



Categorization of english varieties used in students' video presentations

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ABSTRACT

The characteristic of Indonesian people especially students in the school or university are more contributing of English varieties. Video presentation is one of the phenomena occurring in English varieties. The aim of the study is to identify categorization of English varieties used in students' video presentations. This study focuses: 1) how the categorization of English varieties used in students' video presentations; 2) what the dominant categorization of English variety in students' video presentations is; 3) why the dominant categorization of English variety used in students' video presentations. This study will apply the qualitative method. The data is obtained from the students' video presentations in STKIP Budidaya Binjai and Battuta University. The data will be conducted by applying content analysis. The stages of the study are: 1) collecting the data from the students' video presentation in the group tasks; 2) categorization of English varieties into pronunciation, plural, and grammar; 3) identifying the dominant categorization of English varieties in students' video presentation; 4) investigation the reason of the dominant categorization of English varieties in students' video presentation. The results are: 1). the categorization of English varieties consists of pronunciation, plural, and grammar base on the data in spoken area, 2). the dominant of the categorization English varieties chosen is because the highest percentage used in the video. The percentage of pronunciation is 73.92%, 3).

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INTRODUCTION

American English, British English, Canadian English, Australia English, Singaporean English, Malaysian English and so on are varieties of English which are familiar and well-known around the world. In Singapore or Malaysia, in these two countries, English is a second language, i.e. it is

widely used within the country, for example: as a language of instruction at school, as a language of business and government, and every day communication by some people. It is a second language (in Kachru's figure, Malaysia and Singapore are in the *outer circle* where English is a second language (L2)) (Gerritsen et al., 2016).

How about Indonesian English? And what is it. For Indonesian, English is a foreign language (Indonesian is one of the *expanding circle* in Kachru's figure of English varieties) (Gerritsen et al., 2016) because it is taught as a subject in schools but not used as a medium instruction in general education or as a language of communication within the country.

Therefore, English in Indonesia has a big challenge to study in the Standard English. Education has an important role in English varieties. It can be found in the school and campus to figure out this condition. Nowadays many medias have been used to improve students' skill in language especially English. The video is one of the media to study English especially in the pandemic era. There is a space to meet directly.

According to Kachru et al. (in Proshina & Nelson, 2020) state that these varieties of English belong to the third group of Englishes that are regularly named Expanding Circle Englishes in the famous Three Circles Theory. The other two groups are termed Inner Circle Englishes, characterized as native (first) languages for the majority of their countries' populations and serving almost all possible functions within their communities, and Outer Circle Englishes, institutionalized and serving as a second official (co-official) language in their country's institutions.

Categorization of English Varieties

Pronunciation

According to Metruk (2017) elaborates that there exist many English pronunciation varieties in the world - including London, Scottish, Welsh, Irish, Australian, Canadian, New Zealand, South African, etc. However, there are two accents which learners of English desire to attain, namely BBC pronunciation and General American (GA). The specific differences can be categorized as differences in: a). Phonemic inventories, b). Allophonic variations, c). Pronouncing common words, d). Word stress, e). Sentence stress, f). Intonation, and g). Overall sound and voice quality.

Plural

Borer (in Mathieu, 2013) takes the data in (1) and (2) (originally from Krifka 1989) to suggest that the plural is not an operation on singulars. Instead, the role of the plural is to portion out undivided mass. (1b) is perfectly acceptable as an answer to the question in (1a) despite the fact that there is only one (full) individual involved. In fact, as the answer in (2b) to the question (2a) shows, the plural need not even refer to individuals at all, since in this case not even one child is being referred to.

- (1) a. What is the average number of children at home per family in your country?
b. 1.3 children.
- (2) a. What is the average number of children at home per family in your country?
b. 0.3 children.

Grammar

According to Debata (2013) says that grammar is the study of words and the ways words work together; an invisible force that guides us as we put words together into sentences. Any person who communicates using a particular language, consciously or unconsciously becomes aware of the grammar of that language.

Video Presentation

According to research by Allen & Ryan (in Guo, 2013) on videotaped microteaching/presentations conducted at Harvard University, videotaped student teachers performed better than those with standard preparation (i.e., without the use of videotaping). It was

also reported that videotaping was a time efficient technique for teacher preparation—the total time involvement in the videotaped microteaching/presentations was less than 10 hours per week, as compared with the 25-hour-per-week commitment normally required.

