammar and accent, because it is too Indonesia)

internship students' way to handle the difficulties. She argued that there is no difficulty that was found by her. The internship students precisely showed good performance; however it had to be improved, as mentioned in excerpt #55.

Excerpt #55

“owhhh, sejauh ini yang justru bikin kagum adalah, meskipun mereka kurang bisa, tapi percaya diri mereka tinggi, sehingga mengatasi kesulitan saya rasa mungkin mereka pun setelah itu pasti merasa “wah salah ngomong nih” segala macam. Tapi dari ya itu ya, dari jam terbang ngomong itu, daily mau gak mau berhadapan dengan orang yang sama, leader yang sama mungkin yang dari luar, mau tidak mau dia akan improve, dia akan menanganinya, dia akan, sendirinya dia akan improve”

(Owhh, until now, I precisely proud of them, however they still need learn English, but they have higher confident. So, to solve the problem they will learn from their experience. From those experiences that they have to face the same people, so they have to handle it by themselves)

The next question was to know the speaking skill benefits that were gained by Internship students based on operation manager views. Not only that, the writer also asked about the internship students' speaking skill development. The respondent answers the similar opinion, as mentioned in excerpt #56.

Excerpt #56

“Dengan vocab yang ada grammar yang ada, setiap town hall meeting, eemm Crishnan CEO kita, town hall meeting itu sebulan sekali, dalam sebulan itu siapa yang join harus memperkenalkan diri, which is banyak anak magang, jadi mereka mau tidak mau harus speech. dan disitu anak-anak mau gak mau mental to speaknya ngomong gitu, dan ternyata bisa”

(With the vocab and grammar that they have, every town hall meeting, eemm Crishnan, our CEO, town hall meeting is conducted once a month. Everyone who joins in that month, have to introduce theirselves in Englis. And it forces the internship students to speak English, and it is proven that they could)

According to officer’s interview, it can be concluded that the language benefits gained by internship student from speaking skill area is to be brave to speak up.

b. Listening skill

The first question was to find out the internship students’ difficulties in catching the meaning when communicating in English. The operation manager stated that it was from the accent. It can be seen in excerpt #57.

Excerpt #57

“Emm dari aksen itu yang berubah rasanya itu memang jadi ilang karna kayaknya kita kalau dengerin kalimat itu dari aksen juga”

(Emm it can be seen from different accent)

The second question was to know the operation manager's view about the internship students' response to face the difficulties above. It is shown in excerpt #58.

Excerpt #58

“Biasanya mengatasi kesulitan itu mereka memilih untuk cari aja jalan pintasnya jawabannya. Kalo kita Indonesia kan kayak gini kan, sebenarnya enak kan ngejelasinnya, “sebenarnya tuh gini, kayak gini” tapi kadangan mungkin ga punya keberanian untuk ngomong sepanjang itu atau I don't know lah, makannya mereka memilih lebih ke “yes” “no” ya lebih ke langsung ajalah, jawab ajalah, gituu”

(Sometimes, they solve the problem by giving the shortcut answer. In Indonesia, we just can say “sebenarnya tuh gini, kayak gini”, but sometimes they do not have any brave to tell that long explanation, so they choose in “yes” “no” directly)

The third question was to find out the operation manager's ways to facilitate the internship students when facing the difficulties in catching the meaning while communicating in English. The operation manager had her own way that was different with the supervisors before, as mentioned in excerpt #59.

Excerpt #59

“emmm, saya kulik lagi saya kulik lagi, jadi dikodein aja, nanti dia bagian yes yes aja”

(Emmm, I ask again, and give some code, so they just yes yes)

The next question was to know the operation manager's opinion about the language benefits and the development that were gained by internships students in listening skill. It can be seen in excerpt #60.

Excerpt #60

“jadi kalau perkembangan lebih banyak terlihat di fast response yang awalnya slow response”

(From the development, it is seen from the faster response than before)

Based on the operation manager's interview about language benefits gained by internship students related to listening skill side, it is shown that the internship students can respond faster than before.

c. Writing skill

The first question was to know the frequency of the operation manager's in reading a text that was made by internship students. The respondent argued that she ever read an English text which was written by internship students. It can be seen in excerpt #61.

Excerpt #61

“mungkin iya, tapi bukan di bagian product, tapi pernah”

(It may be yes, but it is not on the product branch, but I ever read)

The second question was to reveal what kind of text that is usually written by Internship students. It is mentioned in excerpt #62.

Excerpt #62

“ohh biasa deskriptif sih deskriptif. Menjelaskan iya, atau ijin gitu ijin. Iya karna so far disini kita reportnya sana sini, banyak juga yang kayak headnya paling tinggi expart expatriate juga, jadi mau gak mau basic language kita kalo disini kalo bisa English aja”

(Ohh it is usually in descriptive, it explains something or asks a permission, it is caused because the report are moving on, and there are some expatriate that become a leader, so it is a necessary in using English)

The next question was to discover the officer's (HRD) view about the difficulties that was found by Internship students in writing skill. It is seen in excerpt #63.

Excerpt #63

“of course, grammar, dan cara menulis karna ya nulisnya masih Indonesia banget”

(Of course grammar and the style in writing that is still Indonesia style)

The fourth question was to know the operation manager's view about the effort that was conducted by the internship students while finding the difficulties in writing an English text. It is mentioned in excerpt #64.

Excerpt #64

“kalau dari writing ya, karna ga ada yang komen kali yah, jadi biasanya sih mereka nyaman-nyaman aja.”

(If in writing side, because nobody does not comment, so usually they think that it is true)

The fifth question was to find out the operation manager's ways to help the internship students faced the difficulties in writing a text. It can be seen in excerpt #65.

Excerpt #65

“ehmm pernah miscom, intern sama supervisornya, si supervisor ini menanggapi “ohh ni anak ini ko kayak menggampang kan” padahal sebenarnya cara indonesia kita ya begitu gtu. Tapi memang kalau di English kan kita harus jelasinnya harus dengan menggunakan pemilihan kata, jadinya miscom, jadinya kita bantu buat tegur”

(Ehmm it is ever miscommunication between intern and supervisor, the supervisor think that “ohh this intern likes making easy”. Even though, it is not false if in Indonesia way. But if it is in English, we have to explain by using right word, so there is not miscommunication. Finally, we try to rebuke him/her)

The next question was to know the writing skill benefits and the development that could be gained by internship students according to operation manager's opinion, as mentioned in excerpt #67.

Excerpt #67

“writing skill, iya pasti ada, sesimple ijin, sesimple mgechat ke grup, grup WA kita kayaknya haram sekali kalu chat Indonesia”

(Of course there is a benefit from writing skill, as simple as making permission, chatting to group. In our Whats App (WA) group, it is like forbidden to tetx in Bahasa Indonesia)

From the interview above, it can be concluded that there is a language benefit gained by internship students in writing skill area. The benefit is the internship students can know how to construct permission or text in Whats App (WA) group.

