INVESTIGATING EFL USERS' OF INDONESIAN WORKERS ABROAD ON ENGLISH INFORMAL DIGITAL LEARNING

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Abstract

This research explores the dynamics of English as a Foreign Language (EFL) users' engagement in informal digital learning among Indonesian workers living and working abroad. The study delves into the multifaceted landscape of informal English language acquisition facilitated by digital platforms, shedding light on the motivations, preferences, and challenges faced by this specific demographic. Drawing on qualitative and quantitative data, this investigation seeks to answer key questions regarding the utilization of digital resources, social media, language exchange platforms, and other informal learning tools by Indonesian workers overseas. It aims to understand how these individuals navigate their linguistic journey, adapt to varying learning environments, and harness technology-driven opportunities for improving their English proficiency. The findings of this study are expected to contribute valuable insights to the fields of language education and migration studies, offering a comprehensive understanding of how EFL users from non-English-speaking backgrounds leverage digital resources to enhance their language skills in informal settings. Ultimately, the research strives to inform the development of more effective language learning support systems for this unique demographic, addressing their specific needs and aspirations in the context of English language acquisition.

Keywords: Digital learning, Language Acquisition, Technology.

INTRODUCTION

In this globalization era, many Indonesian citizens want to get better jobs and better salaries by working abroad (World Bank Indonesia, 2022). This is as long as any Indonesian worker who fulfills the criteria as a job seeker will work abroad and is registered in a regency/municipal government institution responsible for manpower affairs (Regulation of the Government of the Republic od Indonesia number 10 of 2020).

Therefore, they must be familiar with English as their second language besides Bahasa Indonesia and/or other languages, as we know English as a global language (Crystal, 2003).

People learn English in an EFL environment so that they can communicate with other English speakers all around the world (Harmer, 2007). As EFL users, we can enhance our English in casual settings. Informal learning is unorganized and develops unwittingly, intentionally, unavoidably, spontaneously, in any place, at any moment, beyond any form of instruction, by various techniques, independently or in working together among other people (Gramegna, 2012). Informal learning can now be done digitally because, in today's digital learning environment, the digital era provides an essential part in boosting the skills of language beginners (Goria et al., 2019; Yurdagul &Oz, 2018). Language learners in an informal online instruction atmosphere are confronted with the task of actively choosing a particularly accessible digital instructional method to enhance their responsive and creative language abilities. (Lai et al., 2016; Webb & Doman, 2020). The affordability and perks of internet

supplies, electronic equipment, and social media platforms highlight today's environment for acquiring English as another spoken language (Klimova, 2019; Salehi & Salehi, 2012). Sockett (2014) also stated that in informal online English learning activities, the use of the internet and English are the two major parts of learning and practicing because, in online activities, the possibility of learning English may also appear. The informal part should be considered important because this term refers to a language learning process that occurs accidentally without a learning purpose.

This study will look into how informal digital learning can be used outside of the classroom, such as at work. Changes in population, skill demand, technology, as well as people's interactions and positions throughout different organizations, businesses, and societies all influence workplace learning (Manuti et.al, 2015). Through regular interactions and contacts with others, workers can pick up informal language irrespective of professionally structured or pedagogically planned programs (Vries & Lukosch, 2009). Furthermore, informal learning at work enables people to deal with events and difficulties that arise in their regular work practices, while also fostering communities of practice (Tynjala, 2008).

Several studies have been conducted outside of examining how digital technology may aid learners' English ability in the classroom. (Wible et al., 2004), for case in point, evaluated the impact of using digital technology away from school settings on acquiring a language through providing two applications over the worldwide web that may assist language learners notice unexpected combinations while learning new vocabulary. The study was significant for language learners since it concentrated on individual language acquisition in a virtual environment rather than collaborative or networked language acquisition. On the contrary, Beres (2011) demonstrates the value of mobile-supported language acquisition for offering supplementary customized English learning for language learners with actions like enjoying music, streaming films, and accessing English language applications. (Almekhlafy & Alzubi, 2016) explored the significance of digital learning in delivering English language to Saudi EFL learners outside of the classroom. The research dealt with WhatsApp as a digital gadget that learners of English use practically and at any moment, and it is literally free.

The researchers completed a mixed-method research investigation involving forty undergrad EFL learners and four native English speakers and revealed that such an Application promotes simulated native-like involvement for EFL learners. According to Vries and Lukosch (2009) research, the micro training method was created on the basis of current educational principles and ideas in light of the need for educational settings that are adaptable in relation to distance and time, the readily accessible of professionals, and the ability to be applied of the knowledge that is acquired and drilled to working environments. According to prior research, they have disregarded EFL users such as workers at the workplace to keep their English learning because they have graduated from their academic.

To address this gap in research literature, the present study then interrogates EFL users of Indonesian workers abroad. The overall objective of the present study, therefore, is to find out the way EFL users of Indonesian workers abroad retain and/or enhance their English knowledge after they are graduated from their formal studies. Additionally, such increased

understanding of informal learning context can help inform Indonesian workers abroad to increase their awareness on the importance of English knowledge and practices applied in their working hours.