Based on the literature review, the writers are excited to analyze the English varieties used in students' video presentations. It will be focused by identifying of categorization English varieties used in students' video presentations, identifying the dominant English variety used in students' video presentations, and investigating the reason for the use of the dominant English variety used in students' video presentations.

RESEARCH METHODOLOGY

The writers apply qualitative research approach. The purpose of qualitative research study is to examine phenomena that impact on the lived reality of individuals or groups in a particular cultural and social context, students firmly anchored in a methodological school of thought are finely textured and nuanced – producing a much higher quality outcome (Hignett & McDermott, 2015).

Data and Data Source

The types of data that can be collected are very varied, and it could be said that the data comprises whatever can be seen or heard which helps the researcher to get to the bottom of the issues implicit in the research questions (Holliday, 2015). The data in this study is collected in the data source. The data source is collection of the group task in the speaking area by video presentation in STKIP Budidaya Binjai and Battuta University.

Technique of Data Collection

The process of data collection follows the identification of the sample population. Data collection can take the form of direct data or indirect data. Direct data include recordable spoken or written words and also observable body-language, actions and interactions. Indirect data are generated, in the first instance, by someone or something else, such as through documents or photographs reporting an even or an artistic rendition of an event or experience (e.g. novels, songs, paintings, poems, photographs) (Whitehead & Whitehead, 2016). In this study, the data collection is collected by students' video presentations in group task. They are saved in E-Learning system during studying online.

Data Analysis

Spoken and visual data may be converted into written data via transcription but can also be analyzed directly as audio and image files (Hignett & McDermott, 2015). The data source is video presentation which can be analyzed into identifying categorization of English varieties in students' video presentations, identifying the dominant categorization of English variety used in students' video presentations, and investigating the reason for the use of the dominant categorization of English variety used in students' video presentations.

Table 1.

The steps of the technique of data analysis

No.	Procedures	Products
1.	Identifying the data into the categorization of English varieties in students' video presentations	This step produced the four categories of English varieties; they are pronunciation, plural, and grammar.
2.	Identifying the dominant categorization of English variety used in students' video presentations	This step produced the dominant categorization of English varieties used (pronunciation, plural, and grammar) in the students' video presentations
3.	Investigating the reason for the use of dominant categorization of English Variety used in students'	This step produced the result of the explaining about the dominant categorization of English varieties used in students' video presentations

 video presentations

RESULTS AND DISCUSSIONS

Result

Categorization of English Varieties in Students' Video Presentations

Based on the source of data was taken 2 locations namely students in STKIP Budidaya Binjai and Batutta University. The total students are 20 students. The video presentations were conducted in online platforms namely YouTube and Reels of Instagram. The categorization analysis consists of pronunciation, plural, and grammar. Three categorized was chosen by the most error used in English for Indonesian students as a Foreign Language.

Table 2.
The Categorization of English Varieties

No	Students' Initials Name	Link of Video	Categorization of English Varieties		
			Pronunciation	Plural	Grammar
1.	FN	https://www.youtube.com/watch?v=B7LbY-v4G3I	Error: a. "course" (/kɜ:rs/) b. "snack" (/sneɪk/)		Error: a. This morning, I woke up at 5 o'clock. b. After clean the bed, I immediately took a shower. c. After that, I swept the floor. d. Next, I made a video assignment. e. because the weather was dark, I took the clothes line. f. After that, I was kind of hungry g. After playing my cellphone, I went to sleep.
2.	DMG	https://www.youtube.com/watch?v=Y0UdDiWMU14	Error: a. "brown" (/bru:n/) b. "add" (/i:t/) c. "course" (/kɜ:rs/) d. "water"	Error: a. The first subtitle from my notes	Error: a. Here the result (the correct answer: "here is the result") b. Sometimes good,

All of the errors are wrong about using the tense choices. The case is daily activity; the best tense is using present tense. The error use past tense.

