

**THE STRATEGIES USED BY INDONESIAN RETURNEES FROM
ENGLISH-SPEAKING COUNTRIES IN MAINTAINING THEIR
ENGLISH ABILITY**

THESIS

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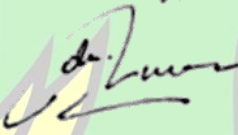
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**The Strategies Used By Indonesian Returnees From English-Speaking
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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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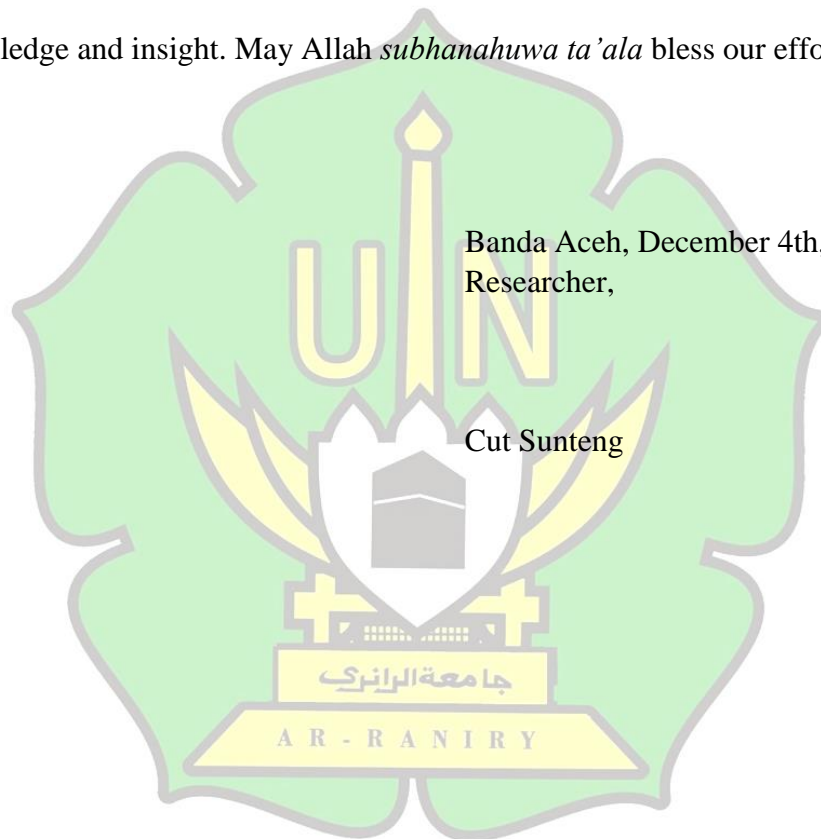
Thank you to my supervisors Mr. Prof. Dr. Jarjani Usman, S.Ag., S.S., M.Sc., M.S. and Dr. Maskur, S.Ag., M.A. for taking the time to guide me in completing this thesis. Thank you to all the lecturers of the study program English Department for educating me while I was studying at the UIN Ar-Raniry.

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Maximum effort in the preparation of this thesis is not spared from deficiencies due to limited knowledge and the researcher's oversight. Therefore, the researcher expects input, suggestions and constructive criticism from readers for the perfection of this thesis. In conclusion, the researcher hopes that this thesis can be useful for fellow students and readers as well as for the sake of increasing our knowledge and insight. May Allah *subhanahuwa ta'ala* bless our efforts.

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ABSTRACT

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This research aimed to investigate the strategies employed by Indonesian returnees from English-speaking countries, to maintain their English language proficiency and to identify the challenges they encountered in this process. The qualitative research approach was utilized, primarily involving structured interviews with five Indonesian returnees from English speaking countries including Australia, USA, and Hungary, it is selected through convenience sampling. The findings of this study revealed that these individuals employed multiplied strategies, including integrating English into their daily home environment, engaging in self-driven practice, leveraging technology, receiving family support, and actively participating in language-related activities. This research also highlighted the diverse challenges faced by these returnees, encompassing environmental constraints, vocabulary retention issues, and a lack of English-speaking friends. In conclusion, it emphasized the necessity for targeted support and effective strategies to assist Indonesian returnees in overcoming these challenges and maintaining their English proficiency.

TABLE OF CONTENT

DECLARATION OF ORIGINALITY	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	vi
TABLE OF CONTENT	vii
LIST OF TABLES	viii
LIST OF APPENDIXES	ix
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. Research Questions	4
C. Research Objectives	5
D. Significance of the Research	5
E. Key Term Used	6
CHAPTER II LITERATURE REVIEW	8
A. Speaking Ability	8
1. Definition of Speaking Ability	8
2. The Important of Speaking English.....	11
3. The Challenges of Speaking English.....	12
4. Learning English in English Speaking Countries.....	14
B. Maintaining English Ability.....	17
C. Students Indonesian Returnees	19
D. Previous Studies	21
CHAPTER III RESEARCH METHODOLOGY	25
A. Research Design.....	25
B. Research Participants	25
C. Data Collection.....	27
D. Analysis Data	27
CHAPTER IV THE FINDING AND DISCUSSION.....	29
A. Findings.....	29
1. Strategies Used by Returnees in Maintaining English Ability	29
2. The Challenges in Maintaining English Ability	37
B. Discussion	42
CHAPTER V CONCLUSION AND SUGGESTION	47
A. Conclusions	47
B. Suggestion	48
REFERENCES.....	49
APPENDIXES	
AUTOBIOGRAPHY	

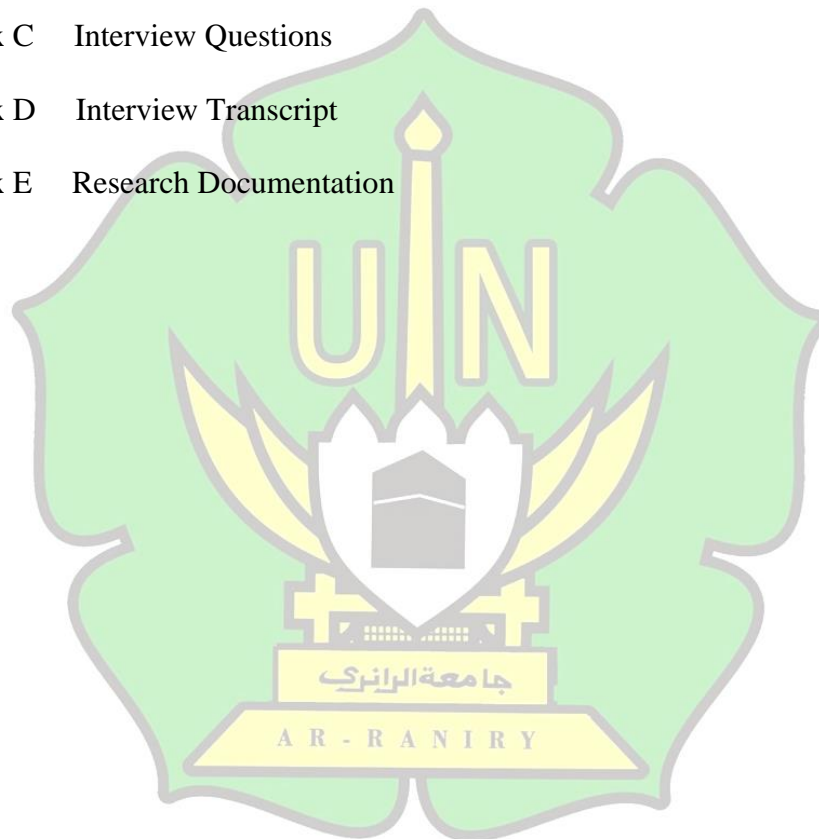
LIST OF TABLES

Table 3.1 The Participants of This Research 28



LIST OF APPENDIXES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from Fakultas Tarbiyah dan Keguruan to
Conduct field Research
- Appendix C Interview Questions
- Appendix D Interview Transcript
- Appendix E Research Documentation



CHAPTER I

INTRODUCTION

In this chapter, the researcher explains briefly about the objectives of the study. This chapter continues to encompass the aim of this research based on its research questions. This chapter also describes about some terms related to the topic of this study.

A. Background of Study

English, recognized as a global lingua franca, plays a pivotal role in today's interconnected world. It transcends geographical boundaries and has become a vital skill for personal, academic, and professional growth. In our interconnected globalized society, the significance of the English language is undeniable and cannot be disregarded (Niyozova, 2020). English stands out as one of the most widely spoken languages worldwide, with extensive usage not limited to countries like the United States and the United Kingdom; many individuals beyond these borders possess the ability to communicate effectively in English. It is highlighted the significance of English proficiency as a means of global communication and a catalyst for opportunities in various fields.

In our increasingly interconnected world, the ability to communicate effectively in English has become a valuable skill with far-reaching implications for personal, academic, and professional development. Indonesian students who have the opportunity to study in English-speaking countries gain a unique

advantage in acquiring and honing their English language proficiency. However, upon returning to Indonesia, they face the challenge of maintaining their acquired English skills.

Indonesia is a diverse archipelago with a rich cultural heritage and a growing presence on the global stage. English proficiency is recognized as a vital asset in the country's pursuit of international opportunities, be it in the realms of business, diplomacy, academia, or technology. Consequently, there is a growing interest in understanding how Indonesian returnees from English-speaking countries manage to maintain their English language ability once they are back home.

Indonesian students choose to study abroad for a variety of reasons. These motivations can include pursuing higher education in prestigious universities, gaining exposure to different cultures, experiencing alternative teaching and learning methods, and enhancing their English language skills (Sunthar, 2023). Additionally, some students may embark on international journeys as part of scholarship programs, while others are driven by personal aspirations for self-improvement. This perception aligns with the idea that English-speaking countries are often seen as having more current and progressive educational practices, making them attractive destinations for academic pursuits.

Several factors contribute to the decision to study in English-speaking countries. The availability of scholarships, academic reputation, program affordability, and family support all play significant roles. Furthermore, the desire

to learn directly from native speakers and immerse oneself in an English-speaking environment can be strong motivating factors.

In this study, Indonesian returnees are individuals who have pursued education in English-speaking countries and returned to Indonesia. They face challenges in retaining their acquired English language skills due to factors such as a shift back to Bahasa Indonesia as the primary language, limited English practice opportunities, and adapting to local language norms. To overcome these challenges, returnees employ strategies like engaging in English conversations, accessing English materials, participating in language exchanges, and seeking English-related employment.

Several previous studies have investigated language maintenance in various contexts. Yashiro's research (1992) highlighted the strong desire among Japanese returnees and their parents to preserve foreign languages acquired abroad, with factors like the duration of stay, class availability, and language status not significantly affecting this desire. Inaba's study (2007) found that Japanese high school students returning from English-speaking countries could still speak English proficiently several years after their return. Meanwhile, Hayashi's research (2011) revealed that classroom instruction and interaction with English speakers played crucial roles in maintaining language skills among returnee high school students. Finally, Catama's study (2018) examined the challenges of heritage language maintenance among Cordilleran college students in the Philippines, identifying migration, code switching, and linguistic discrimination as significant factors affecting language preservation. Together,

these studies highlight the complexity and diversity of factors influencing language maintenance in different contexts.