Most of EFL students use their English in formal situation, they are actively to listen, speak, read, and write in English. However, out of the situation, they tend to use their mother language to communicate. At least, this condition will impact to their skills of English ability. If this condition is happened continuously using their mother language, it will impact their English language skills, such as listening, speaking, reading, and writing. For someone who works in a place where English to be language of interaction, his listening and speaking skills will get better-and better.

However, they who work in a multilingual situation, they tend to use the dominant language. If the dominant language is Arabic, the will use Arabic language as media for communication. This situation, of course, will dominate the role of the non-dominant language. Because of that, for EFL students this situation will make great bad impact to their language skills.

Fortunately, the development of science and technology will give an alternative for EFL students to maintain their language if they have finished their formal education. The internet or digital media enables them have several alternatives to maintain or improve their English skills. Digital media, such as digital source will enable them choosing an appropriate program as their target of maintain the English language skills. EFL students, through informal digital learning of English (IDLE) gain opportunity to enhance them to maintain their English. It is useful for there to maintain English skills if they are actively interacting in social media in which English is media for communication. For those skills, type of digital source will play important role to support and empower their English skills.

It can be said that digital source give them a wide opportunity to the students who do not have enough opportunity to practice language skills. They can also continue their study in other to develop their English ability. The problems are how they maintain their English skill when they work in a multilingual when English is only used if a formal situation. How they maintain their English skills where they use English just in a formal situation. Do they utilize digital source to identify and found the solution of their problem of English?

Based on the necessity, the study of investigating EFL users' of Indonesian workers maintain their English skills on Informal Digital Learning of English (IDLE). This study aimed at investigating Indonesia workers maintain their English skills as EFL which emerge boundaries between countries.

Research Questions

Based on the introduction above, the research question of this study is:

1. How do EFL users maintain their learning of English after their formal education?
2. What digital resources do they utilize in maintaining their English Language Learning?

LITERATURE REVIEW

English Informal Learning Digitally

Learning English Informally and digitally is an increasingly prevalent vogue among learners of EFL globally notably to the explosive development of technological advances in communication and the worldwide adoption of English (Soyof et.al, 2021; Zhang et.al, 2021). To address the concept of English informal learning context utilized under this conceptual paper, the researcher refers to what Lee et.al (2021) and Raghavendra and Calla (2018) have provoked.

In informal language learning utilizing an assortment of digital devices (e.g., smartphones or pc computers) as well as materials (e.g., mobile applications or networking sites), irrespective of academic circumstances (Lee & Drajati, 2019). English informal learning digitally can be described as self-reliant English activities beyond class online settings, where learners participate autonomously despite receiving assessment by a foreign language user for learning English informally (Lee et al, 2021).

For EFL users, learning English informally and digitally are defined as either responsive or generative because it needs further explanation like relates to activities such as viewing English-language videos on YouTube where users simply absorb in information on the other hand, encompasses actions during where individuals deliberately contribute data in the English language, especially publishing English comments on Facebook (Lee et.al, 2021).

Moreover, as stated by Raghavendra and Calla (2018) stated that learning English informally and digitally can be done through internet such as google as a search engine and through some social media, games, songs or music, many more. That's the reason all of the digital resources are useful because appear to revolutionize the ways of human communication and language learning, as languages are being acquired and communication continues to occur among people.

EFL users are adamant that the engaging digital learning environment in informal learning context is a useful strategy for helping them to take an interest in and acquire autonomy in using a variety of digital devices to practice their English (Bai & Yuan, 2018).

Respondents in digital English learning out of classroom contexts on a regular basis, such as internet and social networking sites, reveals EFL users to and acquaints them with autonomous and self-directed learning (Lee & Drajati, 2019). EFL users might possess favorable opinions concerning additional forms of digital English learning (Zhang, 2020).

Digital English learning in informal context is very inspiring and enjoyable for EFL users (Nugroho & Atmojo, 2020). As stated by Derakhshan and Hasanabbasi (2015), social media networks have become prominent among EFL users since they help boost engagement and fulfill their interests. In accordance with Lee (2019), the efficacy of informal digital English instruction is strongly and positively correlated with EFL users' language acquisition, particularly vocabulary performance. As noted by Xodabande (2018), social media platforms are a viable medium for acquiring language autonomously.

Informal Learning at Workplace

In every instance, the majority of learning took place informally at work, typically combining learning from others with learning from one's own experiences. The more informal procedures embodied in such actions, notably discussions, are related to learning at work, observation, questioning, and problem solving. (Sambrook, 2005). Informal learning can be defined as the educational endeavors that employees begin at work, which require an outlay of physical, mental, or psychological resources, so that the growth product of professional skills and expertise. (Lohman, 2005).

Conversely, (Garavan et al., 2002) pointed out that informal learning might encompass regulated learning such as guidance, instruction, shift work, employment shadowing, and special projects or objectives. This indicates that informal learning at work is positively connected with versatility, job marketability, understanding that can be quickly put to practice, and the capacity to deal with job-associated problems through continuous evaluation of job behaviors and effectiveness.

Supporting Informal Learning by Employees

Workplaces that encourage informal learning promote an atmosphere in where workers can share expertise and set up working relationships with colleagues. This is further reinforced by Watkins and Marsik, as mentioned by Uhunoma et al (2020), who believed that the workplace is an atmosphere in which people make and execute judgments. Employee choices are molded by the culture of the organization, common principles, convictions, and social conventions within the impacted organizations.