			(/ 'wa:tər/)						
			e. "made"						sometimes not
			(/mɪd/)						(the correct
									answer:
									"sometimes is
									good and
									sometimes is
									not good")
									c. I started making
3.	MK	https://www.youtube.com/watch?v=ng_fMiNjMZo	Error:						
			a. I put the link						
			"there" (d3r)						
			b. "ultimate"						
			(/ 'ul.tə.mət/)						
4.	SGS	https://www.youtube.com/watch?v=C8zwYY7XL90	Error:						Error:
			a. "choose"						a. He was finally
			(/cu:z/)						able to fly and
			b. "tortoise"						feel proud
			(/ 'tɔ:r.tɔis/)						(the correct
			c. "heavy"						answer: "he
			(/ 'hiv.i/)						was finally able
			d. "fell" (/fi:l/)						to fly and felt
									proud")
									b. He'll so feel
									hard (the
									correct answer:
									"he fell so
									hard")
5.	SE	https://www.youtube.com/watch?v=q8ieiYPgJYU	Error:		Error:				Error:
			a. "fruit"		a. I cut into a				a. Let's get start
			(/frui:t/)		small piece				(the correct
			b. "finally"						answer: "let's
			(/ 'fi.nəl.i/)						get starts")
			c. "choice"						b. This morning is
			(/tʃo:z/)						very bright, is
			d. "threw"						it? (the correct
			(/dru:/)						answer: "this
			e. "arrange"						morning is very
			(/ə'reɪz/)						bright, isn't it?")
			f. "put" (/pʊt/)						c. We are super
									complete in this
									minimarket (the
									correct answer:
									"we are at the
									complete
									supermarket")
									d. I got home (the
									correct answer:
									"I arrived at
									home")
6.	DH	https://www.youtube.com/watch?v=P4NvBJmx8jQ	Error:		Error:				
			a. "English"		a. Choco chip				
			(/ 'en.ɡlɪʃ/)						
			b. "third" (/tri:d/)						
			c. "material"						
			(/mə'ter.əl/)						
			d. "sachet"						

		(/sæj̃ːet/)			
7.	DS	https://www.youtube.com/watch?v=MPOEiZcbP4E	Error: a. "major" (/ˈma.dʒə/) b. "discussion" (/diˈskʌʃ.ən/) c. "civilization" (/ˌzɪv.əl.əˈzeɪ.ʃən/) d. "guess" (/ˈɡes/) e. "alright" (/o:lˈraɪt/) f. "may" (/maɪ/) g. "answer" (/ˈɑn.sə/) h. "all" (/ɑ:l/) i. "return" (/reˈtu:n/)	Error: a. Introduce myself (the correct answer: "Let me introduce myself") b. I welcome (the correct answer: "time and place is yours")	
8.	NAT	https://www.youtube.com/watch?v=gMZ9vb4BmZg	Error: a. "effect" (/eˈfekt/)	Error: a. I just using (the correct answer: "I am using") b. After pray I start my skin care routine (the correct answer: "After praying I start my skin care routine") c. I feel more fresh now (the correct answer: "I feel fresher than before") d. This is moisturizer my face, makes my face more calm (the correct answer: "This is moisturizer my face, makes my face calmer than before")	
9.	HN	https://www.youtube.com/watch?v=l5FACzuBGz0	Error: a. "third" (/θɪ:d/) b. "English" (/ˈeŋ.ɡlɪʃ/) c. "video" (/ˈvɪd.i.oʊ/) d. "screenshot" (/ˈskri:n.ʃo:t/)	Error: a. Their color	Error: a. The shade color is doesn't suitable (the correct answer: "the shade color isn't suitable")