Despite the increasing number of Indonesian students studying abroad in English-speaking countries, there is a noticeable gap in research regarding the strategies they employ to maintain their English language skills upon returning to Indonesia. This research aims to bridge this gap by providing insights into the practices and challenges faced by Indonesian returnees in preserving their English proficiency.

The significance of this study lies in its potential to inform educational institutions, policymakers, and language educators on how to better support Indonesian students returning from English-speaking countries in maintaining their valuable language skills. By understanding the strategies employed and the challenges faced by these students, relevant stakeholders can devise targeted interventions and programs that facilitate continued language development, ultimately contributing to the personal and professional success of returnees in an increasingly globalized world.

B. Research Questions

In order to facilitate this research, the researcher formulates the following research question:

1. How do the Indonesian returnees from English countries maintain their English ability?
2. What are the challenges they perceived in maintaining their English ability?

C. Research Objectives

Based on the statement of the research questions, the objectives of study are:

1. To examine how the Indonesian returnees from English countries maintaining their English ability.
2. To identify the challenges encountered by them in maintaining their English ability.

D. Significance of the Research

This study is significant as it provides insight into how Indonesian returnees from English-speaking countries manage to maintain their English language proficiency, offering a unique perspective on language retention strategies and cross-cultural adaptation. For language learners, particularly those who have studied abroad, this research is invaluable. It not only demonstrates strategies for maintaining English proficiency in non-English-speaking environments but also sheds light on the challenges of balancing proficiency in native and English languages. This is crucial for effective cultural and linguistic adaptation upon their return home. The insights derived from this study aid in long-term language retention and equip learners with the necessary tools to navigate the complexities of reintegrating into their home culture while maintaining their English language skills.

For researchers, this study makes a substantial contribution to the field of language maintenance, especially in non-English-speaking contexts. It provides a comprehensive view of the challenges and solutions related to language retention, thus enriching the existing literature. Furthermore, the findings of this research have practical implications for educators and policymakers. They can utilize these insights to develop effective language maintenance programs, which would greatly benefit international students and enhance the overall experience of language education. Additionally, by highlighting effective language maintenance strategies, this study supports the development of global communication skills, an essential asset in today's interconnected world. This aspect of the research is particularly relevant as it promotes lifelong language learning and enhances individuals' ability to communicate effectively in international contexts.

E. Key Term Used

To avoid any misinterpretation and misconception, the researcher provides explanations of some important terms, they are:

1. Strategies

In this context, "strategies" refer to the specific methods, approaches, or techniques employed by individuals. These strategies are used to achieve a particular goal or outcome, and in this research, they pertain to the actions taken by students.

2. Returnes

Returns implies that these students have previously studied, lived, or resided in English-speaking countries and have now come back to their home countries or non-English-speaking contexts.

3. English-Speaking Countries

These are nations where the primary language of communication and instruction is English. Examples include the United States, the United Kingdom, Canada, Australia, and others where English holds significant linguistic and cultural importance.

4. Maintaining

In this context, "maintaining" signifies the ongoing effort to preserve or uphold something, in this case, the proficiency or ability to use the English language effectively.

5. English Ability

English ability refers to the level of competence or proficiency that individuals possess in the English language. It encompasses various language skills, such as speaking, listening, reading, and writing, and may include factors like fluency, vocabulary, and comprehension.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer literally provided the review and definition of theories from previous studies. In this chapter the writer tries to give clear explanation of theoretical framework which is theory of speaking ability, maintaining English ability, students Indonesian returnees and previous studies.

A. Speaking Ability

1. Definition of Speaking Ability

English stands as one of the primary global languages, extensively learned and employed for cross-national communication, aligning with its role as a worldwide lingua franca (Crystal, 2003). According to Cheng (2009), speaking in its general sense, encompasses the act of conveying one's intentions, be it ideas, thoughts, or the contents of one's heart, to another individual through the use of spoken language, with the aim of ensuring comprehension by the listener. More specialized interpretations of this skill have been put forth by experts, defining speaking as the capacity to articulate sounds or words to express and communicate one's thoughts, ideas, and emotions. In the context of English, speaking ability embodies an individual's ability to orally express their desires and ideas to others, with the overarching objectives of enhancing speaking proficiency, enriching vocabulary usage, refining language structure, perfecting

sentence construction, and honing listening skills to facilitate effective communication with interlocutors.

According to Zuhriyah (2017), speaking serves as the means by which individuals orally express their thoughts and engage in communication with others. It represents the initial avenue for interpersonal interaction within a societal context, given that daily life is inherently intertwined with social engagement and communication. On a related note, Leong and Ahmadi (2017) emphasize that speaking extends beyond mere vocalization of words (utterance); it encompasses the art of conveying messages through language. Through speaking, individuals have the capacity to transmit information and ideas, articulate their opinions and emotions, share personal experiences, and delineate social connections when engaging in communication with their peers.

The ability to speak proficiently constitutes a vital element of language expertise, serving as a crucial tool in helping individuals attain language fluency through verbal interactions. As highlighted by Samad, Bustari, and Ahmad (2017), speaking entails the utilization of sound to convey intentions, facilitating interactive exchanges between speakers and their conversational partners for particular objectives. Likewise, as articulated by Zuhriyah (2017), speaking functions as a medium for individuals to verbally articulate and convey their thoughts to others.

Speaking can be divided into two fundamental categories: fluency and precision. Fluency pertains to an individual's capacity to engage in conversations naturally and seamlessly. Conversely, accuracy involves the appropriate use of

vocabulary, grammar, and pronunciation in diverse activities (Derakhshan, Khalili, & Beheshti, 2016). Sidik (2013) proposes that oral interactions often adhere to established patterns, which are conventional approaches to presenting information and can be oriented toward either conveying information or facilitating interaction. According to Koşar & Bedir (2014), speaking constitutes an interactive process for constructing meaning, encompassing both the generation and reception of information.

Haryudin and Jamilah's insights (2018) on the importance of consistent practice in mastering English speaking hold particular relevance for students who are returnees from English-speaking countries. These students have had the unique experience of living and studying in an English-speaking environment, which has likely exposed them to a higher level of English language immersion. maintaining and further improving their English speaking ability requires ongoing effort. Encouragingly, the habit of practicing English outside the classroom aligns with their daily experiences and interactions. Engaging in English conversation with peers, friends, and local communities in their home countries can contribute significantly to their fluency and help them bridge the gap between their experiences in English-speaking countries and their current context.

Based on the preceding discussions regarding speaking, particularly in the context of returnees from English-speaking countries, it becomes evident that speaking is an indispensable skill in language acquisition. It stands as the foremost means of communication and interaction, enabling individuals to convey their thoughts and ideas orally while honing their linguistic competence.

Speaking, however, proves to be one of the most challenging aspects of teaching and learning the English language. It demands a comprehensive approach encompassing aspects such as grammar, vocabulary, pronunciation, and various linguistic components. For returnees from English-speaking countries, this skill assumes added importance as they navigate the transition from an English-speaking environment to their home country or a non-English-speaking context. Effective speaking equips them with the tools to seamlessly communicate, share information, exchange ideas, disseminate knowledge, and connect with others in their new environment, thereby facilitating their successful reintegration and continued linguistic development.

2. The Important of Speaking English

As inherently social beings, humans consistently engage in communication with one another. This involves the exchange of thoughts and ideas, often through interactive processes. Examples of such interactions include sharing information or news, seeking assistance for various needs, and more—all of which typically involve direct spoken communication. This underscores the vital role of speaking in human existence (Alfiyanaini, 2017). Regardless of the presence of a writing system to preserve language, humans invariably engage in spoken language throughout their lives.

The statement highlights the innate sociability of humans and their natural inclination to communicate. It emphasizes that communication often involves not just the transmission of information but also the exchange of thoughts and ideas through interactive discussions and conversations. These exchanges can

encompass a wide range of activities, from conveying information or requesting assistance to discussing various topics. The central point is that speaking, as a form of direct communication, plays a crucial role in human life, facilitating essential interactions.

Furthermore, the explanation underscores the importance of speaking skills in language acquisition, particularly in mastering a foreign language. It implies that the ability to speak fluently is a key indicator of success in learning a new language. However, it also emphasizes that assessing speaking proficiency should go beyond mere performance and consider the learner's overall competence in using the language. This includes factors such as grammar, vocabulary, pronunciation, and the ability to effectively convey thoughts and ideas. In essence, the explanation underscores the multifaceted nature of speaking skills and their significance in language acquisition.

3. The Challenges of Speaking English

According to Geria (2022) Indonesian EFL (English as a Foreign Language) students encounter several challenges when it comes to developing their English speaking skills. These challenges are rooted in the fact that English is not their native language, and they must navigate the complexities of learning a language with distinct skills such as listening, speaking, reading, and writing. Among these skills, speaking poses particular difficulties, and this discussion sheds light on the primary challenges faced by these students.

Vocabulary as a Fundamental Challenge: One of the foremost challenges confronting EFL students is vocabulary. In speaking, vocabulary forms the very

foundation upon which sentences are constructed. Insufficient vocabulary can hinder students' ability to articulate their thoughts effectively. The limitation in words stemming from a lack of vocabulary makes it challenging for students to generate diverse expressions and select appropriate word equivalents during conversations. Thus, vocabulary stands as a formidable challenge in the path of EFL students in Indonesia.

The Confidence Conundrum: Confidence plays a pivotal role in speaking skills. A lack of confidence can create feelings of insecurity while speaking, making students hesitant to communicate. Fear of making mistakes further exacerbates this challenge, as students become nervous when they perceive potential errors in their speech. However, it's important to note that mistakes are integral to the learning process, and confidence is essential for overcoming them. The issue of confidence emerges as a significant obstacle for EFL students in Indonesia.

Motivation as a Driving Force: Motivation is another critical factor in the journey of EFL students. Maintaining enthusiasm and passion for language learning, especially when faced with challenges in speaking skills, is vital. Teachers play a crucial role in motivating students, as their guidance can either fuel or dampen students' motivation. Unfortunately, teacher-related intimidation can negatively impact students' motivation, making it essential for educators to understand their students' individual needs and provide the necessary encouragement. Thus, motivation becomes a central challenge that EFL students grapple with.

In summary, EFL students in Indonesia encounter a triad of challenges: vocabulary limitations, confidence issues, and motivation hurdles. These challenges are interconnected and pose significant barriers to mastering speaking skills in a non-native English-speaking environment. The road to proficiency in English speaking for EFL students is one marked by these challenges, but with the right strategies and support, they can overcome them and advance in their language learning journey. This discussion underscores the importance of recognizing and addressing these challenges to facilitate effective language acquisition for EFL students in Indonesia.