According to the operation manager’s interview, it can be concluded that there are some language benefits gained by internship students. The benefits are from speaking, listening and writing skills. It is different from the first two data; this data only gives one benefit in every skill. From speaking skill, the benefit is a bravery to speak English. In listening skill, the internship students can improve their response to be faster than before. The last one is writing. In writing, there is no specific benefit; however from the respondent’s interview, it can be concluded that the benefits in writing skill are constructing permission and chatting in WA group.

B. Discussion

Internship program is one of the requirements to complete the study. It is like to send the student get an experience to work in a company before graduation. Fabelio is one of the companies that allows some universities to treat their students as internship students. The company has many expatriates who still learn Bahasa Indonesia. To create a fluent communication, English is used as a media for communication. Not only the employee, the internship students have to speak English if it is necessary. By this case, the internship students have to adapt with the condition and get some benefit by communicating in English. Therefore, the writer chooses Fabelio as a research site to conduct this research. All of data was taken on 9th January in Fabelio, South Jakarta.

After conducting the research, the writer found the result based on three parties' interview. They are internship students, supervisors and manager operation. There are some language benefits gained by internship students in Fabelio. They are speaking, listening, and writing skills. In speaking skill, internship students got benefits in enriching vocabularies and speaking fluently. From supervisors' and manager operation point of view, the benefit from speaking is braver than before. And the last one is from manager operation. Carter and Nunan (2001) ever said that speaking in second language involves the development of a particular type of communication skill. Oral language, because of its circumstances of production, tends to differ from written language in its typical grammatical, lexical and discourse patterns. It proves

that this program can facilitate the internship students increasing their speaking ability, so they can be braver than before.

The second one is listening skill. From the interview result, all of respondents have the same opinion. They think that the benefit from listening aspect is the speed in responding. At first, the internship students are responding slowly while having a conversation. Not only that, the internship students and supervisor think that vocabulary enrichment is one of the benefits from listening skill. It can be happened because the internship students have listened the same words everyday so they became familiar with those words. From the internship students' point of view, this program also increases their pronunciation, because they have to speak English in their daily activity. It becomes the reason why internships students get a lot of benefits form listening aspect, because listening is frequently used in communicating. It also stated by Carter and Nunan (2001), they said that listening is language skill that is the most widely used.

The last one is writing. From the respondents' result, the internship students siad that grammar become the main benefit from writing aspect. Meanwhile, the supervisors and manager operation think that the way in constructing sentences is the benefits in writing. The supervisors and operation manager think that the benefit is shown while internship students write an email or chat in whats app group. Inversely proportional with listening, internship students get a little benefit from writing aspect. Carter and Nunan ever stated that Writing was not viewed as a language skill to be

taught to learners. Instead, it was used as a support skill in language learning to, for example, practise handwriting, write answers to grammar and reading exercises, and write dictation (2001). This statement is supported the respondents' result that there only grammar and writing ability are the benefit that can be taken from writing aspect.

Based on the data from all of respondent, it can be concluded that there are language benefits gained by internship student related to three types of communication skills. The first one is speaking. In speaking skill, it was found that the benefits are enriching vocabularies, speaking fluently and being braver than before. Not only in speaking skill, vocabularies enrichment is also obtained from listening skill. Other than that, there are many language benefits gained by internship students from listening skill. They are pronunciation and speed in responding. The final one is the language benefits gained by internships student from writing skill. Writing contributes some benefits for internship students, they are grammar and the important points that have to be stated while constructing an email, permission, and chatting in whats app group. It is also supported with Worth (2004) statement, he said that listening, writing, and speaking are all skills we use in meetings. After analyze the result, the writer do agrees with Worth's statement because there are a lot of language benefits that are gained by internship students who had an experience working in company.

From the result above, it is shown that there are a lot of language benefits that can be gained by internship students in Fabelio. It is caused of the used English as a

media for communication. It is supported by Bukaliya (2012) from Zimbabwe Open University. The title is “The Potential Benefits and Challenges of Internship Programmers in An Old Institution: A Case for The Zimbabwe Open University”. The difference is that this research was conducted to find the benefits from professional job side, however language benefits gained by internship students was to find out the benefits from English that was used in Fabelio. Bukaliya’s research shown that there are many students prefer to conduct internship program to facilitate them face the real work places situation. By this case, it can be seen that the reason why many students in Bukaliya’s research agreed with internship program, because not only from the professional one, the students also got the benefits from the behavior in the office, like communicating in English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting this research, the writer found that there were language benefits gained by internship students, especially in communication skills (speaking, listening and writing skills). The first one is speaking. In speaking skill, it was found that the benefits are enriching vocabularies, speaking fluently and being braver than before. Not only in speaking skill, vocabulary enrichment is also obtained from listening skill. Other than that, there are many language benefits gained by internship students from listening skill. They are pronunciation , vocabulary enrichment, and speed in responding. The final one is the language benefits gained by internships students from writing skill. Writing contributes some benefits for internship students, they are grammar and the important points that have to be stated while constructing an email, permission, and chatting in whats app group. Therefore, language benefits gained by internship students could be seen in the communication skills (speaking, listening and writing skills).

B. Suggestion

After conducting this research, the writer would like to give some suggestions for future researcher, internship students and their supervisors. For future researcher,

the writer can give a suggestion to be considered while determining the title, the respondents and the site of your research. Based on the writer experience, an inappropriate choice will spend your time, so think twice in deciding the research title, respondents and site. For internship students, the writer suggests that the internship students have to take the benefit from internship program as much as they can, because their days in the company are limited. The internship students can start to ask everything that they want to know, and if there is an expatriate in their office, try to have a conversation with him/her. So, the internship students' days are not only about the whole things that they have to do, but also the whole things that the internship students can get there. For the supervisor, the writer suggests that they have to monitor all of internship students well, because sometimes they are afraid to ask what they do not know, and sometimes the supervisors do not know their capabilities. If the internship students have good quality, it is a chance for the supervisors to take them in. Those all the writer's suggestions, hopefully those suggestions can be useful for both internship students and supervisors.