10.	WA	https://www.youtube.com/watch?v=ZFgBCr4LEh0	Error: a. "history" (/ 'his.tɔ.i/) b. "mouth" (/mouθ/) c. "cartoon" (/kɑ:r'te:n/)		
11.	IAS	https://www.instagram.com/reel/CmYCzB8DEUY/?igshid=NjcyZGVjMzk=	Error: a. "die" (/daɪ/) b. "learn" (/ /lɜ:n/) c. "were" (/wɜ:/) d. "quotes" (/kwɔt/s)	Error: a. My motivational quotes is	Error: a. I am Majoring (the correct answer: My majoring..") b. My my motivational quotes (the correct answer: "my motivational quotes")
12.	OKT	https://www.instagram.com/reel/CmaeHSGqw5R/?igshid=NjcyZGVjMzk=	Error: a. "early" (/ 'ɜ:.li/) b. "childhood" (/ 'tʃaɪld.hʊd/)	Error: a. My hobby are cooking	Error: a. Where i live (the correct answer: "where do I live?")
13.	HDA	https://www.instagram.com/reel/Clv4q11gJT7/?igshid=NjcyZGVjMzk=	Error: a. "let me" (/let mi/) b. "introduce" (/ ,ɪn.trə'dʒu:s/)	Error: a. My hobby are swimming	Error: a. My major law (the correct answer: "my major is law")
14.	DER	https://www.instagram.com/reel/ClxhzWEJqth/?igshid=NjcyZGVjMzk=	Error: a. "introduce" (/ ,ɪn.trə'dʒu:s/) b. "law" (/la:/) c. "university" (/ ,ju:.nə'vɜ:..sə.tɪ/) d. "enjoying" (/m'dʒɔɪɪn/)	Error: a. My favorite color is black, white and red	Error: a. My hobby travelling around, enjoying cullinaire, watch the cinema (the correct answer: "My hobbies are travelling around the world, enjoying culinary, and watching the cinema") b. I can speak English a little little (the correct answer: "I can speak English a little")

				c. I happy (the correct answer: "I am happy")
15.	TTA	https://www.instagram.com/reel/CmVQIk1BX7m/?igshid=NjcyZGVjMzk=	Error: a. "have" (/hæv/) b. "black" (/blæk/) c. "well" (/wel/)	Error: a. I have hobbies like dancing (the correct answer: "My hobby is dancing")
16.	SHF	https://www.instagram.com/reel/Clv9E57pMdK/?igshid=NjcyZGVjMzk=	Error: a. "my self" (/mai/self/)	Error: a. I have two cat Error: a. My name full is (the correct answer: "My full name is") b. My name nick is (the correct answer: "My nick name is")
17.	BSG	https://www.instagram.com/reel/ClxY45uDWaz/?igshid=NjcyZGVjMzk=	Error: a. "introduce" (/ɪn.trə'dʒu:s/) b. "hope" (/hoʊp/)	Error: a. There is my mom and my dad
18.	JND	https://www.instagram.com/tv/Ca7GD6vBqww/?igshid=NjcyZGVjMzk=	Error: a. "nice" (/naɪs/) b. "also" (/ˈɑ:l.sou/) c. "time" (/taɪm/) d. "finally" (/ˈfaɪ.nəl.i/)	Error: a. He finish the study last year (the correct answer: "He finished the study last year)
19.	ARA	https://www.instagram.com/reel/CmWBqRZjhGe/?igshid=NjcyZGVjMzk=	Error: a. "enough" (/əˈnʌf/)	Error: a. You can call me is (the correct answer: "You can call me..")
20.	ARD	https://www.instagram.com/reel/CmTmiCJLfx/?igshid=NjcyZGVjMzk=	Error: a. "assignment" (/əˈsaɪn.mənt/) b. "learn" (/lɜ:n/) c. "forgive" (/fɔːˈgɪv/)	Error: a. My live at (the correct answer: "I live at...")

The data showed that the error of using pronunciation, plural, and grammar that have varieties result base on the case.

The Dominant Categorization of English Varieties Used in Students' Video Presentations

Based on the data analysis, the result of dominant categorization of English varieties used in students' video presentation is pronunciation as a first rank, grammar used as a second rank, and the last is plural used. This rank was showed by the dominant error in categorization English varieties aspects.