4. Learning English in English Speaking Countries

English, as a global lingua franca, plays a pivotal role in international communication and is taught and learned in various contexts worldwide. One of the most immersive and advantageous settings for learning English is within English-speaking countries themselves. This literature review explores the dynamics and challenges of learning English in English-speaking countries.

Everyone desires to master multiple languages in order to communicate with others more effectively. Consequently, developing fluency in English in English-speaking countries is viewed as an effective strategy, but not as a replacement. Due to the underlying factors involving finances and adaption to another society, Sunthar (2023) states that there are numerous advantages to studying English in a foreign country. Openness to English-speaking citizens could be one of the most evident benefits. To elaborate, living in an entirely new city tends to motivate academic learners to speak English daily, which is nearly

impossible in their native countries. Moreover, under the pressure of high tuition, students are encouraged to acquire a strong command of English rapidly so as not to waste the money spent.

The sociolinguistic landscape in English-speaking countries significantly influences how English is learned. Crystal (2012) emphasizes the role of English as a global language and discusses how the sociolinguistic contexts in these countries shape the variations and accents encountered by learners. In Jenkins' work (2007), the concept of English as a lingua franca is explored, highlighting the diversity of English accents and the need for learners to adapt to different communication styles.

McKay and Bokhorst-Heng (2008) argue that pedagogical approaches in English-speaking countries should be sensitive to the sociolinguistic diversity and multiculturalism within classrooms. They advocate for a socially sensitive English as an International Language (EIL) pedagogy that promotes effective communication over native-like proficiency. McKay (2003) further suggests that educators should reconsider their goals and approaches to teaching English in these contexts, focusing on practical language skills that enable learners to navigate real-world communication.

Jenkins (2007) delves into the issue of identity and attitude in English language learners within English-speaking countries. She discusses how learners' attitudes towards different English accents and their own linguistic identity impact their language acquisition. This work highlights the need for inclusive and non-discriminatory language policies in educational institutions.

Seidlhofer (2011) explores the concept of English as a lingua franca and its implications for language teaching. This perspective emphasizes the importance of teaching English not as a fixed native model but as a means of global communication. Pennycook (1994) raises questions about the cultural politics of English as an international language, emphasizing the power dynamics involved in English language education in English-speaking countries.

Matsuda (2012) provides insights into the principles and practices of teaching English as an International Language (EIL), advocating for a more inclusive and context-aware approach to English language education. Jenkins (2015) offers practical resources for students and educators interested in Global Englishes, emphasizing the importance of understanding and embracing linguistic diversity.

Kachru (1992) introduces the concept of World Englishes, highlighting the importance of acknowledging and respecting the linguistic varieties that exist within English-speaking countries. This perspective challenges the dominance of standard British or American English and encourages acceptance of local variations.

In conclusion, this literature review has shed light on the dynamics and challenges of learning English in English-speaking countries. English, as a global lingua franca, holds a pivotal role in international communication, making it a highly sought-after language for learners worldwide. While studying English within English-speaking countries is considered an immersive and advantageous

approach, it is important to recognize that it comes with its own set of complexities.

B. Maintaining English Ability

As individuals who have experienced living abroad in an English-speaking environment, understanding how to maintain English language proficiency upon returning to one's home country is a crucial aspect worth exploring. The language skills acquired during a stay in an English-speaking country may deteriorate if not properly maintained. According to Beasley (2016), there are several tips and tricks on how to maintain language fluency when returning to the hometown from an English-speaking country:

1. Formal Study

One method that can be considered is continuing formal English language studies. Enrolling in language courses at local colleges or universities can provide a structured and guaranteed opportunity to speak and read in English for a few days a week, for a couple of hours each session. These courses can also assist in expanding vocabulary, understanding grammar rules, and refining pronunciation.

2. Language Clubs and Language Tables:

Participating in language clubs or attending language tables at universities can be a vital step in honing English language skills. These groups offer a relaxed environment for language practice and often organize cultural events related to the target language. In cases where the university does not offer such resources,

creating one may be a viable option, as there is likely to be a community of students and faculty interested in participating.

3. Incorporating Language into Daily Activities:

Integrating English into daily routines can provide ample opportunities to maintain language skills. For instance, music lovers can diversify their playlists with international music. Watching movies with English subtitles can enhance vocabulary and reading comprehension. Changing the language settings on everyday tech platforms such as social media and GPS can be an engaging way to stay proficient.

4. Exploring Online Language Resources:

The internet offers a wealth of resources for language practice. YouTube, in particular, hosts channels dedicated to language learning. Beyond instructional videos, there are content creators who communicate in the target language, exposing learners to different dialects and informal conversational styles.

5. Leveraging Language Learning Apps:

In the age of smartphones, language learning apps are readily available, allowing for practice virtually anywhere and at one's own pace. These apps often feature interactive exercises, quizzes, and pronunciation guides, making them a versatile tool for language maintenance.

6. Volunteering in ESL Classes:

Volunteering as an aide in English as a Second Language (ESL) classes is a rewarding way to stay in regular contact with the English language while contributing to the community. Opportunities may arise in school settings or with

non-profit organizations offering English classes for immigrants, catering to both children and adults.

7. Staying Connected with Friends:

Maintaining contact with friends from the host country through communication apps like Skype or WhatsApp can be invaluable. Requesting that these friends communicate exclusively in English can help learners stay connected and proficient.

To effectively maintain English language proficiency upon returning home, a combination of formal and informal strategies is essential. In this thesis, we will delve deeper into the experiences and outcomes of employing these strategies by returnees from English-speaking countries and how it impacts the preservation of their English language proficiency in their home country's environment.

C. Students Indonesian Returnees

The concept of "returnee" within the context of language and identity has garnered significant attention, particularly in the case of Indonesian returnees from English-speaking countries seeking to maintain their English proficiency. Kanno (2003) emphasizes the dynamic nature of identity, highlighting an individual's capacity to navigate various identity categories based on specific demands and contexts. Indonesian returnees face a unique challenge as they seek to balance their identity, having spent significant time in English-speaking environments.

Language, specifically the ability to speak English fluently, serves as a crucial component in the assertion of identity for Indonesian returnees. Language is a fundamental marker of identity, and the choice to use English among returnees can significantly shape their sense of self. This linguistic interaction contributes to the construction of their identity, which can be fluid and multifaceted. As Keller (1996) notes, language use is an inherent act of identity.

The communication challenges faced by Indonesian returnees and their peers extend beyond linguistic barriers and encompass behavioral and cultural differences. Returnees often find themselves navigating the complexities of social integration and acceptance within their home culture. Differences in language proficiency and behaviors that deviate from societal norms can result in returnees experiencing disapproval and marginalization, underscoring the intricate relationship between language, culture, and identity (Leung, 2021).

Drawing insights from Davies (1991), several key points regarding sociolinguistic identity research become relevant: 1) Identity change is possible but can be a challenging process, particularly in the face of societal pressures; 2) The extent of identity change varies depending on the effort expended and the contextual factors at play; 3) The emphasis on language as an identity marker varies across different contexts, with English holding particular significance; 4) The connection between language and identity is historically contingent, with the acceptance of returnees and the English language evolving over time.

Ford (2009) provides valuable pedagogical implications for Indonesian returnee students striving to maintain their English proficiency. Suggested

approaches include the establishment of small returnee-only classes to facilitate reflection on cultural perspectives while reinforcing English fluency. Additionally, encouraging individualized study options, such as self-access centers and regular consultations with instructors, can further support returnees in their language and identity development.

In conclusion, the reviewed literature underscores the dynamic and multifaceted nature of identity, particularly for Indonesian returnees seeking to preserve their English language skills. The ability to express a bicultural identity through both English and Indonesian becomes vital in navigating cultural differences. The suggestions provided aim to address the challenges faced by Indonesian returnees in maintaining their English abilities and promoting a more inclusive understanding of their identity within their home culture. This research contributes to the broader discourse on language, identity, and the unique experiences of Indonesian returnees from English-speaking countries.

D. Previous Studies

There are some previous studies related to this research, the first research was written by Yashiro (1992). The aimed of this research was to find strategies and efforts to maintain English skills. This research underscored the strong desire among Japanese returnees and their parents to maintain foreign languages acquired abroad, driven by a sense of pride and the wish to sustain connections. Notably, factors like duration of stay, class availability, and language status did not significantly affect this desire. Personal motivation, diligence, and a positive

affinity for the host country emerged as key conditions for successful maintenance. Schools played a pivotal role by fostering understanding of foreign languages and cultures, employing foreign staff, and offering language courses. The study dispelled concerns about language maintenance hindering adaptation, highlighting the importance of maintaining these valuable linguistic skills. Returnees actively participated in various maintenance activities, but their keenest desire was for direct interaction with foreign students, signaling the need for more accessible and diverse language classes.

The second research was conducted by Inaba (2007), this study aims to investigate how the linguistic skills in a second language (L2) change and are retained by Japanese high school students returning from English-speaking countries. The research findings indicate that oral storytelling skills show the most significant improvement in the fourth year after returning to Japan. This suggests that students who have attained a certain level of proficiency in English do not appear to experience language attrition for at least several years after coming back to Japan. In other words, they can still speak English proficiently even after returning home.

Another research was conducted by Hayashi (2011), This research aims to fill gaps in the current literature by studying how Japanese returnee students' English skills change over time. The research findings suggest that maintaining English language skills among returnee high school students from English-speaking countries is a complex endeavor influenced by various factors. Classroom instruction, even for a limited duration, proves beneficial in combating

language attrition, emphasizing the importance of tailored educational content for different proficiency levels. Additionally, creating opportunities for students to use the language outside the classroom environment encourages skill retention and development. Interaction with English speakers, particularly native speakers, aids in maintaining fluency, although the research acknowledges the potential for ungrammatical speech by native speakers. The study also questions the hiring preference for native teachers and suggests that non-native teachers, if proficient, can offer valuable insights into language learning. Ultimately, the research underscores the necessity of continuous practice and exposure to sustain and enhance language skills, echoing the desire among returnees to maintain their second language proficiency and advocating for the provision of ongoing opportunities for language development.

Another previous studies conducted by Catama (2018) examining the challenges of heritage language maintenance among Cordilleran college students in the Philippines have consistently highlighted several key issues. Migration has been identified as a significant factor affecting language retention, as students who move to urban areas or regions with dominant languages like Filipino or English often find themselves gradually shifting away from their heritage languages due to increased exposure. Additionally, these students frequently engage in code switching, toggling between multiple languages during conversations, which can lead to decreased proficiency in their heritage languages, particularly in formal or academic contexts. Furthermore, linguistic discrimination poses a substantial obstacle, with Cordilleran students often

experiencing prejudice or negative perceptions related to their heritage language usage, particularly within educational settings. These discriminatory attitudes discourage the use of heritage languages, ultimately impacting their preservation. In sum, previous research underscores the intricate interplay of migration, code switching, and linguistic discrimination as significant challenges to the maintenance of heritage languages among Cordilleran college students, emphasizing the need for initiatives that promote the value of these languages and create inclusive language policies and environments.