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Instruments

Interview for Internship students

No.	Indicator	Question
1.	Speaking	<ol style="list-style-type: none">1. Seberapa sering Anda berbicara dalam Bahasa Inggris di tempat magang?2. Apa kesulitan yang Anda temukan saat berbicara dalam Bahasa Inggris di tempat magang?3. Bagaimana cara Anda mengatasi kesulitan-kesulitan tersebut?4. Dengan siapa biasanya Anda berbicara menggunakan Bahasa Inggris di tempat magang?5. Topik apa yang biasanya Anda bicarakan saat berbicara menggunakan Bahasa Inggris di tempat magang?6. Apa yang Anda lakukan jika lawan bicara Anda tidak mengerti yang Anda katakan saat berkomunikasi menggunakan Bahasa Inggris?7. Dari segi keterampilan berbicara (<i>speaking skill</i>), manfaat apa yang Anda dapatkan selama menjadi mahasiswa magang?8. Perkembangan keterampilan berbicara (<i>speaking skill</i>) apa saja yang Anda rasakan selama menjadi mahasiswa magang?
2.	Listening	<ol style="list-style-type: none">1. Seberapa sering rekan kerja Anda berbicara dalam Bahasa Inggris?2. Apa kesulitan yang Anda temukan saat mendengar teman Anda berbicara dalam Bahasa Inggris?3. Bagaimana cara Anda mengatasi kesulitan-kesulitan tersebut?

		<p>4. Apa yang Anda lakukan saat Anda tidak dapat menangkap maksud dari lawan bicara Anda saat berkomunikasi dalam Bahasa Inggris?</p> <p>5. Dari segi keterampilan menyimak (<i>listening skill</i>), manfaat apa yang Anda dapatkan selama menjadi mahasiswa magang?</p> <p>6. Perkembangan keterampilan menyimak (<i>listening skill</i>) apa saja yang Anda rasakan selama menjadi mahasiswa magang?</p>
3.	Writing	<p>1. Seberapa sering Anda membuat teks dalam Bahasa Inggris?</p> <p>2. Apa kesulitan yang Anda temukan saat membuat teks tersebut?</p> <p>3. Bagaimana cara Anda mengatasi kesulitan-kesulitan tersebut?</p> <p>4. Jenis teks apa yang biasanya Anda tulis dalam Bahasa Inggris?</p> <p>5. Untuk siapa biasanya teks tersebut ditujukan?</p> <p>6. Bagaimana cara Anda mempertimbangkan pemilihan kata yang tepat saat membuat text dalam Bahasa Inggris?</p> <p>7. Dari segi keterampilan menulis (<i>writing skill</i>), manfaat apa yang Anda dapatkan selama menjadi mahasiswa magang?</p> <p>8. Perkembangan keterampilan menulis (<i>writing skill</i>) apa saja yang Anda rasakan selama menjadi mahasiswa magang?</p>

Adapted from Ryan & Michael (2012) and Adopted from Worth (2004)

Interview for Supervisor and Operation Manager

No.	Indicator	Question
1.	Speaking	<ol style="list-style-type: none"> 1. Seberapa seringkah Anda berbicara dalam Bahasa Inggris dengan mahasiswa magang? 2. Seberapa seringkah Mahasiswa magang berbicara dalam bahasa Inggris dengan karyawan lain? 3. Topik apa yang biasanya Anda bicarakan dengan mahasiswa magang? 4. Menurut Anda, kesulitan apa yang ditemukan mahasiswa magang saat berbicara dalam Bahasa Inggris? 5. Berdasarkan pengamatan Anda, apa yang biasanya mahasiswa magang lakukan untuk mengatasi kesulitan-kesulitan tersebut? 6. Bagaimana cara Anda membantu mahasiswa magang yang mengalami kesulitan saat berbicara dalam Bahasa Inggris? 7. Menurut Anda, manfaat keterampilan berbicara (<i>speaking skill</i>) apa yang didapatkan oleh mahasiswa magang diperusahaan ini? 8. Menurut Anda, adakah perkembangan keterampilan berbicara (<i>speaking skill</i>) pada mahasiswa magang? Jika iya, perkembangan seperti apa sajakah itu?
2.	Listening	<ol style="list-style-type: none"> 1. Menurut Anda, kesulitan apa yang dirasakan mahasiswa magang saat menangkap maksud dari perkataan Anda saat berkomunikasi dalam Bahasa Inggris? 2. Berdasarkan pengamatan Anda, apa yang biasanya mahasiswa magang lakukan untuk mengatasi kesulitan-kesulitan tersebut? 3. Bagaimana cara Anda membantu mahasiswa magang yang

		<p>mengalami kesulitan saat menangkap maksud dari yang Anda katakan dalam Bahasa Inggris?</p> <p>4. Menurut Anda, manfaat keterampilan menyimak (<i>listening skill</i>) apa yang didapatkan oleh mahasiswa magang di perusahaan ini?</p> <p>5. Menurut Anda, adakah perkembangan keterampilan menyimak (<i>listening skill</i>) pada mahasiswa magang? Jika iya, perkembangan seperti apa sajakah itu?</p>
3.	Writing	<p>1. Seberapa seringkah Anda melihat teks dalam Bahasa Inggris yang dibuat oleh mahasiswa magang?</p> <p>2. Jenis teks Bahasa Inggris seperti apakah yang biasanya dibuat oleh mahasiswa magang?</p> <p>3. Menurut Anda, kesulitan apa yang ditemukan mahasiswa magang saat membuat teks dalam Bahasa Inggris?</p> <p>4. Berdasarkan pengamatan Anda, apa yang biasanya mahasiswa magang lakukan untuk mengatasi kesulitan-kesulitan tersebut?</p> <p>5. Bagaimana cara Anda membantu mahasiswa magang yang mengalami kesulitan saat membuat teks dalam Bahasa Inggris?</p> <p>6. Menurut Anda, manfaat keterampilan menulis (<i>writing skill</i>) apa yang didapatkan oleh mahasiswa magang selama magang di perusahaan ini?</p> <p>7. Menurut Anda, adakah perkembangan keterampilan menulis (<i>writing skill</i>) pada mahasiswa magang? Jika iya, perkembangan seperti apa sajakah itu?</p>

Adapted from Ryan & Michael (2012) and Adopted from Worth (2004)

INTERVIEW TRANSCRIPT

(Michael - Internship Students)

- W : Seberapa sering Anda berbicara dalam Bahasa Inggris di tempat magang?
- R : tidak terlalu sering
- W : Apa kesulitan yang Anda temukan saat berbicara dalam Bahasa Inggris ditempat magang?
- R : pemilihan ini mungkin kata-kata yang pas
- W : Bagaimana cara Anda mengatasi kesulitan-kesulitan tersebut
- R : ehmmm paling nanya sih ke temen yang deket atau saling bantu lah
- W : Dengan siapa biasanya Anda berbicara menggunakan Bahasa Inggris ditempat magang?
- R : dengan atasan
- W : Topik apa yang biasanya Anda bicarakan saat berbicara menggunakan Bahasa Inggris ditempat magang?
- R : ehmm lebih banyak sih mengenai kerjaan, tentang photo editor, itu kan biasanya tentang barang yang live di website
- W : Apa yang Anda lakukan jika lawan bicara Anda tidak mengerti yang Anda katakan saat berkomunikasi menggunakan Bahasa Inggris?
- R : ehmm mungkin diulang atau mungkin pakai bahasa Indonesia
- W : Dari segi *speaking*, manfaat apa yang Anda dapatkan selama menjadi mahasiswa magang?
- R : lebih banyak ini sih kata-kata baru
- W : Perkembangan *speaking skill* apa saja yang Anda rasakan selama menjadi mahasiswa magang?
- R : perkembangannya sih ga terlalu ada sih ya biasa aja gitu
- W : kalau awalnya malu-malu gitu ga ka? Trus sekarang jadi karna udah biasa jadi ya ngomong-ngomong aja gtu?