Table 3.
Categorization of English Varieties Percentage

No.	Students' Initials Name	Categorization of English Varieties		
		Pronunciation	Plural	Grammar
1.	FN	2	-	7
2.	DMG	5	1	3
3.	MK	2	-	-
4.	SGS	4	-	2
5.	SE	6	1	4
6.	DH	4	1	-
7.	DS	9	-	2
8.	NAT	1	-	4
9.	HN	4	1	1
10.	WA	3	-	-
11.	IAS	4	1	2
12.	OKT	2	1	1
13.	HDA	2	1	1
14.	DER	4	1	3
15.	TTA	3	-	1
16.	SHF	1	1	2
17.	BSG	2	1	-
18.	JND	4	-	1
19.	ARA	1	-	1
20.	ARD	3	-	1
Total		66	10	36
Total in Percentage		73.92%	11.2%	40.32%

The dominant of the categorization English varieties chosen is because the highest percentage used in the video. Pronunciation is the most wanted item difference between English from native as a first language and Indonesian users as a foreign language user.

The Reason Dominant Categorization of English Varieties Used in Students' Video Presentations

The percentage showed that pronunciation has a powerful reason English varieties used happened for Indonesian students as a foreign language status of English. It figured out accent of eastern people has a big contribution to pronounce every single word in English rules. English has standardized rules for all of the people who study English around the world. It can be seen in the English test namely TOEFL, IELTS, TOEP, and others. All of the test system assessments apply for all of the countries. Pronunciation is one of the assessments in English test while it makes to cover the accent of English users for all of the countries. As Indonesian students have a big chance to reach the standardization in pronunciation aspect. That's why studying English in the school or university that have many techniques in pronunciation studies. One of the technique comes from (Purwanto, 2019) explains that teaching pronunciation by the Pronunciation Practice Module (course syllabus), the findings dismantled that pronunciation course syllabus sufficiently cater the students with the new-fashioned pronunciation teaching materials, such as emphasizing on how to produce accurate English vowels and consonants.

Indonesian students in English pronunciation based on the video presentations, most of them pronounce English words using the accent of Indonesia standardized then switch to English. This phenomenon happened more often in many cases, they are lazy to check the English pronunciation pattern. They repeat the same mistakes often and it becomes as a habit. Then it

stimulates others to follow it. This is a reason happened English varieties in Indonesian students about studying pronunciation.

Discussion

An English variety in Indonesia brings to phenomenon which is interested area in research especially the process of Indonesian people studying about English. It can be seen that English has a foreign language. The status of English in Indonesia today, setting this in its historical, political, socio-cultural and linguistic context. This phenomenon happens in some cases like in Singapore or Singlish (Singapore English). Research has revealed that Singlish is still widespread in all walks of life in the country. It is not only spoken by students in schools and universities but also by school and university teachers who are supposed to be the custodian of the 'good' standard of Singapore English. The challenge is expected to at least remain especially as technology in the form of social media is playing more and more important role in the lives of school students and even younger children. The ungrammatical text messages and chat room hybrid sentences generated by the social media will most likely enter the school academic sphere in due course (Routledge et al., 2018).

In this case, English variety in Asian country has a positive affect from the users itself even though there is a negative effect because it is not English standardization. In Indonesia, a number of Indonesian people can be considered informal learners of English as the environment – whether on the streets or in social media – shows quite an extensive use of English. However, since Indonesian is the national and formal language for all Indonesian people, the status of English in Indonesia is still in a grey area, although it is considered a foreign language. Such situations lead to the inevitable occurrence of an Indonesian variety of English, as people try to use English according to their knowledge, their understanding from their environment, from their formal or informal education, or what they think to be English. One of the factors that may influence this variety is the Indonesian language. Indolish might not be an institutionalized variety, meaning that the expressions, vocabulary or grammar have not been standardized, but Indolish exists sporadically in Indonesian society, as a number of expressions or notices written in English and mixed with the Indonesian structure. In this study, the use of Indolish is broadened to any Indonesian English variety found in society (Dewi et al., 2018).

CONCLUSION

Categorization of English varieties used in students' video presentations conduct in the oral or spoken area discussion. The data analysis components base on the spoken area which is different with the written area. This concludes that the categorization of English varieties used have three aspects assessments analysis namely pronunciation, plural, and grammar used. These three aspects chosen are based on error mistaken in spoken area test. The pronunciation has the dominant area happened English varieties for Indonesian students because they are used to Indonesian accent into English pattern. It makes contrast in English pattern assessment. Meanwhile English pattern is completely arrangement standardization for all countries. This makes a big chance to learner and tutor studying English as a foreign language.

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