Based on the previous research studies, we can draw several conclusions regarding students returning from English-speaking countries employ various strategies to maintain their English language skills, including personal motivation, diligence, and a positive affinity for the host country, while schools play a pivotal role by fostering understanding of foreign languages and cultures. These students exhibit a strong desire to uphold their foreign language proficiency, motivated by a sense of pride and the wish to sustain connections, with factors like duration of stay and class availability having minimal impact on this desire. Furthermore, research indicates that oral proficiency, particularly in storytelling, significantly improves even years after returning. However, heritage language maintenance poses its own set of challenges, such as migration, code-switching, and linguistic discrimination, emphasizing the need for inclusive language policies and environments that promote the value of heritage languages and address the negative perceptions faced by students.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher generally explained about the research design, research participant, techniques of data collection and techniques of data analysis.

A. Research Design

This research employed a qualitative approach. Qualitative research is an activity rooted in context, placing the observer in a specific environment. It involves a collection of interpretive and tangible practices that bring various aspects into focus. These methods convert the observed phenomena into a range of representations, such as field notes, interviews, conversations, photographs, recordings, and personal memos (Denzin & Lincoln, 2018).

The purpose of qualitative research described the empirical reality behind the phenomenon in depth, detailed, thorough. In this research, the researcher used interview the Indonesian returnee from English speaking countries. It described the strategies used by Indonesian returnees from English speaking countries maintaining their English ability, and the challenges they perceived in maintaining their English ability.

B. Research Participants

According to Sugiyono (2015), the concept of population is not used in qualitative research. Instead, Spradley refers to the research object as a "social

situation," which consists of three essential elements: place, actor, and activity that interact in a synergistic manner. The findings of a qualitative research are not intended to be generalized to a population, but rather to be applied to a similar social situation. Participants in qualitative research are referred to as informants, friends, participants, or teachers, rather than respondents, to reflect the active role they play in the research process.

For this study, the participants consisted of only 5 Indonesian returnees from English-speaking countries. The limited number of participants in this study resulted from various challenges encountered during the recruitment process. Some potential participants declined to take part due to personal reasons, such as lack of parental consent, busy schedules, and other commitments. These challenges, combined with the relatively niche population of Indonesian returnees, contributed to the constrained participant pool in this research. Therefore, recognizing the limitations of the available participant pool, this study opted for convenience sampling, a method that selects participants based on accessibility and willingness to participate.

Table 3.1 The Participant of This Research

No	Participants	Returning From	Gender	Age	Purposes
1	CF	Australia and USA	Female	19	Followed their parents to further education
2	F	Australia	Female	19	
3	JF	Australia	Female	17	
4	A	Australia	Male	20	Continue her education
5	Y	Hungary	Female	26	

C. Data Collection

Data collection method is the way that researcher do for collecting the data in the research. This study used interview as the instrument. As defined by Arikunto (2010), Interview involve a dynamic exchange of information through verbal questioning and responses between two or more individuals in a face-to-face setting. During the interview process, the interviewer typically serves as a guide to steer the conversation toward the desired information.

Based on Ary et al (2010) one of types of interviews was structured interview. In this format, the interview follows a predetermined path guided by a set of questions prepared in advance by the researcher. Before conducting the interviews, the researcher had formulated a set of predefined questions to ensure consistency and guide the conversation effectively. These interviews were conducted with Indonesian returnees to explore the strategies they employed to maintain their English language skills and identify the challenges they encountered in this endeavor.

D. Analysis Data

The data analysis in this qualitative study involving Indonesian returnees began with the initial phase of conducting interviews. During this phase, the researcher conducted face-to-face interviews with the participants and recorded the audio of these interviews. These audio recordings served as the primary source of data for the study, capturing the rich narratives and responses of the participants.

Following the interview phase, the next step was to transcribe the audio recordings into written transcripts. These transcripts were created meticulously to ensure accuracy and completeness, effectively converting the spoken words into written text. These transcripts constituted the raw data derived directly from the audio recordings, preserving the participants' voices and perspectives.

Subsequently, the researcher proceeded with the analysis of the transcribed data. The analysis involved a systematic approach to identify recurring themes, patterns, and categories within the transcripts. Sentences or segments of text that held significant meaning and contributed to the research findings were carefully highlighted and categorized. Each category was given a descriptive name to facilitate organization and comprehension of the data.

In the final stage of data analysis, the researcher provided a comprehensive description of the research findings based on the established categories. This involved a thorough discussion of the emergent themes and patterns, allowing for a nuanced understanding of the experiences and perspectives of the Indonesian returnees. By meticulously following these steps, the research aimed to offer valuable insights and contribute to the existing body of knowledge on the subject matter.

CHAPTER IV

THE FINDING AND DISCUSSION

In this chapter, the findings of the research described including the data analysis interview, and the discussion of the research.

A. Findings

In this chapter, the researcher presented the results of a study on the strategies and challenges that Indonesian returnees from English-speaking countries faced in maintaining their English language proficiency. The findings of this research were analyzed based on interviews conducted with several individuals who had experienced the transition back to a non-English-speaking environment. These interviews provided valuable insights into the diverse approaches adopted by the returnees to retain their language skills, highlighting both the successful methods employed and the obstacles encountered in the process. The following sections explained the research results based on interview analysis.

1. Strategies Used by Indonesian Returnees in Maintaining English Ability

In examining the strategies employed by Indonesian returnees for maintaining their English proficiency, the interview findings revealed a diverse array of approaches, each tailored to the unique experiences and contexts of the individuals. This section delves into how these returnees, through various personal, educational, and social methods, effectively navigated the challenges of

sustaining their English language skills after returning from English-speaking countries.

a. Use of English in Home Environment

The interview findings emphasized the significant role of the home environment in maintaining English proficiency, as several Indonesian returnees recounted how integrating English into their daily household conversations became a pivotal strategy in preserving their language skills after returning from English-speaking countries.

CF said that:

“...my parents told their children to speak English at home so that we don't forget and fluently when speaking English...”

JF added:

“ I basically maintain it unconsciously because i live with a family who speaks english on a daily basis so its like kinda norma.”

A also stated:

“...I maintain my English ability by practicing it. Every day with my family, with my brothers, sisters...”

The interview findings highlighted the significant role of the home environment in maintaining English proficiency among Indonesian returnees. Several participants recounted how they had integrated English into their daily household conversations as a pivotal strategy to preserve their language skills after returning from English-speaking countries.

CF had mentioned that their parents had told their children to speak English at home to ensure they didn't forget it and could speak it fluently. JF had explained that they had maintained their English skills unconsciously because

they had lived with a family who spoke English on a daily basis, making it a normal part of their daily life. A had also stated that they had maintained their English ability by practicing it every day with their family, including their brothers and sisters. This insight underscored the notion that regular usage within the home environment had been an effective means of reinforcing their language skills.

In conclusion, these interview excerpts demonstrated that the home environment had played a pivotal role in maintaining English proficiency among Indonesian returnees. Whether through active encouragement from parents, immersion in English-speaking households, or daily practice with family members, integrating English into daily life at home had emerged as a crucial strategy for maintaining language ability.

b. Personal Practice and Self-Engagement

In the context of personal practice and self-engagement, the interview findings provided valuable insights into how Indonesian returnees actively worked to maintain and enhance their English language skills. This section delved into the specific strategies employed by these individuals to ensure their proficiency in English, emphasizing the role of self-driven efforts in overcoming challenges and achieving linguistic fluency. Respondents gave various answers regarding their personal practice and self-engagement.

The participant CF Stated:

“Usually I talk to myself at home or in front of the mirror to improve my English language skills, and I also like to hear and watching in English.”

Y added:

“I practice English in my daily life. Talk to myself, talk to my friends who already master English, then reading articles in English, comics are also very helpful.”

While A said:

“...I have been keeping contact with my friends in Australia. And apart from that I also have been reading articles in English and also watching movie without a subtitle. Listening music and so on.”

F also said:

“I like to read novels and comic and often write my own journal which help me with my vocabulary building.”

Participants in the study mentioned a variety of self-driven practices that contributed to their language maintenance. These practices included engaging in regular self-talk, conversing with friends who were proficient in English, reading articles in English, enjoying English-language comics, and watching movies without subtitles. Some participants also emphasized the significance of extensive reading, particularly through novels and journals, to expand their vocabulary.

These insights reflected a proactive and multifaceted approach to language learning, where individuals actively integrated English into their daily lives and continuously sought opportunities for language practice. The shared experiences underscored the vital role of personal commitment and self-engagement in maintaining and enhancing English language skills among Indonesian returnees..

c. Use of Social-Media and Technology.

In the realm of using social media and technology to maintain and enhance English language skills, the interview findings provided illuminating perspectives from Indonesian returnees. This section delves into the insights gained from these interviews, shedding light on how technology and online platforms played a

pivotal role in their efforts to stay proficient in English. Participants offered valuable glimpses into their experiences and practices related to utilizing social media and technology to support their language proficiency.

CF stated that:

“I definitely use social media, and I don't misuse it, I like western films that contain lessons, and I often listen to podcasts so I don't feel lazy about speaking English all the time.”

Then Y added:

“I think social media is very helpful in maintaining English language skills, on social media there are lots of English videos or tutors who teach online and they share English knowledge for free. Then secondly there is something called ario ario, so they read an English book and then translate it..”

Social media proved to be an invaluable tool for Indonesian returnees in connecting with native English speakers and friends from abroad. These platforms served as virtual bridges that transcended geographical boundaries, allowing returnees to engage in real-time conversations and interactions with individuals who possessed native-level English proficiency.

A also stated:

“The social media actually have been playing a huge role in helping me keeping my English ability because in social media I've been following a lot of pages that that are in English, written in English and then in social media as well. I can keeping in touch with my friends there, with social media and. Yeah, all my social media pages have been set in English, so basically what I've read is full English. As for the technologies, it's basically the same II learn from the TV's, radios, you know, Spotify's, YouTube and so on in. And learn, not learn. How to, say, reading, improve my my skills. You know, like reading and listening and so on.”

Then F added:

“I often scroll social media and would come up to post about how to improve my English skill, most of them is on how to enhance my writing skill. Social media has also gotten me a friend from overseas, and I would often text or call them, and improve a lot of vocabulary from them.”

The insights gathered from Indonesian returnees highlighted the significant role that social media and technology played in maintaining and enhancing their English language skills. These digital tools had become integral components of their language learning journey. They actively engaged with English content on social media, followed language-related pages, and set their online interfaces to English, immersing themselves in an English-rich environment, ensuring continuous exposure to the language.

Furthermore, technology, encompassing television, radio, Spotify, and YouTube, offered a diverse range of resources for language improvement. Returnees leveraged these platforms to enhance their reading and listening skills, contributing to their overall linguistic proficiency. Additionally, the ability to connect with friends and native speakers through social media fostered real-time language practice and vocabulary enrichment.