R : mungkin seperti itu, tapi ga sampe langsung orang ngomong

W ; tapi nunggu ada yang ngomong bahasa Inggris lalu nyaut bahasa Inggris gitu?

R : hehe iya

W : Seberapa sering rekan kerja Anda berbicara dalam Bahasa Inggris atau boleh atasan saja?

R : kalo atasan setiap dia nanya pasti bahasa Inggris

W : oh setiap nanya bahasa Inggris?

R : karna dia bukan orang Indonesia

W : kalau boleh tau orang mana?

R : India

W : Apa kesulitan yang Anda temukan saat mendengar teman Anda berbicara dalam Bahasa Inggris?

R : Mungkin artikulasinya sih, kadangan kurang jelas, jadi kayak ini maksudnya apa gitu, takutnya kan salah

W : Bagaimana cara Anda mengatasi kesulitan-kesulitan tersebut?

R : paling suruh dia ngulang ngomong atau eehhhh tanya temen yang emang lebih sering ngomong sama dia, mungkin lebih ngerti yang dia omongin, seperti itu

W : Apa yang Anda lakukan saat Anda tidak dapat menangkap maksud dari lawan bicara Anda saat berkomunikasi dalam Bahasa Inggris?

R : apa yak? Ehhh senyum aja paling hehe bingung kan

W : Dari segi *listening skill*, manfaat apa yang Anda dapatkan selama menjadi mahasiswa magang?

R : dari listening sih paling yaa lebih banyak kata-kata baru yang masuk kan, jadi lebih banyak kosakata

W : Perkembangan *listening skill* apa saja yang Anda rasakan selama menjadi mahasiswa magang? Apa awalnya slow response jadi fast response mungkin?

R : iya mungkin bisa

W : jadi awalnya slow response jadi fast response?

- R : ya karna banyak kosakata baru kan jadi , ohh mungkin lebih cepet nangkap lahh, sekarang lebih banyak tau, jadi ohh yaa
- W : Seberapa sering Anda membuat teks atau kalimat dalam Bahasa Inggris?
- R : kalo sering ga pernah, tapi pernah, kalo kayak ada atasan email pake bahasa Inggris kan ga mungkin jawabnya pake bahasa Indonesia gitu
- W : Apa kesulitan yang Anda temukan saat membuat teks atau kalimat tersebut?
- R : kesulitannya, kalau untuk nulis sih ga terlalu sulit kan masih bisa pake google translate
- W : Bagaimana cara Anda mengatasi kesulitan-kesulitan tersebut?
- R : iya itu sih, paling kayak ya google translate, atau kamus
- W : Jenis teks atau kalimat apa yang biasanya Anda tulis dalam Bahasa Inggris?
- R : kalimat aja sih biasanya ga sampe descriptive
- W : Untuk siapa biasanya teks atau kalimat tersebut ditujukan?
- R : buat atasan, kalo ga ada yang ngemail pake bahasa Inggris, pokoknya ada yang ngasih bahasa Inggris ya balesnya bahasa Inggris
- W : Pernahkah Anda mempertimbangkan pemilihan kata yang tepat saat membuat text atau kalimat dalam Bahasa Inggris? Mengapa begitu?
- R : pernah sih, ya biar sesuai dengan maksud yang ini sih, takunya kan kalo misalnya salah kalimat kan nanti malah jadi artinya beda, tujuannya beda
- W : kalau beda penerima suka beda penggunaan bahasanya?
- R : nggsk sih, oh kalo iya ke atasan lebih sopan aja, bukan, maksudnya ga terlalu ini sih , gimana yah, ya gitu sih lebih milih yang sopan lah. Kalau ke temen-temen kan ini yang biasa aja
- W : Dari segi *writing*, manfaat apa yang Anda dapatkan selama menjadi mahasiswa magang?
- R : ehmm manfaatnya paling lebih
- W : ka;au dari grammar sendiri dapet ga manfaat writing? Atau biasa aja?
- R : dapet sih, jadi kan lebih teratur gitu nulisnya, gak ngasal

- W : kalau ngirim email gitu, suka mikirin grammarnya ga atau yang penting intinya ini, gitu?
- R : mikir sih, maksudnya biar enak dibacanya hoooh kan aneh kalo ga bener
- W : Perkembangan *writing skill* apa saja yang Anda rasakan selama menjadi mahasiswa magang?
- R : paling lebih teliti lagi sih kalo lagi nulis, kalo dulu kan yaudah ngasal aja yang penting Inggrisnya nyambung gitu. Kalo sekarang mungkin lebih grammarnya diliat dulu takutnya kayak, apaan sih maksudnya gitu.

INTERVIEW TRANSCRIPT

(Farhan - Internship Students)

- W : Seberapa sering Anda berbicara dalam Bahasa Inggris di tempat magang?
- R : ehmm sediperlukannya aja sih
- W : Apa kesulitan yang Anda temukan saat berbicara dalam Bahasa Inggris ditempat magang?
- R : ehmm apa yak, pemilihan kosakata mungkin
- W : Bagaimana cara Anda mengatasi kesulitan-kesulitan tersebut?
- R : ya kita belajar, apa sih belajar menambah kosakata lagi
- W : gimana tu belajranya?
- R : belajar kata kerja, ngeliat kamus kan translate gampang di aksesnya
- W : Dengan siapa biasanya Anda berbicara menggunakan Bahasa Inggris ditempat magang?
- R : ehmm dengan atasan sih
- W : Topik apa yang biasanya Anda bicarakan saat berbicara menggunakan Bahasa Inggris ditempat magang?
- R : pekerjaan, atau ga mungkin ehmm sekitar karyawan yang lain
- W : Apa yang Anda lakukan jika lawan bicara Anda tidak mengerti yang Anda katakan saat berkomunikasi menggunakan Bahasa Inggris?
- R : meminta bantuan teman yang lebih mengerti
- W : Dari segi *speaking*, manfaat apa yang Anda dapatkan selama menjadi mahasiswa magang?
- R : manfaat ehmm kita mempunyai suatu pengalaman, kedua dalam segi bahasa kita menambah kosakata kita dalam berbahasa
- W : Perkembangan *speaking skill* apa saja yang Anda rasakan selama menjadi mahasiswa magang?