As a consequence, the work environment determines those who identify a particular setting, decide on alternatives of passion, and forge bonds with fellow employees. Conversely, (Van et al, 2013) emphasized that learning at informal workplace should take motivational factors and their own identity into account. Consequently, informal workplace learning is significantly associated with employee engagement on the job (Shuck et,al, 2011).

Informal Digital Learning of English

Informal digital learning of English (IDLE) is an independent second language in a digital setting outside the classroom and is not connected to formal language guidance (Lee, 2020:20). Idle is growing along with the rapid use of technology and social media this day. The technology and social media have a positive impact on education. One is making it easier for the students to access new knowledge that can be studied independently.

Idle is independent English learning in the digital context of extramural is self-study, natural English digital learning in unstructured environment outside classroom, independent of a formal language program (Lee, 2019). For example, students can their initiative to chat and interact with other English users of Facebook,

IDLE concept is self-study using various digital devices (such as the use of gadgets, MP3 players, TVs, Computers, etc) and sources (such as the use of the web, internet, Skype, Facebook, web apps, and online games0 regardless of formal context (lee and Dressman, 2018).

IDLE is extracurricular context contexts is semi-structured, out-of-class, self-in- structured, and self-directed digital learning of English that is still connected to a formal language program. However, on the contrary, IDLE n extramural contexts is unstructured, out-of-class, naturalistic, self-directed digital learning of English independent of a formal language program (Lee, 2019).

Ccording to Hargie (2021) IDLE can understand as an autonomous English activities in an extramural digital context. In this activity, students participate autonomously without being assessed by the language teacher. For example, EFL students can learn casually read entertaining content (such as comics and travel literature) or interact with other English speakers on social media. IDLE activities n this category are not formally structured and assessed.

Digital media include computers, audio, and videotapes, TV, Internet, corporate network, satellite broadcasting, and compact disks (Lin, et. Al, 2017). They also state that digital learning is exciting learning, the production of materials in self-learning has to cover more about media like pictures or sound that traditional learning to produce more exciting and lively teaching materials.

Related Studies

Nugroho and Atmojo (2020) scrutinize EFL learners' perception and teaching activities of digital learning of English beyond the classroom. Drawing on a web-based survey and semi-structured interview, the result depicts that the students have positive perception toward the use of digital technology to learn English outside the classroom. Many studies have examined the impact of technology on English language learning in the Saudi context in formal learning (Al Zumor, Al Refaai, Bader Eddin & Aziz Al-Rahman, 2013; Ali, 2017; Ali & Bin-Hady, 2019; Ja'ashan, 2015). Some other studies looked into formal digital learning of English vocabulary, e.g. Al-Ahdal and Alharbi (2021), Al-Sofi (2020), Shamsan, Ali and Hezam (2021). To the researchers' best knowledge, this attempt is the first study that investigates the role of Informal Digital Learning of English Vocabulary in the Saudi EFL context.

Other studies by Almekhlafy and Alzubi (2016) investigated the role of learning English informally and digitally in providing Saudi EFL learners with English language outside the classroom. The study focused on WhatsApp as a digital device that EFL learners tend to use anywhere and anytime, which is almost free. The researchers used a mixed-method study with 40 undergraduate EFL learners and four native speakers of English, and found that such an App provides EFL students with virtual native-like interaction.

While previous research has made important strides in understanding English language learning informally and digitally faced beyond classroom, more work is needed to explore the specific challenges and barriers faced by Indonesian workers abroad. This study would address the problems by providing insight into how Indonesian workers abroad perceive their English language learning while working in the host country and the social barriers that may hamper their language acquisition process.

Therefore, this current study attempts to seek learning English informally from Indonesian workers abroad in engaging themselves in. This present paper will then showcase how they harness their English language learning informally and digitally and actualize them in their workplace.

Then, Lee (2019) investigated the quantity and diversity of informal digital learning of English. It was found that how the quantity and diversity can make a unique contribution to EFL students' English outcome. Then, Rahmawati et. al. (2019) investigate about informal digital learning of English speaking practices emerge the boundaries between countries. They ound that IDLE speaking practices influence their self-confidence, motivation, and communication competence. It is also revealed that their language learning strategies through IDLE speaking practices widen their social and culture understanding.

Last, Maulida FN, et.al (2022) investigated tertiary students' experience of IDLE for boosting English receptive skills. They found that each individual can experience an increase in English receptive skills by going through the stages of learning using social media and English learning applications. IDLE-based learning can be built through the initiative and willingness of each individual because this learning is not tied to a specific schedule or material to be studied. Each individual can organize and determine how they learn according to their wishes.

METHODOLOGY

Inquiring into and understanding individual or group intentions in relation to social or human problems is one form of research method, according to Creswell (2014). According to this concept, qualitative research is used to grasp and analyze the participants' meaning. In Crescentini and Mainardi (2009), qualitative research presents the researcher with several and diverse options. The researcher uses qualitative method to examine EFL users of Indonesia workers abroad learning English informally and digitally. There are 50 questions of questionnaires and 9 interview questions. The participants are required to fulfill digital resources EFL users' use in learning English after formal education and their learning strategies for English skills (e.g. in listening, reading, writing, and speaking).