In essence, the combined use of social media and technology empowered Indonesian returnees to not only maintain but also continually advance their English language proficiency, making these digital tools indispensable assets in their language-learning arsenal during their time abroad.

d. Family Support

Based on interviews conducted with Indonesian returnees offered a compelling glimpse into the crucial role of family support in their past endeavors

to maintain and advance their English language skills. This section delves into the valuable insights derived from these interviews, shedding light on how the unwavering backing of their families proved instrumental in their pursuit of linguistic excellence. Participants recounted their experiences and highlighted the pivotal role of familial encouragement and assistance in maintaining their language proficiency.

CF stated that:

“...my family support me to be more fluently in English. So every day I always upgrade myself to master it better.”

Then F added:

“...my parents encourage us to keep speaking English even with grammatical errors, and they took me to educational institution, that is why I am still able to maintain my English skills till now.”

A also stated:

“I have a lot of support from my family because of my family I can speak English as well, and practice my English with them. Study in educational institution, I also have some support because I study in English program.”

Y explained:

“My family help in financial and supports me to achieve the targets I want, especially the English certificate, they help me with all the finances I need.”

Based on the participants' answer on interview, family support was a recurring theme that significantly contributed to their English language proficiency. These returnees fondly reminisced about the pivotal role their families played in their language learning journeys. They emphasized that their families provided not only emotional support but also financial assistance,

educational opportunities, and a conducive environment for maintaining their English ability. In their accounts, they recalled how daily conversations and interactions within their families were conducted in English, so they always practice their ability. This nurturing environment enabled them to gain confidence in their language skills and fostered a strong foundation for linguistic development.

Furthermore, participants shared about how their families encouraged them to pursue formal English education, enroll in English programs, and continuously strive for improvement. These efforts, both emotional and practical, had a lasting impact on their language proficiency. The participants' experiences serve as a testament to the enduring influence of family support in shaping their linguistic capabilities.

e. Participate in Competitions and Events

Participating in competitions and events played a significant role in the journeys of Indonesian returnees as they sought to enhance their English language skills. This section delves into the insights garnered from interviews with these individuals, shedding light on the pivotal role that active involvement in various English-language competitions and events played in their past endeavors. Participants shared their experiences and highlighted the valuable impact of engaging in these activities on their language proficiency.

F stated that:

“I would often participate in an English type of competition such as debate, English Olympiad, scrabbles, spelling bee, etc.”

Then A said:

“...I've also been joining the English debate community, so I've learned a lot from there too..”

A added:

“I go to competitions; I maintain English just so i can understand many things in the outside world cause it's an international language.”

Active participation in English-language competitions and events emerged as a pivotal strategy among Indonesian returnees for maintaining their language skills. Through interviews with these individuals, we gain valuable insights into the profound impact of such engagements on their linguistic journeys. The experiences shared by participants underscore the transformative effect of these competitions, such as debates, English Olympiads, scrabbles, and spelling bees, on maintaining their language ability. These endeavors not only enriched their vocabulary and language comprehension but also fostered a deeper understanding of the international landscape, highlighting the importance of English as a global means of communication.

In addition to the competitive aspect, these events provided a platform for participants to connect with like-minded individuals who shared their passion for English. The sense of camaraderie and the exchange of ideas in these forums contributed significantly to their language development. This section delves into their experiences, showcasing how active involvement in English competitions and events has been a strategy of maintaining their language ability.

2. The Challenges in Maintaining English Ability

Exploring the challenges faced by Indonesian returnees in their efforts to maintain and enhance their English language proficiency was the focus of our

second research endeavor. This section delved into the myriad obstacles and hurdles encountered by these individuals as they embarked on their linguistic journeys. Through interviews and in-depth discussions, we gained valuable insights into the specific challenges that arose during their efforts to maintain their English proficiency. This investigation shed light on the multifaceted nature of these difficulties, encompassing various aspects of language acquisition and retention. In the following paragraphs, we delved into the specific challenges encountered by the participants, offering a comprehensive understanding of the intricate landscape they navigated while striving to uphold their English language skills. These constraints are some expression by the participants:

a. Environment

One of the prominent challenges identified by the participants was the impact of their environment. When these returnees found themselves in surroundings where English was not commonly used, their confidence in speaking the language dwindled. This reluctance to use English in such non-English-speaking environments created a significant hurdle, impeding their language development and proficiency maintenance.

CF said:

“My challenge in maintaining my English is when I am not in an environment where they don't use English at all, at that time I am reluctant and a little less confident in speaking English.”

Moreover, some participants expressed concerns about how they were perceived by others when speaking English. They shared experiences of being

seen as attention-seekers, which occasionally led to lowered self-esteem and discomfort in using English outside their homes.

F said:

“That most people would see me as someone who seeks attention because of my English, and sometimes would lower my self-esteem causing me to not feel comfortable in speaking English outside of my house.”

JF added:

“I don’t know how to answer this question, but i think some environmental influences that could happen is people shaming you for speaking english. Prolly saying things like 'sok inggris' making the person who was confident in speaking english suddenly shy and discouraged to speak english again.”

Cultural and environmental influences, particularly in regions like Aceh, played a substantial role. The strong local culture and preference for the Acehnese or Indonesian language over English presented a significant challenge for participants, as speaking English in such settings could be misconstrued as showing off. All these environmental factors underscored the intricate landscape these individuals navigated while striving to maintain and enhance their English language skills.

b. Vocabulary

Vocabulary retention proved to be a formidable challenge for Indonesian returnees in their pursuit of maintaining and enhancing their English language proficiency. This section delves into the specific difficulties participants faced in preserving their English vocabulary, highlighting the common issue of forgetting words and phrases that were infrequently used in their post-returnee lives. Through interviews and in-depth discussions conducted, we gained valuable

insights into the intricate struggles encountered by these individuals as they grappled with the gradual erosion of their English lexicon.

CF said:

“I have a bit of difficult to speak English because I forgot the vocabularies that i wanted to say.”

Y also said:

“A lot of vocabulary is forgotten because our environment doesn't use English.”

The challenge of vocabulary retention was a recurring theme among Indonesian returnees striving to maintain their English language proficiency. As exemplified by CF and Y's experiences, the struggle to remember and recall specific words hindered their fluency in English communication. These individuals grappled with the effects of an environment where English was not the primary language, leading to the gradual erosion of their vocabulary. This underscores the importance of continued efforts to engage with the language and refresh their lexicon regularly, as vocabulary remains a cornerstone of linguistic fluency.

c. Lack of English-Speaking Friends

As Indonesian returnees embarked on the challenging journey of maintaining and enhancing their English language skills, they encountered various obstacles. One significant difficulty they faced was the "Lack of English-Speaking Friends." This limitation in their social circles presented a distinctive challenge, impacting their ability to engage in English conversations and impeding the natural progression of their language proficiency. In this section, we delve into the

specific challenges these individuals confronted, focusing on the hurdle posed by the absence of English-speaking friends.

As stated by F:

“Another challenge I face is not having enough friend that could hold a conversation using English.”

And A added:

“I want to speak English, to maintain my English, but I don't have someone who I can't talk to, especially in campus and outside of home. So, yeah, that's basically the biggest challenges I have.”

Y also said:

“When I return to Indonesia, automatically there will be no more friends in our immediate environment who speak English..”

It is proved to be a formidable challenge for Indonesian returnees striving to maintain their English language proficiency. In the absence of who could engage in English conversations, these individuals faced difficulties in practicing and honing their language skills. Conversations with native speakers or proficient English speakers often serve as a crucial component of language development, allowing learners to immerse themselves in real-life dialogues and cultural nuances. Without such opportunities, returnees found themselves grappling with a significant obstacle.

Moreover, this challenge was particularly pronounced in various social settings, such as university campuses and non-English-speaking environments. The returnees expressed their desire to speak English but lamented the lack of

suitable conversational partners, especially outside their homes. This isolation hindered their ability to consistently engage with the language, leading to concerns about stagnation and proficiency decline.

B. Discussion

This section presents a discussion based on the research findings. This study has explored the strategies employed by Indonesian returnees from English-speaking countries to maintain their English language proficiency and to identify the challenges they encountered in this process.

1. How do the Indonesian returnees from English countries maintain their English ability?

Based on the interviews conducted, the insights derived from the interviews conducted with Indonesian returnees shed light on a range of strategies employed by these individuals to ensure the preservation and enhancement of their English language skills. Firstly, the findings emphasized the crucial role of the home environment in maintaining English proficiency among Indonesian returnees. Many participants spoke of integrating English into their daily household conversations, following encouragement from their parents or as a result of living with families who regularly spoke English. This practice was seen as pivotal in ensuring that they didn't forget their language skills and could speak English fluently. Additionally, personal practice and self-engagement emerged as a significant strategy. Participants engaged in various self-driven activities, such as self-talk, conversations with English-proficient friends, reading articles and

comics in English, and watching movies without subtitles. Extensive reading, including novels and journals, was highlighted as instrumental in vocabulary expansion.

Moreover, the role of social media and technology was evident in maintaining and enhancing English language skills. Participants actively used social media platforms to connect with native English speakers, follow language-related content, and immerse themselves in an English-rich online environment. Various technology resources, including television, radio, Spotify, and YouTube, were also utilized for language improvement. Family support was a recurring theme among the participants, and it played a pivotal role in their language learning journeys. Families not only provided emotional support but also financial assistance and educational opportunities. Importantly, daily conversations within the family were conducted in English, creating an environment conducive to language practice. Lastly, participation in English-language competitions and events was highlighted as a valuable strategy. Engaging in activities such as debates, English Olympiads, scrabbles, and spelling bees not only enriched participants' vocabulary and language comprehension but also deepened their understanding of English as a global means of communication.

In summary, the research findings suggest that Indonesian returnees employ a multifaceted approach to maintain and enhance their English language skills. The strategies encompass aspects of their daily lives, including the home environment, personal commitment, technology, family support, and active participation in language-related activities. There are some previous studies that

had similarities with this present study, such as from Yashiro (1992) found that Personal motivation, diligence, and a positive affinity for the host country emerged as key conditions for successful maintenance. Inaba (2007), also found that oral storytelling skills show the most significant improvement in the fourth year after returning to Japan. Similarly, Hayashi (2011) reported that the research underscores the necessity of continuous practice and exposure to sustain and enhance language skills.

2. What are the challenges they perceived in maintaining their English ability?

Through in-depth interviews and discussions, we gained valuable insights into the specific challenges faced by these individuals as they endeavored to uphold their English language skills. The challenges identified can be categorized into three main areas: environmental challenges, vocabulary challenges, and the lack of English-speaking friends.