- R : ehmm menambah kosakata trus menambah kelancaran juga sih, jadi kita tau mana kosakata yang baik digunakan apalagi sama atasan kan
- W : Seberapa sering rekan kerja Anda berbicara dalam Bahasa Inggris?
- R : sering, karna kalau sama antar teman mungkin bahasa Indonesia bisa tapi kalau sama atasan aering banget pake bahasa Inggris, karna kan atasan dari luar negeri juga, India sama Singapur
- W : Apa kesulitan yang Anda temukan saat mendengar teman Anda berbicara dalam Bahasa Inggris?
- R : listening
- W : susahnya gimana tuh?
- R : nangkep apa yang apa sih, ehmm pendengarannya gitu
- W : Bagaimana cara Anda mengatasi kesulitan-kesulitan tersebut?
- R : bertanya mungkin yah, bertanya ehmm cara apa yang diucapkan tadi, oh ini dibacanya seperti ini, jadi kita ehmm apasih namanya udah terbiasa gitu oh kalau katanya ini jadinya gini, gitu
- W : Apa yang Anda lakukan saat Anda tidak dapat menangkap maksud dari lawan bicara Anda saat berkomunikasi dalam Bahasa Inggris?
- R : menggunakan bahasa isyarat mungkin, iya bahasa tubuh gitu
- W : Dari segi *listening skill*, manfaat apa yang Anda dapatkan selama menjadi mahasiswa magang?
- R : menambah kekuatan pendengaran sih, eh seperti prlafalan bahasa Inggris yang benar di telinga , soalnya suka beda kan bahasa Inggris itu
- W : Perkembangan *listening skill* apa saja yang Anda rasakan selama menjadi mahasiswa magang?
- R : perkembangannyaa, jadi saya lebih mudah mengerti apa yang diucapkan oleh lawan bicara
- W : Apakah Anda pernah membuat teks atau kalimat dalam Bahasa Inggris di tempat magang?
- R : ohh kalo ini gak pernah
- W : oh ga pernah, dalam kata-kata pun tidak pernah?

R : gak pernah, kita disini ga ada tulisannya ko

W : kalo dari 3 skill ini, writing, listening dan speaking yang dominan sering dipake?

R : speaking

W : hmm speakingnya, yang banyak ngasih manfaat?

R : speaking

INTERVIEW TRANSCRIPT

(Ivan – Michael's Supervisor)

- W : Seberapa seringkah Anda berbicara dalam Bahasa Inggris dengan mahasiswa magang?
- R : tidak sering sih, tapi pernah.
- W : Seberapa seringkah Mahasiswa magang berbicara dalam bahasa Inggris dengan karyawan lain?
- R : sering
- W : Topik apa yang biasanya Anda bicarakan dengan mahasiswa magang?
- R : sistem kerjaan
- W : Menurut Anda, kesulitan apa yang ditemukan mahasiswa magang saat berbicara dalam Bahasa Inggris?
- R : bahasa Inggrisnya lebih ke bahasa Inggris ke bisnis, itu sih. Mencari kata-katanya, iya.
- W : Berdasarkan penglihatan Anda, apa yang biasanya mahasiswa magang lakukan untuk mengatasi kesulitan-kesulitan tersebut?
- R : biasanya mereka mencoba untuk nanyain ketemen-temennya yang lebih paham bahasa Inggris.
- W : Bagaimana cara Anda membantu mahasiswa magang yang mengalami kesulitan saat berbicara dalam Bahasa Inggris?
- R : mencoba untuk menjelaskan, mengartikan bahasa Indonesia dlu, baru kita coba untuk ke Inggrisnya, iya.
- W : Menurut Anda, manfaat *speaking skill* apa yang didapatkan oleh mahasiswa magang perusahaan ini?
- R : lebiihhhh, speaking skill untuk, kayak hmm menjelaskan suatu kerjaan sih.
- W : Menurut Anda, adakah perkembangan *speaking skill* pada mahasiswa magang? Jika iya, perkembangan seperti apa sajakah itu?

- R : ada, berani untuk mengemukakan pendapat dalam bahasa Inggris, lebih berani.
- W : Apakah Anda pernah berbicara dalam Bahasa Inggris dengan mahasiswa magang?
- R : pernah
- W : Menurut Anda, kesulitan apa yang dirasakan mahasiswa magang saat menangkap maksud dari perkataan Anda?
- R : ehmm vocalnya kadangan kurang jelas,
- W : Berdasarkan penglihatan Anda, apa yang biasanya mahasiswa magang lakukan untuk mengatasi kesulitan-kesulitan tersebut?
- R : dia akan mencoba lebih ke bahasa Indonesia.
- W : Bagaimana cara Anda membantu mahasiswa magang yang mengalami kesulitan saat menangkap maksud dari yang Anda katakan dalam Bahasa Inggris?
- R : eehmm saya pake penjelasan bahasa Indonesia dengan pelan-pelan.
- W : Menurut Anda, manfaat *listening skill* apa yang didapatkan oleh mahasiswa magang di perusahaan ini?
- R : lebih memahami aja, dariii sistem kerjaan dia gitu
- W : Menurut Anda, adakah perkembangan *listening skill* pada mahasiswa magang? Jika iya, perkembangan seperti apa sajakah itu?
- R : ada, fast response kalau sekarang.
- W : Seberapa seringkah Anda melihat teks atau kalimat dalam Bahasa Inggris yang dibuat oleh mahasiswa magang?
- R : sering
- W : Jenis teks atau kalimat Bahasa Inggris seperti apakah yang biasanya dibuat oleh mahasiswa magang?
- R : lebih keatasan sih, untuk tugas. Report.
- W : Menurut Anda, kesulitan apa yang ditemukan mahasiswa magang saat membuat teks atau kalimat Bahasa Inggris?

- R : lebih kayak mengutarakan, apasih inti dari masalah mereka. Iya, berbelit-belit.
- W : Berdasarkan penglihatan Anda, apa yang biasanya mahasiswa magang lakukan untuk mengatasi kesulitan-kesulitan tersebut?
- R : lebih kayak, lebih kembali ke bahasa Indonesia untuk berdiskusi dengan teman-temannya, jadi teman-temannya yang bantu
- W : Bagaimana cara Anda membantu mahasiswa magang yang mengalami kesulitan saat membuat teks atau kalimat dalam Bahasa Inggris?
- R : biasanya lebih kayak penggunaan google translate sih.
- W : Menurut Anda, manfaat *writing skill* apa yang didapatkan oleh mahasiswa magang selama magang di perusahaan ini?
- R : penulisan email keatasan yag benar.
- W : Menurut Anda, adakah perkembangan *writing skill* pada mahasiswa magang? Jika iya, perkembangan seperti apa sajakah itu?
- R : ada, dia lebih tau poin-poin apa yang harus diucapkan di email tersebut.