The Participants

This study will have 5 EFL users who work in international hotel which require them to use English. They incredibly knowledgeable respondents, graduated from diploma degree majoring in hotel and tourism.

Table 1: Biodata of the Respondents

Name	Age	Position at the Hotel	Working Experience	Degree	Training Received	Certificate
Hamdani	24 years old	Line Cook	4 years	D2	Internship at Grand Ion Delemen Hotel in Malaysia	Graduation Certificate, Internship Certificate
Dean	25 years old	Barista and Bartender	4 years	D2	Internship at Lagoona Beach Luxury Resort and Spa in Bahrain, Table Manner in GH Universal Hotel Bandung	Graduation Certificate, Internship Certificate, Table Manner Certificate
Dera	23 years old	Service Attendant	3 years	D2	Internship at JW Marriot Phuket in Thailand, Table Manner in GH Universal Hotel Bandung	Graduation Certificate, Internship Certificate, Table Manner Certificate
Sandi	23 years old	Service Attendant	3 years	D2	Internship at Mandarin Oriental Hotel in Thailand, Table Manner in GH Universal Hotel Bandung	Graduation Certificate, Internship Certificate, Table Manner Certificate
Suhendar	25 years old	Line Cook	4 years	D2	Internship at Grand Swiss Bell Hotel in Malaysia	Graduation Certificate, Internship Certificate

Data Collection

Resources and people are used to gather data for this investigation. The questioner provides primary data, whereas in-depth interviews provide supporting data. A questionnaire comprises a set of questions or statements that may be given to responders such as kinds of digital resources mostly they used to maintain ad/or enhance their English skills and the strategies to learn English they used informally and digitally. The inquiries from interviews and questionnaires have been modified, and they also employ a Likert scale technique. According to (Joshi et al, 2015), the Likert approach is used as either the most important or routinely formed psychometry equipment in academic and community sciences studies. Primary part of this study uses four aspects Likert technique is used to attain every alternative of the identifications inside the questionary, beginning with (4) Absolutely Agree, (3) approve, (2) disapprove, and (1) Absolutely Disagree.

Data Questionnaire

To find out how EFL users maintain their English-language learning, a questionnaire will be prepared with the goal of gathering participant data. The questions were modified from Kearney et al, (2012) and Setiyadi (2016). The questionnaire addressed the participants' views and strategies on the sort of learning activities they had utilized to preserve their English learning. Before the writer questioned the individuals, questionnaires were distributed.

Appendices

Questionnaires

Table 1: Digital Resources EFL Users' Use in Learning English after Formal Education

No.	EFL Users' Use of Digital Resources in Learning English after Formal Education	always	Often	Seldom	Never
1.	Watch movies, videos and series in English via digital platforms (e.g. Netflix, YouTube)				
2.	Listen to songs, podcasts in English via digital platforms (e.g. Spotify, YouTube)				
3.	Using a search engine to search for information in English (e.g., Google)				
4.	Utilize online dictionaries or online translation machines (e.g. Oxford online dictionary, Collins online dictionary)				
5.	Using and consuming English content via social media (for example, Instagram, Facebook, Tiktok, Twitter)				
6.	Play games in English				
7.	Read online articles, quotes and other texts in English				
8.	Set all applications on the smartphone with English language settings				
9.	Using online English learning media (for example, English with Lucy)				
10.	Actively participate in online communities (for example, group chat) which can practice your English skills				

Learning Strategies of English Skills

Table 2: In Speaking

No.	Question	always	Often	Seldom	Never
11.	I use keywords that I created myself (for example, HEAR is an abbreviation of Hiraet (nostalgia), Ephemeral (ephemeral), Axiomatic (clear), Rococo (obsolete)) to remember new English words.				
12.	I try to remember new English words by saying them.				
13.	I say a word or sentence several times to remember English vocabulary that is new to me.				
14.	I try to translate Indonesian sentences into English sentences and produce them orally.				
15.	I always record English words that I get from any media and practice them myself over and over again.				
16.	I mix Indonesian and English words if I don't know the English words.				
17.	I try to talk to myself to improve my speaking ability.				
18.	I try to evaluate my words after speaking.				
19.	I prepare topics or grammar in speaking practice				
20.	I practice speaking English with friends				

Table 3: In Listening

No.	Question	always	Often	Seldom	Never
21.	I try to guess what someone is saying using grammar rules.				
22.	I try to understand what someone says by translating into Indonesian.				
23.	I try to understand ideas by referring to previous experiences.				
24.	I tried to guess using words I knew.				
25.	Before practicing my listening skills, I prepare the topics, pronunciations, or grammar rules that give me the most difficulty.				
26.	After listening practice, I check and recheck my understanding.				
27.	If I can't understand what someone is saying, I ask them to slow down or ask for it to be said again.				
28.	Listening to what someone says improves my listening skills.				
29.	I try to remember sentences spoken face to face or on tape and analyse them myself.				
30.	I try to be aware of what kind of sounds or words make it difficult for me to understand the meaning of the words. Therefore, I pay special attention to the sound or word as I listen and practice my listening skills				