Environmental challenges proved to be a significant obstacle for Indonesian returnees in their efforts to maintain their English language proficiency. When these individuals found themselves in environments where English was not commonly spoken, their confidence in using the language diminished. This reluctance to speak English in non-English-speaking settings hindered their language development and proficiency maintenance. Additionally, some participants expressed concerns about being perceived as attention-seekers when using English outside their homes, leading to occasional discomfort and lowered self-esteem. Cultural and regional influences also played a substantial

role in these environmental challenges. In regions like Aceh, strong local cultures and preferences for regional or national languages over English created additional hurdles. Speaking English in such settings could be misconstrued as showing off, further complicating the returnees' efforts to maintain their English language skills.

Vocabulary challenges emerged as another formidable obstacle. Participants often struggled with forgetting words and phrases, particularly those that were infrequently used in their post-returnee lives. The lack of regular exposure to English in their environments led to a gradual erosion of their English lexicon. This challenge had a direct impact on their fluency in English communication, emphasizing the importance of regular engagement with the language to refresh and expand their vocabulary.

Furthermore, the absence of English-speaking friends presented a distinctive challenge. Limited social circles with English speakers hindered their ability to engage in English conversations and impeded the natural progression of their language proficiency. Conversations with native speakers or proficient English speakers are vital for language development, and the absence of such opportunities posed a significant obstacle. Participants expressed their desire to speak English but lamented the lack of suitable conversational partners, especially outside their homes. This isolation created difficulties in consistently engaging with the language, raising concerns about proficiency stagnation and decline.

The challenges perceived by Indonesian returnees in maintaining their English ability are diverse and complex. Environmental factors, vocabulary

retention, and the absence of English-speaking friends all contribute to the intricacies of their linguistic journeys. Similar findings to this present study were also found in the previous research from Catama (2018) found that Cordilleran college students in the Philippines face several challenges in maintaining their heritage languages, including the influence of migration, frequent code-switching, and linguistic discrimination. These challenges impact the preservation of their heritage languages.

Based on the discussions above, this study concludes that Indonesian returnees from English-speaking countries employ a multifaceted approach to maintain and enhance their English language skills. Strategies encompass their home environment, personal commitment, technology usage, family support, and active participation in language-related activities. These findings align with previous research emphasizing the importance of motivation, continuous practice, and exposure in successful language maintenance. Additionally, this study identifies significant challenges faced by Indonesian returnees, including environmental constraints, vocabulary retention issues, and a lack of English-speaking friends. These challenges mirror similar hurdles found in other studies, highlighting the need for targeted interventions and support mechanisms to promote language preservation among Indonesian returnees and addressing the complexities involved in maintaining English proficiency in a non-English-speaking environment.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion and suggestion of the research is discussed. The conclusion contains the important points of the research, along with the suggestions of the research.

A. Conclusions

Based on the research that has been conducted and the analysis of the data in previous chapter, the researcher puts forward conclusion as follows:

1. Based on the findings from the interviews, this study provides valuable insights into the strategies employed by Indonesian returnees from English-speaking countries to maintain and enhance their English language skills. These strategies encompass various aspects of their daily lives, including the home environment, personal practice, technology usage, family support, and participation in language-related activities. These findings align with previous research that underscores the importance of motivation, diligence, and exposure in successful language maintenance.
2. Based on the findings from the interviews this study also highlighted the significant challenges faced by Indonesian returnees in their efforts to uphold their English language skills. These challenges were categorized into three main areas: environmental constraints, vocabulary retention issues, and the absence of English-speaking friends.

B. Suggestion

After conducting research on the strategies used by Indonesian returnees from English-speaking countries in maintaining their English ability, I suggest several significant points. It is recommended that parents actively support their children's English language maintenance by creating an English-rich environment at home and encouraging engagement with English media and communities. Students who have returned from English-speaking countries should continue to immerse themselves in the language through practical usage in clubs, academic settings, and social interactions, while setting personal goals to maintain and enhance their proficiency

One notable limitation is the small participant pool in the current study, which may have implications for the generalizability of findings. To address this limitation, future research endeavors should aim to increase the diversity and size of the participant sample. Expanding the number of participants will enable a more comprehensive exploration of language retention strategies and the challenges faced by a broader spectrum of individuals returning from English-speaking countries.

Researchers should also consider adopting a mixed-methods approach to gain a deeper understanding of the socio-psychological factors influencing language retention. By conducting more extensive and diverse studies, the research community can generate robust insights that contribute significantly to the field of language retention and inform more inclusive and effective language education practices and policies.

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APPENDIX A

Appointment letter of supervisor



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7645/UN.08/FTK/KP.07.6/07/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** :
- bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 - bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
- Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Pemerintah Nomor 74 Tahun 2012 (tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum);
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 - Keputusan Menteri Agama Nomor 492 Tahun 2005, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 - Keputusan Menteri Keuangan Nomor 293/KM.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 - Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** Keputusan Sidang-Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 13 Juni 2023.
- MEMUTUSKAN**
- Menetapkan PERTAMA**
- Menunjuk Saudara:
- Prof. Dr. Jarani, M.S., M.Sc. Sebagai Pembimbing Pertama
 - Dr. Maskur, S.Ag., M.A. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Cut Sunteng
NIM : 180203142
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis of English as Medium Instruction (EMI) in Reading Class (A Case Study at an Islamic University)
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925.2023, tanggal 30 November 2022.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023.
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 21 Juli 2023
Dekan,

Saiful Muluk

Tembusan

- Rektor UIN Ar-Raniry (sebagai laporan);
- Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
- Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
- Mahasiswa yang bersangkutan;
- Arsip.

APPENDIX B

Recommendation letter from FTK to conduct field research



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
 Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
 Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-12108/Un.08/FTK.1/TL.00/11/2023
 Lamp : -
 Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
 Ketua Prodi Pendidikan Bahasa Inggris
 Assalamu'alaikum Wr.Wb.
 Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **CUT SUNTENG / 180203142**
 Semester/Jurusan : XI / Pendidikan Bahasa Inggris
 Alamat sekarang : Lampaseh kota

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Strategies Used by Indonesian Returnees from English-Speaking Countries in Maintaining Their English Ability***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 20 November 2023
 an. Dekan
 Wakil Dekan Bidang Akademik dan
 Kelembagaan,



Berlaku sampai : 15 Desember
 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C

Interview Questions

1. How do you, as someone who has returned from English-speaking countries, maintain your English ability?
2. What are the challenges you perceive in maintaining your English ability?
3. What kind of activities or practices do you typically engage in to preserve and enhance your English language skills?
4. How does the use of social media and technology contribute to your efforts in maintaining your English proficiency?
5. How do you perceive the cultural and environmental influences on your endeavors to sustain your English language skills?
6. Are there any differences in the perceptions and practices of maintaining English proficiency between you, who have returned from English-speaking countries, and individuals with different educational backgrounds?
7. How does the support from your family, friends, or educational institutions affect your efforts to maintain your English language skills?
8. Do you feel there is a difference in your English language skills before and after living in an English-speaking country, and how do you measure this difference?
9. Are there variations in your goals or motivations to maintain English language skills based on your prior experiences in English-speaking countries?
10. How can the experiences of individuals like you, who have returned from English-speaking countries, provide valuable insights for educational approaches in Indonesia regarding English language proficiency?

APPENDIX D

Interview Transcript

1. Cut Fadhilah (Melbourne Australia & USA)

- R : How do you, as someone who has returned from English-speaking countries, maintain your English ability?
- CF : As someone who has lived in an English-speaking country, of course I speak English easily because I have used English since I was little, to maintain my English language skills, my parents told their children to speak English at home so that we don't forget and fluently when speaking English.
- R : What are the challenges you perceive in maintaining your English ability?
- CF : My challenge in maintaining my English is when I am not in an environment where they don't use English at all, at that time I am reluctant and a little less confident in speaking English.
- R : What kind of activities or practices do you typically engage in to preserve and enhance your English language skills?
- CF : Usually I talk to myself at home or in front of the mirror to improve my English language skills, and I also like to hear and watching in English.
- R : How does the use of social media and technology contribute to your efforts in maintaining your English proficiency?
- CF : I definitely use social media, and I don't misuse it, I like western films that contain lessons, and I often listen to podcasts so I don't feel lazy about speaking English all the time.
- R : How do you perceive the cultural and environmental influences on your endeavors to sustain your English language skills?
- CF : Even though I no longer live in an English language country, I will always speak English for my future, because we know that English is an international language which is very important for our future
- R : Are there any differences in the perceptions and practices of maintaining English proficiency between you, who have returned from English-speaking countries, and individuals with different educational backgrounds?
- CF : As an English language education student, I am happy if there are people with the same frequency as me to improve their English skills, but what I see is that there is a slight difference between me and my friends who have different backgrounds. For now, I am no longer embarrassed to speak the English wherever I am, is different from those who sometimes

are not confident in the skills they have.

- R : How does the support from your family, friends, or educational institutions affect your efforts to maintain your English language skills?
- CF : From my family and friends, I am always given support to be more fluently in English. I am happy to be in an environment that likes English. So every day I always upgrade myself to master it better.
- R : Do you feel there is a difference in your English language skills before and after living in an English-speaking country, and how do you measure this difference?
- CF : Of course there are many differences, in the past I was very fluent in speaking English, I didn't need to think about the vocabularies, my English was like a flowing water, but now I have a bit of difficult to speak English because I forgot the vocabularies that i wanted to say, that's why I always try to improve it again.
- R : Are there variations in your goals or motivations to maintain English language skills based on your prior experiences in English-speaking countries?
- CF : I was motivated by my parents, especially my father, who is very proficient in English. From my own experience, I have been motivated by seeing people who have successfully studied abroad.
- R : How can the experiences of individuals like you, who have returned from English-speaking countries, provide valuable insights for educational approaches in Indonesia regarding English language proficiency?
- CF : My experience there was quite satisfying, I learned many new things and of course I had many new friends from various countries. As a teenager traveling around the world is our biggest dream to be able to study abroad.

2. Fataya (Australia)

- R : How do you, as someone who has returned from English-speaking countries, maintain your English ability?
- F : I would speak English as often as possible, whether it be in daily conversation with my family or friends that also speaks English, read English novel and often write my own journal.
- R : What are the challenges you perceive in maintaining your English ability?
- F : That most people would see me as someone who seeks attention because of my English, and sometimes would lower my self-esteem causing me to not feel comfortable in speaking English outside of my house, another challenge I face is not having enough friend that could hold a conversation using English.
- R : What kind of activities or practices do you typically engage in to preserve and enhance your English language skills?
- F : I would often participate in an English type of competition such as debate, English Olympiad, scrabbles, spelling bee, etc. I also like to read novels and comic which help me with my vocabulary building.
- R : How does the use of social media and technology contribute to your efforts in maintaining your English proficiency?
- F : I often scroll social media and would come up to post about how to improve my English skill, most of them is on how to enhance my writing skill. Social media has also gotten me a friend from overseas, and I would often text or call them, and improve a lot of vocabulary from them.
- R : How do you perceive the cultural and environmental influences on your endeavors to sustain your English language skills?
- F : The environment around me at first was not very positive and people would often discourage me by saying “sok inggris” and as a kid who just moved to Aceh, it was really a stressful and let down moment, but eventually I would get over it because of my mother’s encouragement to just ignore them.
- R : Are there any differences in the perceptions and practices of maintaining English proficiency between you, who have returned from English-speaking countries, and individuals with different educational backgrounds?
- F : The huge differences is that even though I came back from an English speaking country, I don’t really focus on the grammar structure when I speak or do any task and it’s very hard on me to adjust to the education system here, meanwhile my friend who grew up with learning these grammars are used to it and even if they find it hard to understand, they would still manage to complete their task.