INTERVIEW TRANSCRIPT

(Soni – Farhan's Supervisor)

- W : Seberapa seringkah Anda berbicara dalam Bahasa Inggris dengan mahasiswa magang?
- R : ehmm hampir jarang yah
- W : Seberapa seringkah Mahasiswa magang berbicara dalam bahasa Inggris dengan karyawan lain?
- R : ehmm mungkin untuk beberapa yang expert yang bersinggungan langsung dengan expert akan harus banyak speaking in English yah, cuma kita kalo di finance kebetulan ehmm jarang ngomong sama ehmm CEO kita, expert jarang jadi kita komunikasi sih biasa bahasa Indonesia
- W : Topik apa yang biasanya Anda bicarakan dengan mahasiswa magang?
- R : seputar finance aja, karna di finance kan banyak istilah-istilah yang emang jarang kita translate ke bahasa Indonesia yah, soalnya di accounting kita jarang banget ng-translate, contohnya kalau piutang kita biasa ngomongnya accounts receiveable kayak gitu, paling sebatas istilah-istilah aja kayak gitu, cuma basicly, ya istilah di accounting and finance, ga diluar itu. Diluar itu kita masih pake bahasa
- W : Menurut Anda, kesulitan apa yang ditemukan mahasiswa magang saat berbicara dalam Bahasa Inggris?
- R : kalau menurut saya mungkin, gini yak karna saat bicara bahasa Inggris kita harus m biasanya ngomongnya sama expert yah jadi mungkin mereka ada sedikit pressure disana ya gitu, jadi karna ada sedikit gap ehmm tegang mungkin, jadinya ehmm ga lepas ngomong bahasa Inggrisnya
- W : Berdasarkan penglihatan Anda, apa yang biasanya mahasiswa magang lakukan untuk mengatasi kesulitan-kesulitan tersebut?
- R : eh biasanya sih sekarang kan kita udah jaman ehmm smartphone, jadinya banyaknya sih banyaknya yang aku liat suka pakai google translate
- W : Bagaimana cara Anda membantu mahasiswa magang yang mengalami kesulitan saat berbicara dalam Bahasa Inggris?

- R : kalo ngebantu sih kita jarang yah karma sekarang kan anak-anak sekarang kan kayaknya udah pada jago juga bahasa Inggris ya jadi, basicly mereka justru malah banyak cari tau dari aplikasi gitu, kita secara bahasa juga kan disini ga pake bahasa Inggris kan sehari-hari. Mungkin kalau ngobrol sama expert baru ngobrol bahasa Inggris nah baru, cuma itu pun, gak gak setiap hari
- W : Menurut Anda, manfaat *speaking skill* apa yang didapatkan oleh mahasiswa magang diperusahaan ini?
- R : manfaatnya, dari speakingnya yah, ya mungkin jadi lebih berani yah, ehmm karna kan dituntut ngomong bahasa Inggris kalo ngomong dengan expert gitu, artinya ya kadang-kadang kan kita perlu kasih encourage juga kan, salah satunya begitu, dengan ngomong speak English dengan English native speakers nya, nah gitu
- W : Menurut Anda, adakah perkembangan *speaking skill* pada mahasiswa magang? Jika iya, perkembangan seperti apa sajakah itu?
- R : ehmm, supposeitely harusnya ada kan yah, yah dari sisi encouragennya sendiri keberaniannya dalam berbicara bahasa Inggris
- W : Menurut Anda, kesulitan apa yang dirasakan mahasiswa magang saat menangkap maksud dari perkataan Anda?
- R : ahmm mungkin kalau yang diluar background accounting and finance, mungkin akan ada kesulitan yah, kayak kita harus ngejelasin lagi, ya kayak contohnya account relieaveable itu apa
- W : ohh, jadi reexplain gitu ya ka ya?
- R : ahh reexplain lagi, kalo untuk yang mahasiswa yang diluar accounting yah, Cuma kalo yang udah accounting kita basicly kuliah juga udah banyak pake istilah yang diserap kebahasa Indonesia gitu ke pelajaran kita ke kuliah kita, eh jadi ya paling beberapa istilah untuk mahasiswa diluar accounting ya kita harus ngekelasin lagi, gitu.
- W : Berdasarkan penglihatan Anda, apa yang biasanya mahasiswa magang lakukan untuk mengatasi kesulitan-kesulitan tersebut?
- R : ya tadi, google translate tadi, udah paling ngrbantu lah google translate
- W : Bagaimana cara Anda membantu mahasiswa magang yang mengalami kesulitan saat menangkap maksud dari yang Anda katakan dalam Bahasa Inggris?

- R : ehmm itu kita biasanya bantu kita menjelaskan dalam bahasa yah, yang dimana eh karna ya sekalian bantu mereka belajar juga kan, gitu.
- W : Menurut Anda, manfaat *listening skill* apa yang didapatkan oleh mahasiswa magang di perusahaan ini?
- R : ehmm manfaat listening skill yah, ehmm tentu nambah vocabullary yah pastinya
- W : Menurut Anda, adakah perkembangan *listening skill* pada mahasiswa magang? Jika iya, perkembangan seperti apa sajakah itu?
- R : oke, perkembangannya ya itu menambah vocabullary sih jadinya
- W : kalo yang awalnya ada yang ngomong bahasa Inggris nih, jadinya diem-diem mulu, dari yang slow response jadi fast response ada gak? Atau masih sama saja seperti awalnya?
- R : ehmm karna kita juga jarang ngomong bahasa Inggris, jadi saya ga bisa ngambil kesimpulan dari situ, gitu sebenarnya
- W : Seberapa seringkah Anda melihat teks atau kalimat dalam Bahasa Inggris yang dibuat oleh mahasiswa magang?
- R : ehmm lumayan sering yah
- W : Jenis teks atau kalimat Bahasa Inggris seperti apakah yang biasanya dibuat oleh mahasiswa magang?
- R : karna kalau kita kan di accounting kan biasanya kan dalam bentuk report angka dan excel yah, ya itu jadi mungkin automaticly, saya ngeliat repornya biasanya pake-pake istilah accounting sama finance gitu, jadi ehmm dan itupun biasanya ga dalam garis besar dalam satu teks gtu, kita cuma biasanya tulis istilahnya di beberapa sheet excel kayak gitu aja, gitu. Jadi gak gak yang, jadi kalo aku bilang sering yang tadi mungkin sering dalam artian bentuk report financial yah gitu, bukan dalam bentuk teks paragraf begitu.
- W : Menurut Anda, kesulitan apa yang ditemukan mahasiswa magang saat membuat teks atau kalimat Bahasa Inggris?
- R : kesulitannya yah, ya mungkin apa yah, spelling sih karna sekarang udah ada aplikasi ya jadi jarang terjadi gitu ya, jadi kalo kesulitan yang ditemukan mahasiswa ya itu dia kalo yang dia mahasiswa dari luar accounting mungkin kalo di divisi kami ya kesulitannya paling ya istilah yang tadi saya contohkan tadi