Table 4: In Writing

No.	Question	always	Often	Seldom	Never
31.	If I don't know how to express my ideas in English when writing, I still write using the grammar rules that I know.				
32.	I write in English about what I experience and think.				
33.	I write the main idea first as a guide.				
34.	I use an Indonesian word if I don't know an English word.				
35.	I opened the dictionary to find out the meaning of words.				
36.	I rewrote my composition correcting the mistakes I noticed.				
37.	I choose topics to improve my writing skills.				
38.	I read my writing and correct the mistakes.				
39.	I wrote a message to my friend in English for practice.				
40.	I asked a friend to correct my writing				

Table 5: In Reading

No.	Question	always	Often	Seldom	Never
41.	To understand unfamiliar English words as I read, I guess from the clues provided.				
42.	I learn English by reading English books, novels, magazines.				
43.	I tried to translate word by word.				
44.	I use keywords to understand the whole idea.				
45.	I make notes to remember the main ideas.				
46.	I corrected my mistakes by rereading the text.				
47.	I check and recheck my understanding after reading a passage.				
48.	In reading, I choose key words and repeat them to myself.				
49.	I discuss reading material with my friends.				
50.	I improve my reading skills by asking my friends to send messages in English to practice my reading skills.				

Interview Questions

1. The first time you worked at the hotel, how were your English skills at first? What about now?

2. How did you first adapt to a work environment where the majority of employees are from various countries so that English is the only means of communication between you? What steps did you take?

3. In your workplace, what is English used for (writing, reading, speaking, and listening)?

4. Have you ever experienced difficulty speaking English where you work? Please explain

5. How did you overcome these difficulties?

6. What type of application do you use to help overcome these difficulties?

7. What applications do you use to improve your English skills? How long have you been using it? What impact did you feel before and after you used the application? Please explain

8. In social life, do you also participate in a community that can practice your English skills? Are you an active member? What impact does it have on you? Are you experiencing problems? Please explain

9. In your opinion, can your current English skills be said to be understood by other people? Is there anything you want to improve or improve on your abilities? Please explain

In-Depth Interview

Interviews are extremely helpful for learning the story behind a participant's stories. Interviews may be advantageous since they allow you to follow as many positive respondents as possible as an example to questionnaires in order to compare their responses to them. (McNamara, 1999).

Question and answer sessions constitute either the primary sources of information or truths in qualitative investigations for gaining a deeper knowledge of how people respect, understand, and perceive the world (Creswell, 2012).

Five EFL users were asked questions for this study in order to collect qualitative data. Five EFL users were chosen for this interview, they will be asked about their first time to adapt in new working environment that obliged them to use English all the time and their progress until now during their working time.

RESULT AND DISCUSSION

Digital Resources EFL Users' Use in Learning English after Formal Education

Mendengarkan lagu, podcast dalam bahasa Inggris via digital platform (contoh, Spotify, JOOX, YouTube)

5 responses
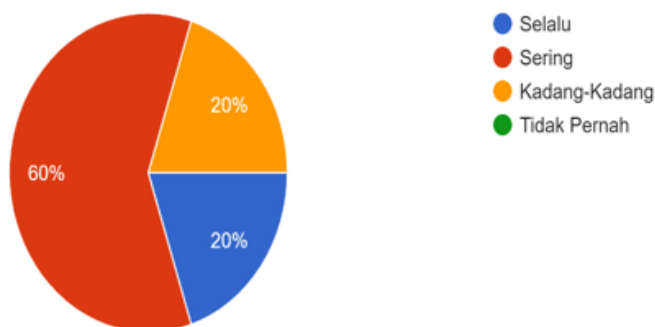
This result shows that songs and music play important role for English language learning informally and digitally. It's also related to the theory mentioned by Raghavendra and Calla (2018) that mention songs and music are the exposure to authentic English as well as the promotion of a learning style that is more autonomous and users-centered. Furthermore, immersion learning and techniques to increase L2 input have generally positive effects on the language acquisition process (Mangubhai, 2005). Additionally, incorporating technology into second-language is a way for users to connect seemingly abstract foreign language concepts to their actual experiences (Wang, 2005).

Menggunakan search engine untuk mencari informasi dalam bahasa Inggris bahasa (contoh, Google)

5 responses
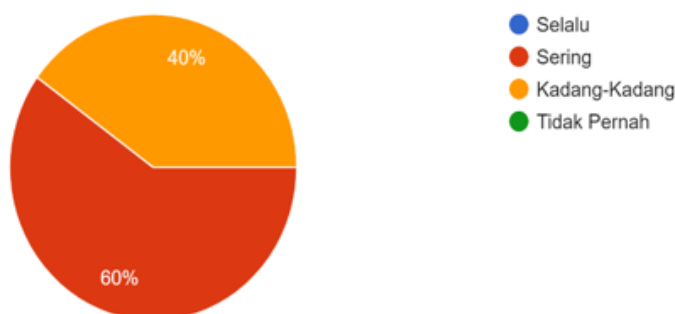
This result also mentions that mostly they use google as search engine to utilize their English language skills. This also related to study Raghavendra and Call (2018) stated that google is used to organize the world's information and make it universally accessible and useful. That's why Search makes it easy to discover a broad range of information from a wide variety of sources. Moreover, using google is intrinsically motivating for students, since that see it as a trendy and useful tool, enabling them to be connected with the world. As English is the main language in the Internet, learners begin to appreciate the usefulness in learning the language (Warschauer, 1997). Besides, the World Wide Web (WWW) in google column give learners instant access to a wide range of authentic material, from newspaper and magazine articles to radio broadcast and informal chat-rooms, and also to material prepared specially for learners, such as grammar, pronunciation and vocabulary exercises and tests. Apart from retrieving information from the google, learners can also create their own material, such as projects, and share them with partner classes or with general public. The possibility also adds a great deal of interest, as learners communicate with real audience (Singhal, 1997).