- R : How does the support from your family, friends, or educational institutions affect your efforts to maintain your English language skills?
- F : The support from my family has affected me the most my parents encourage us to keep speaking English even with grammatical errors, and they took me to educational institution, that is why I am still able to maintain my English skills till now. As for my friend and educational institution, they have also helped me a lot, especially some of my friend that can speak English, I was also dragged into a debate club by my friend.
- R : Do you feel there is a difference in your English language skills before and after living in an English-speaking country, and how do you measure this difference?
- F : I can't say much because I was still a kid when I lived in Australia, but the one big differences that I noticed is that because I was surrounded by native speakers when I was abroad, my accent was also influenced by them, but now that I am living in Aceh, I have lost my Australian accent.
- R : Are there variations in your goals or motivations to maintain English language skills based on your prior experiences in English-speaking countries?
- F : It is because I wish to continue my studies overseas and so I feel like I should maintain my English and also improve it while I can, I also feel like keeping my English skill is important and it has helped me a lot these past few years.
- R : How can the experiences of individuals like you, who have returned from English-speaking countries, provide valuable insights for educational approaches in Indonesia regarding English language proficiency?
- F : That even though I can speak English well, it doesn't mean that I don't have to learn English, learning a language takes time and always need improvement no matter how good you think you are. Also participating in a lot of English competition or events would help you get to know English better.

3. Jihan Fadhilah (Australia)

- R : How do you, as someone who has returned from English-speaking countries, maintain your English ability?
- JF : I basically maintain it unconsciously because i live with a family who speaks english on a daily basis so its like kinda normal, if not that then by reading novels and random comics in the internet.
- R : What are the challenges you perceive in maintaining your English ability?
- JF : Unless i get into an accident and my brain malfunctions i dont think i have any challenges with maintaining it
- R : What kind of activities or practices do you typically engage in to preserve and enhance your English language skills?
- JF : Read novels (?) So when there's a word i dont know i can just search it up.
- R : How does the use of social media and technology contribute to your efforts in maintaining your English proficiency?
- JF : It contributes pretty well cause most things in the interenet is basically english as a norm (as an international language)
- R : How do you perceive the cultural and environmental influences on your endeavors to sustain your English language skills?
- JF : I don't know how to answer this question, but i think some environmental influences that could happen is people shaming you for speaking english(?) Prolly saying things like 'sok inggris' making the person who was confident in speaking english suddenly shy and discouraged to speak english again
- R : Are there any differences in the perceptions and practices of maintaining English proficiency between you, who have returned from English-speaking countries, and individuals with different educational backgrounds?
- JF : I don't know about practice or anything about maintaining english here, but the difference is probably in speaking it in general(?) Like to maintain it u gotta speak more, like literally. But some people here just learn in textbooks and write stuff down but don't actually do something with it(?) Like just let it sit there. They understand basic grammar but dk how to say stuff with it.
- R : How does the support from your family, friends, or educational institutions affect your efforts to maintain your English language skills?
- JF : My whole family speaks english in general so idk how to answer this. I guess it's already a maintain -ing thingy if its every day.
- R : Do you feel there is a difference in your English language skills before

and after living in an English-speaking country, and how do you measure this difference?

- JF : I dont feel any differences in my english skills other than the fact its gotten better as i read more novels and grow up
- R : Are there variations in your goals or motivations to maintain English language skills based on your prior experiences in English-speaking countries?
- JF : Some motivation for me to keep my english stable is probably for the money when i go to competitions and win /hj, also! I maintain english just so i can understand many things in the outside world cause its an international language :)
- R : How can the experiences of individuals like you, who have returned from English-speaking countries, provide valuable insights for educational approaches in Indonesia regarding English language proficiency?
- JF : There's actually many things to do to actually help improve. Like you can find a person in real life or online who can speak english and the main language you speak , then try speaking english bit by bit with them to practice. Or listen to podcasts, listen to music, amd watch movies and repeat what they say(could say jt in ur head or smth idc) i think its called autodidact or smth. And surround urself with people who wont judge if ur gonna learn english or any language at that. And when most schools gives english questions, why not start with basic conversations you could actually come across when going somewhere where u needa speak english. Like basic phrases, say like - "Do you know where i can find a mosque?" And stuff like that

4. Aufa (Australia)

- R : How do you, as someone who has returned from English-speaking countries, maintain your English ability?
- A : All right, as someone has written from the English speaking country, specifically Australia, I maintain my English ability by practicing it. Every day with my family, with my brothers, sisters and I also, I also have been keeping contact with my friends in Australia. And apart from that I also have been reading articles in English and also watching movie without a subtitle. Of course you know and. Listening music and so on. Yeah, that's best
- R : What are the challenges you perceive in maintaining your English ability?
- A : All right. As for the challenges, as we know in Indonesia, especially in Aceh, there's not people who wants to talk in English. They think that if we talk in English, we kind of show enough, you know, so. It's one of the challenges. I want to speak English, to maintain my English, but I don't have someone who I can't talk to, especially in campus and outside of home. So, yeah, that's basically the biggest challenges I have
- R : What kind of activities or practices do you typically engage in to preserve and enhance your English language skills?
- A : Alright, I think I've answered this question with my number one's answers. So basically I've in. Maintain and enhance my English ability. I practice English with my family and then by watching the movies, listening to music in English. That's how I improve my English and maintain my English ability that I got. That's what's clear. Oh yeah, I forgot one thing. I've also been joining the English debate community, so I've learned a lot from there too.
- R : How does the use of social media and technology contribute to your efforts in maintaining your English proficiency?
- A : All right. The social media actually have been playing a huge role in helping me keeping my English ability because in social media I've been following a lot of pages that that are in English, written in English and then in social media as well. I can keeping in touch with my friends there, with social media and. Yeah, all my social media pages have been set in English, so basically what I've read is full English. As for the technologies, it's basically the same I learn from the TV's, radios, you know, Spotify's, YouTube and so on in. And learn, not learn. How to, say, reading, improve my my skills. You know, like reading and listening and so on, yeah
- R : How do you perceive the cultural and environmental influences on your endeavors to sustain your English language skills?

- A : Alright, As for the culture and environmental influence, has been playing a big impact in my uh ability my English skills to improve my English skills, because as we know in ache the culture is very, how to say very very strong. We we tend to use uh, our own language, Ache language or Indonesian language so. If we talk in English here, they might think that we we are showing off or something. So it's it's a big challenge for me to improve my English skills
- R : Are there any differences in the perceptions and practices of maintaining English proficiency between you, who have returned from English-speaking countries, and individuals with different educational backgrounds?
- A : OK, that's a very good question. So I can see a lot of differences in perspective perception between people who has written from English speaking country and people that are staying in in here in Indonesia. So, so in my opinion the difference perception is that we who who has written from English speaking country think that the the. Practice is very important. You know when we learn English, when we learn language, that the most important thing is. Practice. You have to practice everyday. Talk. Talk. You have to talk with with people but but people in here think that they they got enough from learning from textbook and stuff so so they don't really practice it in everyday's life. So so that's a really big difference
- R : How does the support from your family, friends, or educational institutions affect your efforts to maintain your English language skills?
- A : OK, as I said in the beginning, I have a lot of support from my family because my family they can speak English as well, so I can practice my English with them. As for friends and educational institution, I also have some support because I study in English English program, English study program in winter runnery so So what we learn is uh, we learn a lot of English. So yeah that's that's kind of support my, uh English ability as well. So Yep, that's all
- R : Do you feel there is a difference in your English language skills before and after living in an English-speaking country, and how do you measure this difference?
- A : OK, of course, of course. Absolutely, there's there's a big difference from before and after I return from English spoken country. So one of the thing that I measure is my speaking I my speaking is very much improved after I return from English speaking country. That's because I speak a lot in there. I I really practice my English every single day with with native native speakers. So yeah, there's a complete difference between between

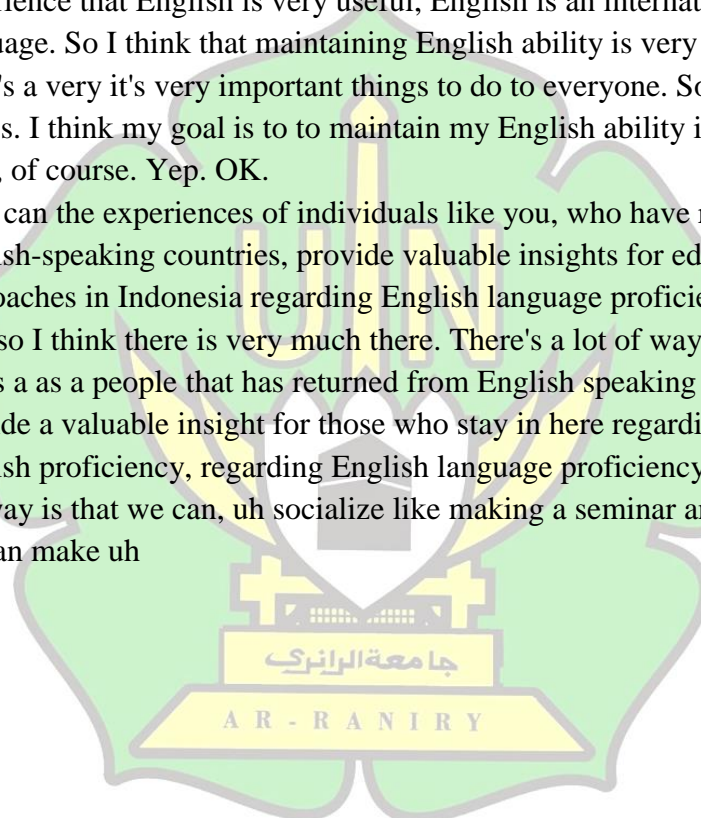
people that has written from English speaking country and people that stay in here

R : Are there variations in your goals or motivations to maintain English language skills based on your prior experiences in English-speaking countries?

A : OK, based on my experience coming back from English speaking countries, there's a change in my goals. There's a lot of variety. So before I only I don't really care about learning English and stuff. But now that I experience that English is very useful, English is an international language. So I think that maintaining English ability is very important. It's it's a very it's very important things to do to everyone. So yeah, I think it's it's. I think my goal is to to maintain my English ability in a good level, of course. Yep. OK.

R : How can the experiences of individuals like you, who have returned from English-speaking countries, provide valuable insights for educational approaches in Indonesia regarding English language proficiency?