- W : Bagaimana cara Anda membantu mahasiswa magang yang mengalami kesulitan saat membuat teks atau kalimat dalam Bahasa Inggris?
- R : ehmm itu saya sarankan pakai google translate yah, karna google translate jujur sekarang sudah bagus saya liat ada perkembangannya juga
- W : Menurut Anda, manfaat *writing skill* apa yang didapatkan oleh mahasiswa magang selama magang di perusahaan ini?
- R : ehmm writing skill yah, ya mungkin nisa jadinya terbiasa ngebuat report in English yah dan kalau di accounting ya jadinya tau basic-basic orang ngerjain accounting gimana gitu, accounting and finance
- W : Menurut Anda, adakah perkembangan *writing skill* pada mahasiswa magang? Jika iya, perkembangan seperti apa sajakah itu?
- R : perkembangan yah, ya tentu namnay oarang magang kan cari ilmu juga yah disini pasti dapetlah. Perkembangannya ya mereka lebih ngerti cara bikin report dalam bentuk excel kita biasanya. Kita kan kalau di finance biasanya banyak yang angka-angka gitu, jadi bahasa Inggrisnya cenderung ga terlalu banyak gitu

INTERVIEW TRANSCRIPT
(Eca - HR Operation Manager)

- W : Seberapa seringkah Anda berbicara dalam Bahasa Inggris dengan mahasiswa magang?
- R : eemm seberapa sering tergantung ada mahasiswa magang dari luar, dan dalam tahun 2018 ada sekitar 7 mahasiswa magang yang dari luar, jadi kurang lebih dalam setahun itu terus berbicara dengan bahasa Inggris
- W : kalau mahasiswa magang seperti Indonesia sering ga ka?
- R : kalau Indonesia jarang sih.
- W : Seberapa seringkah Mahasiswa magang berbicara dalam bahasa Inggris dengan karyawan lain?
- R : kalau sesama lokal kita sih nggak yah, karna sudah terbiasa bahasa Jakarta aja logat Jakarta aja, tapi kalau ada expatriate satu disitu, mau tidak mau kita harus berbicara Inggris, agar tidak terkesannya exclusive pembicaraannya
- W : Topik apa yang biasanya Anda bicarakan dengan mahasiswa magang?
- R : oh dengan anak magang, kebutuhan dia biasanya, ada yang magang karna mengisi waktu luang, sudah lulus. Ada yang karna program dari kampus, biasanya banyak diskusi dengan anak-anak magang karna program dari kampus, karna untuk menyelesaikan studi. Biasanya untuk kebutuhan administratif atau dia mau tanya-tanya tentang kantor, segala macam.
- W : Menurut Anda, kesulitan apa yang ditemukan mahasiswa magang saat berbicara dalam Bahasa Inggris?
- R : eeemm, grammar pasti, iya grammar daann aksen, karna terlalu ter-Indonesia sekali
- W : Berdasarkan penglihatan Anda, apa yang biasanya mahasiswa magang lakukan untuk mengatasi kesulitan-kesulitan tersebut?
- R : owhhh, sejauh ini yang justru bikin kagum adalah, meskipun mereka kurang bisa, tapi percaya diri mereka tinggi, sehingga mengatasi kesulitan saya rasa mungkin mereka pun setelah itu pasti merasa “wah salah ngomong nih” segala macam. Tapi dari ya itu ya, dari jam terbang ngomong itu, daily mau gak mau berhadapan dengan orang yang sama, leader yang sama mungkin

yang dari luar, mau tidak mau dia akan improve, dia akan menanganinya, dia akan, sendirinya dia akan improve

W : Bagaimana cara Anda membantu mahasiswa magang yang mengalami kesulitan saat berbicara dalam Bahasa Inggris?

R : biasanya mereka bertanya, iya ada yang bertanya beberapa. Langsung tanya, “gimana biar bagus bahasa Inggrisnya?”. Kalau saya sih gak ngajarin dengan detail, saya cuma bilang “belajarlah untuk tidak general English tapi, business English, karna ini dikantor.

W : Menurut Anda, manfaat *speaking skill* apa yang didapatkan oleh mahasiswa magang di perusahaan ini?

R : listening, pasti. Karna kita kalau meeting jarang sekali Indonesia. Apalagi time hall meeting, time hall meeting itu kita meeting itu semua, semua satu kantor. Town hall meeting. Listening pasti dan ya kalau ada beberapa anak anak yang butuh nulis email, dia pasti juga belajar writing, speaking, sama satu lagi apa yah? Reading. Reading mungkin jarang iya jarang disini reading. Iya speaking juga.

W : Menurut Anda, adakah perkembangan *speaking skill* pada mahasiswa magang? Jika iya, perkembangan seperti apa sajakah itu?

R : pada mahasiswa magang, ehmm iya. Tapi sepertinya saya lebih suka bilang mental untuk berbicara even dia mungkin semua orang sebenarnya bisa kali ya speaking English, pasti bisa. Dengan vocab yang ada grammar yang ada, tapi mentalnya untuk, nah setiap town hall meeting itu, eemm crishnan CEO kita, dia mau semua yang baru join dalam town hall meeting itu sebulan sekali, dalam sebulan itu siapa yang join harus memperkenalkan diri, which is banyak anak magang, jadi mereka mau tidak mau harus speech. Dan itu, culture yang crishnan bangun mau posisi lo apa ga penting, walaupun cuma intern tapi dia mau semua orang ngomong, dan disitu anak-anak mau gak mau mental to speaknya ngomong gitu, dan ternyata bisa.

W : Apakah Anda pernah berbicara dalam Bahasa Inggris dengan mahasiswa magang?

R : iya, karna waktu itu ada yang dari italy, ada yang dari india, ada yang dari eropa juga.

W : Menurut Anda, kesulitan apa yang dirasakan mahasiswa magang saat menangkap maksud dari perkataan Anda?