Menggunakan dan mengkonsumsi konten bahasa Inggris melalui social media (contoh, Instagram, Facebook, Tiktok, Twitter)

5 responses

- 🔵 Selalu
- 🔴 Sering
- 🟠 Kadang-Kadang
- 🟢 Tidak Pernah
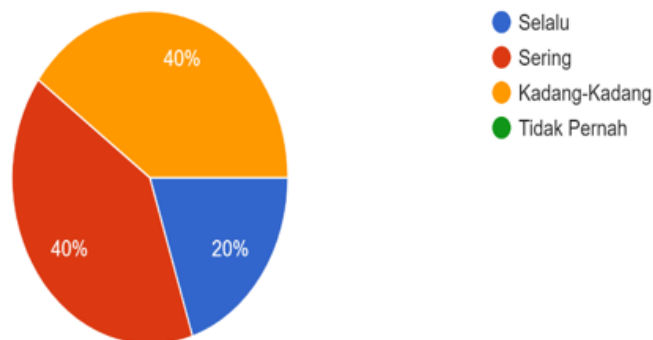
This result mentioned that social media also need to practice English skill. Also related to Raghavendra and Challa (2018) said that social media platforms also allow users to ask questions, discuss and debate issues, and learn through this deliberative process. The literature seems to suggest that students commonly and naturally use social media as an informal academic tool to work with their peers or to organise class projects or exchange information about coursework (Bosch 2009; Madge et al. 2009; Selwyn 2009). Social media use for studying related activities is to support the informal learning practices (Ellison 2008; Selwyn 2007) of peer to peer communication and collaboration among people (Smith et al. 2010).

Mengatur semua aplikasi di smartphone dengan pengaturan berbahasa Inggris
5 responses
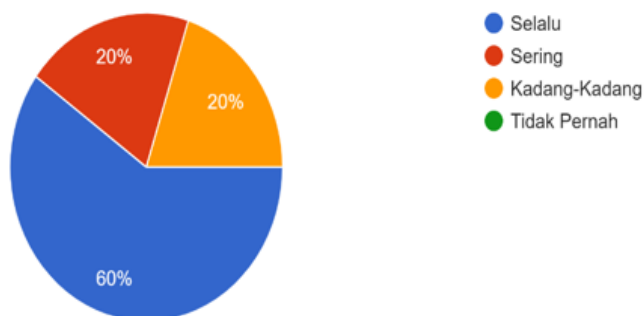
This result mention most of the participants set their smartphones using English. Also related to Raghavendra and Challa (2018) said that smartphones are found helpful in learning English according to learners' own convenience and ease. They showed a positive response towards learning English via their smart devices due to internet connectivity, quick access to learning materials and apps, software and sites. Using smartphones in learning English provided opportunities for users and learners to enhance learning and change the ways of learning (West, 2012). They could be helpful and beneficial for users and learners in different ways (Wail and Omaid, 2020). The characteristics of smartphone learning, which depended on collaboration with peers and instructors in every situation and condition, made this kind of learning efficient and well-organized (Gangaiamaran and Pasupathi, 2017; Klimova, 2019).

Learning Strategies of English Skills (Speaking Skill)

Saya mencoba mengingat kata-kata bahasa Inggris baru dengan mengucapkannya.
5 responses
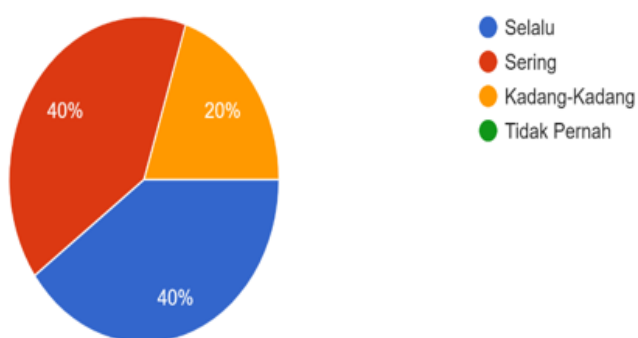
This result shows that most participant always and often remember new vocabularies of English by pronouncing it. Proficiency in English language depends on the knowledge of its vocabulary possessed by the second and foreign language learners and even the native speakers eventhough developing the vocabulary is vital, it poses several problems, especially, to non-native students of English (Afzal 2019). Vocabulary is one of the most essential parts, along with

phonetics/pronunciation and grammar, required to learn a foreign language (Pan & Xu, 2011). In addition, vocabulary is the basis for language skills, namely, listening, speaking, reading, and writing. Without learning the vocabulary, it is difficult to attain any language proficiency (Rohmatillah, 2017).

Saya mengucapkan sepatah kata atau kalimat beberapa kali untuk mengingat kosakata Bahasa Inggris yang baru bagi saya.