A : OK, so I think there is very much there. There's a lot of ways that we can we as a as a people that has returned from English speaking country can provide a valuable insight for those who stay in here regarding the the English proficiency, regarding English language proficiency. So one of the way is that we can, uh socialize like making a seminar and and we we we can make uh



5. Yulmalia (Hungaria)

- R : How do you, as someone who has returned from English-speaking countries, maintain your English ability?
- Y : So for the first question untuk menjaga bahasa Inggris, aku tetap bagus yaitu dengan yang pertama terus mempraktekkan bahasa Inggris dalam kehidupan sehari-hari. Berbicara dengan diri sendiri, berbicara dengan teman-teman yang sudah menguasai yang sudah bisa bahasa Inggris. Nah, kemudian yang kedua. Yang kedua me memperbanyak relasi. Memperbanyak relasi dengan teman-teman internasional. Kalau dulu kan kita gak berani tuh bersosialisasi dengan teman-teman internasional internasional. Karena yang pertama kita masih ragu dengan bahasa Inggris dan sebagainya. Tapi kalau sekarang kita sudah punya, kita sudah bertemu, pernah bertemu secara langsung dengan teman-teman yang menggunakan bahasa Inggris. Nah terus berkomunikasi dengan mereka, kemudian mencari teman-teman baru yang juga menguasai bahasa Inggris gitu. Maksudnya teman-teman baru seperti bergabung ke organisasi internasional karena kita sudah punya pengalaman di bidang itu. Sebelumnya kemudian mengikuti konferensi itu, baik secara online maupun offline. Kemudian membaca banyak artikel yang berhubungan dengan internasional, lanjut atau lanjut
- R : What are the challenges you perceive in maintaining your English ability?
- Y : Oh pertama lingkungan karena ketika kita kembali ke Indonesia, otomatis tidak ada lagi teman-teman yang secara langsung di lingkungan kita berbicara dalam bahasa Inggris. Kemudian. Kita akan hal ini akan membuat kita lupa dan lupa dengan vocabularies kemudian gi. Dan. Ya itu aja sih lingkungan karena bahasa Inggris itu bisa di kalau kita mempunyai lingkungan yang bagus gitu gitu
- R : What kind of activities or practices do you typically engage in to preserve and enhance your English language skills?
- Y : yang pertama aktivitasnya watching youtube help my English skill kemudian apalagi ya menonton video vlog baik di gim. Ya di media sosial lah ya menonton video di media sosial yang bisnis English kemudian nonton movie. Nah kemudian reading artikel in English kemudian uh. A komik komik juga komik juga sangat membantu kemudian ya itu sih. Yang lainnya. Ya satu lagi ngobrol ngobrol sama teman dalam bahasa Inggris ya ngomong sama teman dalam bahasa Inggris.
- R : How does the use of social media and technology contribute to your efforts in maintaining your English proficiency?
- Y : Kalau sosial media saya rasa sosial media itu sangat me mempengaruhi

perkembangan dalam bahasa Inggris. Karena cara mereka itu yang pertama ada banyak video video bahasa Inggris atau tutor tutor yang mengajar secara online dan mereka membagikan membagikan bahasa ilmu bahasa Inggris secara free. Kemudian yang kedua ada yang namanya ario ario, jadi mereka tuh membaca buku bahasa Inggris kemudian. Menterjemahkannya. Nah ini bisa membantu meningkatkan garis kemudian some time. the vocabularie on the social media ya sudah we can remember and how to express the vocab

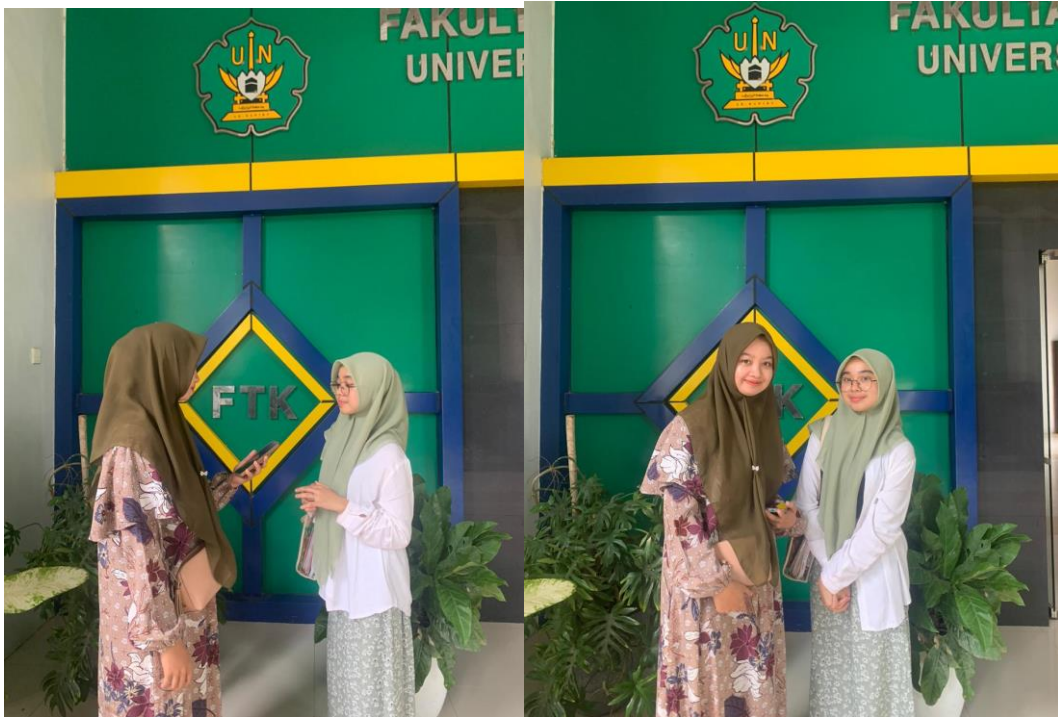
- R : How do you perceive the cultural and environmental influences on your endeavors to sustain your English language skills?
- Y : Berkultur so mungkin lebih nyambung cerita aja ya. First time i have a dream to go ever see i want to study my master degree in your country or Australia then learning learning English and pare Kediri so that they influence me to speak english and get my dream come true. Dari mereka kita belajar bagaimana cara menggapai mimpi itu itu nggak mustahil gitu. Kalau kamu bisa bahasa Inggris maka kamu akan bisa uh. Maka ya kalau kamu bisa bahasa Inggris maka mimpimu akan tercapai. Nah jadi cara mereka me apa namanya cara mereka belajar bahasa Inggris, kemudian lingkungannya juga sangat mempengaruhi kita kita. Untuk meningkatkan English skill karena setiap orang di sana itu memiliki target untuk mencapai. Mencapai target yang kita mau secepat mungkin gitu
- R : Are there any differences in the perceptions and practices of maintaining English proficiency between you, who have returned from English-speaking countries, and individuals with different educational backgrounds?
- Y : kalau nggak salah istilah ini different perception no becus iam not sure that aku bahkan belum pernah kembali ke indo gitu. Aku masih berada di negara yang berbicara bahasa Inggris, jadi aku nggak tahu bagaimana konsepnya, bagaimana ke depannya untuk menghadapi itu aku belum tahu, tapi untuk rencana ya seperti rencana awal tadi
- R : How does the support from your family, friends, or educational institutions affect your efforts to maintain your English language skills?
- Y : support family mereka membantu dalam finansial dan mendukung untuk. Mencapai target apa yang aku inginkan khususnya Inggris sertificate, kemudian mereka membantu semua finansial waktu itu kemudian my friend they support me by speaking speaking English u. we communicate English langage kemudian apalagi ya. Setelah komunikasi dengan teman. Itu aja sih.
- R : Do you feel there is a difference in your English language skills before and after living in an English-speaking country, and how do you measure

this difference?

- Y : Of course, there are a lot of different after And before leaving in English country of first, we have to improve more and more our English skill. becuz we need to now What are they now? We are talking about how to explain something in English. And we have to improve off course our vocab. kalau di indo kita kalau enggak kalau kesusahan ngobrol bahasa Inggris ya kita bisa ngobrol. Eh maksudnya iya iya kita bisa ngobrol langsung bahasa Indonesia, tapi kalau di sini mau jelaskan gimana mau enggak mau kita harus mencari alternatif lain yaitu bahasa Inggris untuk menjelaskan apa yang kita mau dan mau enggak mau harus kita juga harus meningkat dan kemudian komunikasi kita juga harus bagus tetapi tidak dengan grammar karena Grammatical correctly untuk ngobrol, jadi yang penting vokalisnya itu oh ini dan ya kemudian mereka juga enggak butuh satu lagi mereka juga enggak terlalu membutuhkan voceb. Gitu ya? Pas banget untuk ngobrol bahasa Inggris enggak? Yang penting kita tahu maksud mereka itu apa udah selesai.
- R : Are there variations in your goals or motivations to maintain English language skills based on your prior experiences in English-speaking countries?
- Y : motivation to maintain my lanjut skill. Of course i want to continue to continue my study. A speacialy phd program. is not just about English country but also the others. Others part especially for learning. Udah itu aja sih dalam karena butuh bahasa Inggris itu untuk belajar bukan hanya tinggal di negara yang memiliki. Bahasa Inggris yang bagus gitu
- R : How can the experiences of individuals like you, who have returned from English-speaking countries, provide valuable insights for educational approaches in Indonesia regarding English language proficiency?
- Y : mungkin dengan memberikan tugas tugas atau enggak sih dengan memberikan kursus kalau secara gak gratis ya enggak sih? Mungkin lebih murah ya daripada urusan yang lain kemudian. Kalau misalnya menjadi seorang guru, maka akan banyak memberi tugas dalam bahasa Inggris gitu gitu. Oke kemudian atau review artikel dalam bahasa Inggris gitu? Dan itu membantu generasi selanjutnya untuk. Untuk mengkaji bahasa Inggris, walaupun. Tidak terlalu fokus, tapi setidaknya mereka udah tahu berapa sih.

APPENDIX E

Documentation



AUTOBIOGRAPHY

1. Name : Cut Sunteng
2. Place/Date of Birth : Kuala Tadu, 10 Mei 2000
3. Nationality/Ethnic : Indonesia
4. Religion : Islam
5. Sex : Female
6. Marital Status : Single
7. Occupation : Student
8. Address : Desa Kuala Tadu, Kecamatan Tadu Raya,
Nagan Raya
9. Email : cutsunteng510@gmail.com
10. Parents' name
 - a. Father : Sofyan Ubit
 - b. Mother : Nurkisah
11. Address : Desa Kuala Tadu, Kecamatan Tadu Raya,
Nagan Raya
12. Educational Background:
 - a. SD Negeri Cotmee : Graduated in 2012
 - b. SMP Negeri 4 Cotmee : Graduated in 2015
 - c. MAS Darul Ihsan : Graduated in 2018
 - d. English Department of UIN Ar-Raniry : Graduated in 2023