- R : ohh, iya saya pernah interview anak magang lokal untuk eeee nanti bekerja dengan salah satu expatriate. Mau tidak mau saya tanya, eemmm skill English. Dan ketika ditanya, emm “gimana kamu keberatan jika continue this interview in English?”. Nah, disitu kalau diliat, dia kagoknya dimana gitu yah. Eee di aksen yang tiba-tiba berubah, saya pun belajar , saya pun belajar merubah aksen Indo menjadi memang aksen English. Misalkan kita disini suka nanya, eemmm “bisa yah?” emm Indonesianya kan gitu. Tapi kan Englishnya gak harus “can yah?”, nah kalau disini suka “can yah, can yah” gitu. Emm dari aksen itu yang berubah rasanya itu memang jadi ilang karna kayaknya kita kalau dengerin kalimat itu dari aksen juga, dari nada kita tau tuh dia nanya apa. Jadi kalau nada kita udah berubah yang “can you tell blablalaa” kayaknya pusingnya disitu, tapi kalau untuk kosakata dia sih pasti tau lah. So far, anak-anak magang tu masih banyak yang tau.
- W : Berdasarkan penglihatan Anda, apa yang biasanya mahasiswa magang lakukan untuk mengatasi kesulitan-kesulitan tersebut?
- R : eemmm biasanya mereka menjawab “yes man”. Kalau ditanya “sulit gak?” “gampang gak?” iyaaa, untuk mempersingkat. Biasanya mengatasi kesulitan itu mereka memilih untuk cari aja jalan pintasnya jawabannya. Kalo kita Indonesia kan kayak gini kan, sebenarnya enak kan ngejelasinnya, “sebenarnya tuh gini, kayak gini” tapi kadangan mungkin ga punya keberanian untuk ngomong sepanjang itu atau I don’t know lah, makannya mereka memilih lebih ke “yes” “no” ya lebih ke langsung ajalah, jawab ajalah, gituu.
- W : Bagaimana cara Anda membantu mahasiswa magang yang mengalami kesulitan saat menangkap maksud dari yang Anda katakan dalam Bahasa Inggris?
- R : emmm, saya kulik lagi saya kulik lagi, jadi waktu itu pernah tanya kok, “what...” ehmm apa yah nanya apa aku lupa, jadi dikulik lagi, oohh jadi waktu itu nanya, ehmm current experience dia. Eehmm sebelum, waktu dia interview disini, dia ehmm jawabnya ya gitu Cuma seadanya intern bla bla bla segala macem, ehmm kulik lagi aja “apa yang dikerjain?” nanti dia udah mulai kayak “do paper” “oh something administrative?” “oh ya administrative”. Jadi dia pun mendapat kosakata juga, jadi dikodein aja, nanti dia bagian yes yes aja.
- W : Menurut Anda, manfaat *listening skill* apa yang didapatkan oleh mahasiswa magang di perusahaan ini?
- R : kalo untuk listening, ehmm iya sih jadi, ehmm maksudnya mereka mendapati listening skill apa dari sini? Ohh kalo untuk listening saya jarang melihat anak-anak magang berkembang dari segi listening, karna mungkin

namanya kita kalau ngobrol kalau soal kerjaan pasti confidential, pasti kita anak magang ibaratnya ga diajak dulu lah. Tapi kalau mungkin dari segi becanda, kadang kita suka bercanda, ngumpul, ngobrol, iya sih pasti mereka juga belajar untuk dengerin ehmm aksennya ini India, kita juga ada Eropa disini, ada juga Singapur, jadi saya rasa sih berkembang sih cuma saya kurang ngeliat lebih dalam sih skill yang mereka dapet. Tapi harusnya bisa, karna sesimple ehmm mereka bisa ohh fast listening. Jadi dateng orang ke tim terus “where is ini..?” dia pasti langsung ngeh, oh lagi nyari. Mau gak mau, toilet pak, ini.

W : Menurut Anda, adakah perkembangan *listening skill* pada mahasiswa magang? Jika iya, perkembangan seperti apa sajakah itu?

R : jadi kalau perkembangan lebih banyak terlihat di fast respond yang awalnya slow respond.

W : Seberapa seringkah Anda melihat teks atau kalimat dalam Bahasa Inggris yang dibuat oleh mahasiswa magang?

R : mungkin iya, tapi bukan di bagian product, tapi pernah.

W : Jenis teks atau kalimat Bahasa Inggris seperti apakah yang biasanya dibuat oleh mahasiswa magang?

R : ohh biasa deskriptif sih deskriptif. Menjelaskan iya, atau ijin gitu ijin. Iya karna so far disini kita reportnya sana sini, banyak juga yag kayak headnya paling tinggi expert expert juga, jadi mau gak mau basic language kita kalo disini kalo bisa English aja. Ya jadi kalo mereka mau email mau ijin, misalkan “permitted leave for class, morning class” atau apa gitu, nanti dateng siang, nah itu kan mereka tulisnya in English kan.

W : Menurut Anda, kesulitan apa yang ditemukan mahasiswa magang saat membuat teks atau kalimat Bahasa Inggris?

R : of course, grammar, dan cara menulis karna ya nulisnya masih Indonesia banget.

W : Berdasarkan penglihatan Anda, apa yang biasanya mahasiswa magang lakukan untuk mengatasi kesulitan-kesulitan tersebut?

R : kalau dari writing ya, karna ga ada yang komen kali yah, jadi biasanya sih mereka nyaman-nyaman aja. Biasanya sih menurut mereka, yaudalah bener, ga ada yang komen juga.

W : Bagaimana cara Anda membantu mahasiswa magang yang mengalami kesulitan saat membuat teks atau kalimat dalam Bahasa Inggris?

- R : ehmm pernah miscom, anak magang sama intern, eh anak magang sama intern. intern sama boss nya, intern sama boss terlalu tinggi, intern sama supervisornya, supervisornya yang kebetulan dari luar, dan diaa ya intinya kita tu kalo Cuma mau bilang kan “oh saya lagi diluar” atau “saya apa..” in English itu bisa terkesan kasar, nah boss saya menanggapi, si supervisor ini menanggapinya “ohh ni anak ini ko kayak menggampang kan” padahal sebenarnya cara indonesia kita ya begitu gtu. Tapi memang kalau di English kan kita harus jelasinnya harus dengan menggunakan pemilihan kata, jadinya misscom, jadinya kita bantu buat tegur, sebagai SR juga kan. Karena sudah terjadi misscom, tapi kalau pun ga sampe ke masalha kayak gitu, untuk membantu mereka sih lebih kee misalkam kalau saya baca, “ni kkamu ngajuin buat kapan sih, mana sih kamu jelasin dimana?” lebih ke iya, mau ga mau kita complain kalo ada yang salah. Iya lebih ke content.
- W : Menurut Anda, manfaat *writing skill* apa yang didapatkan oleh mahasiswa magang selama magang di perusahaan ini?
- R : writing skill, fill in the blank sih hehe. Iya mau gak mau mulai dari blank, blank sheet gitu, ga bisa yang ngambil dari yang udah-udah.
- W : Menurut Anda, adakah perkembangan *writing skill* pada mahasiswa magang? Jika iya, perkembangan seperti apa sajakah itu?
- R : wiring skill, iya pasti ada, sesimple ijin, sesimple mgechat ke grup, grup WA kita kayaknya haram sekali kalu chat Indonesia. Iya rasanya tu haram sekali kalau chat Indoneisa, karna semua tulisan itu sudah semua dengan berbahasa inggris. Mau komen apapun, orang kirim foto, semua English didalam grup WA kantor, 1 kantor. Jadi mau gak mau emang harus speak English, eh write English, ketik English.