5 responses
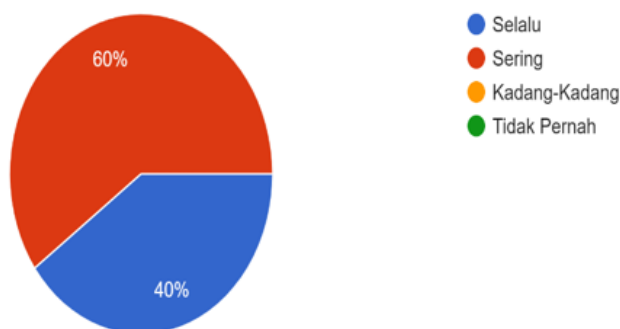
This result mentioned that most participants practice English by saying some words or sentences to remember the new vocabularies of English. Learning the vocabulary encompasses four stages: discrimination, understanding meaning, remembering, and consolidation and extension of the meanings. First, the discrimination stage involves distinguishing sounds and letters. It helps in speaking, listening, reading, and writing because by distinguishing sounds, the learners pronounce words correctly and understand them when they read or hear. Secondly, understanding meaning involves understanding the concept of words by relating them to their referents. Thirdly, the remembering stage consists of the ability to retain the meanings. Fourthly, the consolidation and extension stage refers to learning new vocabulary and its integration in the learners' vocabulary system (Grauberg, 1997).

Saya mencoba menerjemahkan kalimat bahasa Indonesia ke dalam kalimat bahasa Inggris dan memproduksinya secara lisan.

5 responses
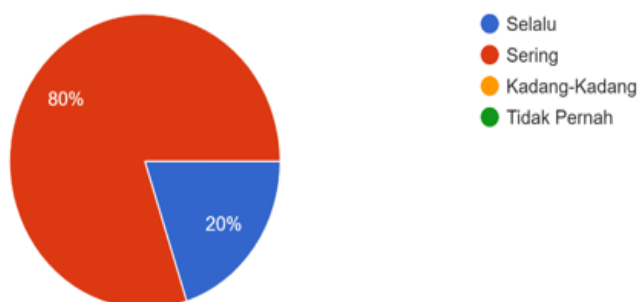
This result explains that most participant wants to try to translate Indonesia into English for speaking. Translation is a process of finding a Target Language equivalent for a Source Language utterance (Hartono, 2009).

Learning Strategies of English Skills (Listening skill)

Saya mencoba memahami apa yang dikatakan seseorang dengan menerjemahkan ke dalam bahasa Indonesia.
5 responses
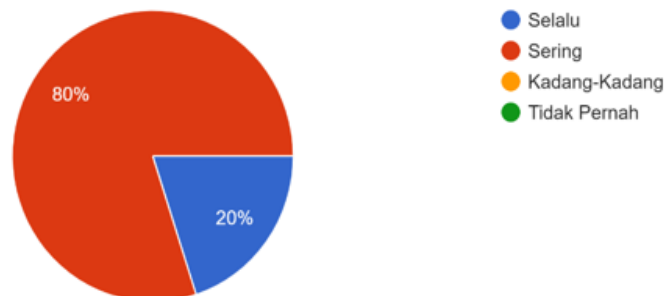
The result mention that in listening, most participant want to understand what interlocutor said into Indonesia language that most audible to understand the meaning. Pronouncing the words accurately is important while talking in order to give constant comprehension to the opponents. Pronunciation errors that happen frequently can head to breakdowns in communication (Smith and Margolis, 2012).

Setelah latihan mendengarkan, saya memeriksa dan memeriksa kembali pemahaman saya.
5 responses
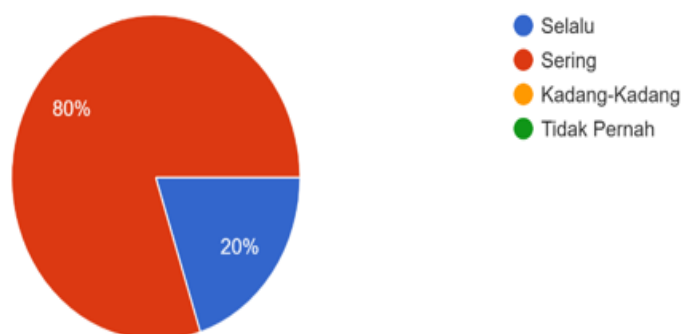
In listening skill, most participants always pay attention to check it up their understanding. Listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation (Brown 2001).

Learning Strategies of English Skills (Writing skill)

**Saya menulis gagasan utama terlebih dahulu sebagai pedoman.**
5 responses
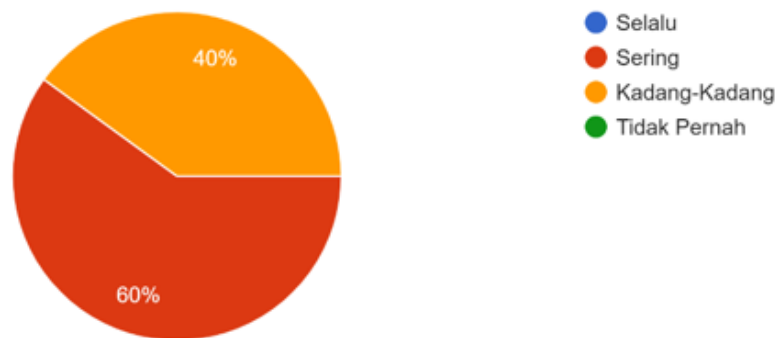
This skill, most participant wants to write the idea first as their guidelines so they can produce their writing well enough. Writing is productive skills because the focus is on producing information. However when they are writing, they clearly have more time to think about what they want to say than they are speaking. This is why their sentences need to be correct (Linse, 2005). It is supported by Oshima and Hogue (1997), Writing is a progressive activity. This means that when the students first write something down, they have already been thinking about what they are going to say and how they are going to say it.

Saya menggunakan kata bahasa Indonesia jika saya tidak tahu kata bahasa Inggris.
5 responses
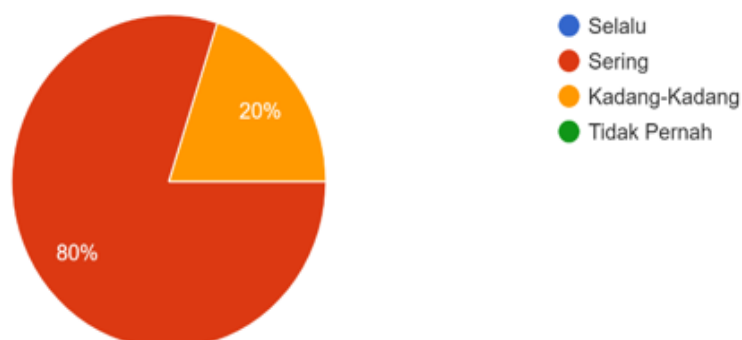
In this writing, most participant want to use Bahasa Indonesia if they don't know the meaning of English words. Communicating our joys, fears, opinions, fantasies, wishes, requests, demands, feelings—and the occasional threat or insult—is a very important aspect of being human. The air is always thick with our verbal emissions. There are so many things we want to tell the world. Some of them are important, some of them are not. But we talk anyway even

when we know that what we are saying is totally unimportant. We love chitchat and find silent encounters awkward, or even oppressive. A life without words would be a horrendous privation (Katamba, 1994).

Learning Strategies of English Skills (Reading)

Untuk memahami kata-kata bahasa Inggris yang asing saat saya membaca, saya menerka dari petunjuk yang tersedia.

5 responses
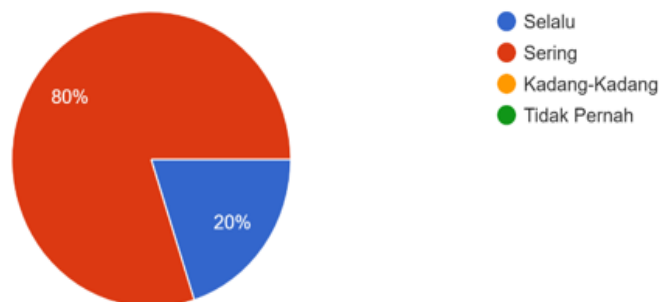
In reading skill, most participant wants to understand new English words or sentences when they read it, so the first ting they do is guess the context based on the other words that they already understood. Based on Lee at.al (2021) mentioned that English can be done easily to understand if learners try to examine further like word by word , clause to clause or sentence to sentence to make it more easier.

Saya mencoba menerjemahkan kata demi kata.

5 responses
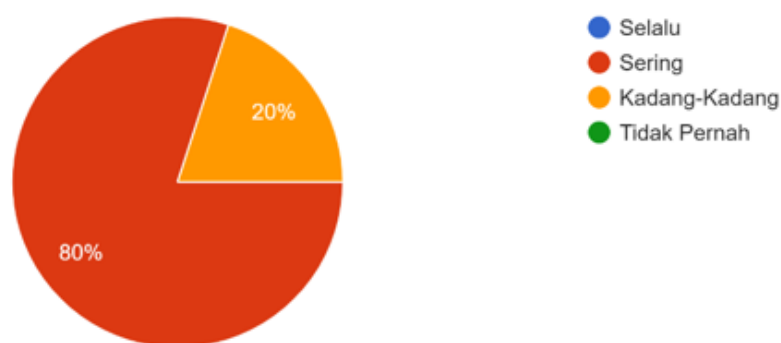
In reading skills, most participant want to translate word by word to make it easier in reading some texts. Lee et.al (2021) mentioned that in informal learning English, learners can use randomly method for learning or understanding English as long as they're comfortable with that like translating words, repeating words, and many more still ok to be used.

CONCLUSION

This study, utilizing the questionnaire, has investigated vocabulary-learning problems confronted by English users' of Indonesian workers abroad in pursuing their needs of English language learning so they can fit into the workplace environment. By analyzing the responses of the participants, it has been confirmed that the learners face some problems even at the workplace to maintain English language learning after formal education. The problems surfaced as difficulties in pronouncing new words, spelling new words, and using new words correctly.

Identifying the grammatical structure of words and guessing the meanings from the context and others. Hence, this study argues that EFL users of Indonesian workers abroad have a limited 'word repository,' an issue that should be addressed seriously. These English skills learning problems weaken the users' reading comprehension, writing power, and communication skills due to maintaining English knowledge. It also puts forward some strategies from the learning perspective, which can resolve the difficulties related to learning English informally.

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