



PRAGMATIC COMPETENCE IN USING ENGLISH: DISCOURSE ANALYSIS IN INDONESIAN STUDENT HIGHER EDUCATION INSTITUTION'S (HEI'S) WRITING TASK

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ABSTRACT

This study examines the use of pragmatic competence in the online writing tasks of Indonesian students in higher education institutions. The research focuses on analysing the discourse of written texts to identify the pragmatic features and strategies employed by the students when using English. Discourse analysis is administered as the method in this qualitative research. In depth interview is used in as the instrument to gain valuable insights into the challenges and opportunities faced by Indonesian students in developing their pragmatic competence in online writing tasks. Furthermore, the study aims to investigate the impact of pragmatic competence on the overall quality of the students' online writing. As the result researcher finds that *Increased explicitness* is the use of additional words in order to make the interlocutors' point clear based on their assumptions because of the interlocutors' cognition which is based on their language. Besides, the *shift in the pattern of a preposition* is the use of prepositions which is unmatched by the use of prepositions in English of Native Speakers (NS), but based on the interlocutors' language cognition.

Keywords: *Pragmatic, Discourse Analysis, Higher Education, ELF, Multilingualism*

1. Introduction

Multilingualism has become increasingly prevalent in today's globalised world. With the rise of globalisation and the rapid advancement of technology, people are now more connected than ever before. This has led to a greater need for individuals to be proficient in multiple languages in order to effectively communicate with others from different cultural backgrounds. In the context of higher education institutions (HEIs), the use of English as a medium of instruction has become widespread. However, since pragmatic competence is so important for effective cross-cultural communication, it is crucial to look at how Indonesian students use it in their online writing tasks. The estimated number of multilingual people in the world is around one billion people (Okal O.B., 2014). One example is Indonesian people, who have been multilingual since they were kids (Zein, 2020).

Their tradition and culture have shaped them to be multilingual humans. Indonesia is a country that is very rich in indigenous languages (IL). It is 652 traditional languages



calculated (Ministry of Culture and Education). Hence, it is very common for Indonesian children to be immersed in at least two languages: the Indonesian language as a *Lingua Franca* (ILF) and their indigenous language (IL), such as Java, Makassar, Bugis, Sunda, and many more. The immersion of those languages comes from the habit of Indonesian parents to use more than one language when having a conversation with their family or in their environment (Zein, 2020). Besides, at school, they also learn at least one foreign language (FL), and English is the top position taught in the education level of Indonesia, especially in higher education institutions (HEI) nowadays. Thus, Indonesian people are multilingual by nature and nurture.

English, the most popular language spoken worldwide in the 21st century, is the chosen foreign language (FL) required for most of the students in the HEI to learn. Furthermore, Zein (2020) states that English in Indonesia is shifting from the English as Foreign Language (EFL) norm into the English as *Lingua Franca* (ELF) norm. In using ELF, Indonesian students are able to use their creativity in language when talking or to write by using English in their communication. Furthermore, there are many aspects brought into Indonesian people's cognition regarding the students' language creativity. The possible aspects attached could be all parts integrated with language.

Those aspects are speaking, reading, writing, and listening. In addition, all of the sub-skills are included. Wherein the conceptualization taken from their culture is also one kind of aspect that could be considered when multilingualism is discussed. Hence, when the different tribes of Indonesian people talk to each other or write their ideas, it is possible to not be influenced by the language and culture in their cognition. Hence, in the English used by Indonesian people, especially if they speak or write a different local language, the pragmatic meaning of the utterances must be taken into consideration. Besides, the influence of the Indonesian language and culture may also appear in their writing when using English.

Kecskes (2014) introduces intercultural pragmatics using the socio-cognitive approach to analyse this phenomenon. While traditional pragmatics only focuses on the use of language in a social context, intercultural pragmatics emphasizes the social and individual aspects of human nature that should be considered in the language investigation. In the socio-cognitive approach, interlocutors have considered social beings searching for meaning with individual minds embedded in socio-cultural

collectivity. Individual traits that should be emphasized are prior experience, salience, egocentrism, and attention. Moreover, social traits are actual situational experiences that emerge as features of communication relevance, cooperation, and intention.

Based on Kecskes and Zang (2009), attention refers to those cognitive resources available to phenomena that make communication a conscious action. There are three factors that affect attentional processing: interlocutors' knowledge based on prior experience, frequency, familiarity or conventionality of knowledge tied to the situation, and the interlocutor's mental state and/or the availability of attentional resources. However, this research does not focus on the conversational analysis when there is turn-taking communication between people. Thus, instead of using interlocutors' terms indicating the people who produce the utterances, this paper uses the term writer.

Indonesian, as multilingual people, always face two possibilities. The first possibility is either the student's multilingualism ability eases them to study the other language (Lewandowska E, 2019; Klieme 2006) or it could be a problem or distraction (Schoonen et al. 2002). Then Garcia and Wei (2014) stated that the students' multilingualism competence could exist and not be a hindrance in the students' new language learning activity. One possible impact is shown in the study done by Lorenz, Hasai, and Siemund (2021), which found that a lexical transfer happened from English Foreign Language (EFL) learners to their English. The other transfer which could be happened is also found by Oliviera (2020), who ran the research on how a person's metaphorical conceptualization is transferred from L1 into English. Pros and contras regarding the challenge and the benefit of being multilingual in learning a new language drive the researchers to observe the case in English use for multilingual Indonesian students in Higher Education Institutions (HEIs).

The studies regarding multilingual Indonesian people in pragmatic analysis, especially those related to the use of English in online writing tasks, are very limited. Hence, through this research, the use of English through pragmatic lens in Indonesian HEIs is investigated. This research aims to delve a research question: How does Indonesian HEIs student incorporate their Bahasa Indonesia (BI) in using English to write?

2. Research Method

To achieve this, the study employs qualitative approach through discourse analysis based on Gee (2014). Firstly, in-depth interviews are conducted to 5 Indonesian HEI students to gather insights into their language learning experiences and the strategies they employ when using English. These interviews provide valuable qualitative data that can shed light on the underlying reasons behind the observed shifts in language use. Additionally, a questionnaire is distributed to 49 students to collect data on their language proficiency levels and their perceived effectiveness in English communication. The interviews with the students delve deeper into their personal experiences and perspectives on language use. They provide insights into their motivations for using English and the specific strategies they employ to improve their proficiency. This qualitative data offers a more nuanced understanding of the underlying reasons behind the observed shifts in language use. Additionally, the distribution of questionnaire to a larger sample of students allows for the collection of data on their language proficiency levels.

This data provides a more objective measure of their English communication skills and can be compared to the qualitative insights gathered from the interviews. The combination of both of these pragmatic shifts in ELF production highlight the influence of the learners' first language on their English usage. The increased explicitness can be seen as a result of direct translation from Indonesian, where it is common to include additional words to convey meaning. Similarly, the shift in preposition use reflects a difference in the syntactic patterns between Indonesian and English. This research aims to further explore the reasons behind these shifts and their impact on the overall communicative effectiveness of Indonesian HEI students in English. To achieve this, a comprehensive analysis is conducted on the language production of Indonesian HEI students, focusing on their use of prepositions and the level of explicitness in their English usage.

2.1 Data Analysis

The analysis for the data running through the data gathered from Indonesian HEI students based on the socio-cognitive approach (Keckes, 2014) and Seidlhofer (2004) ELF lexicogrammar characteristics shows two categories that we want to focus on in this



research. Those categories are called “*increased explicitness*, (e.g., “we have to study about math” in place of “study math” and *shift in a pattern on preposition use* e.g., “how long time” in place of “how long”. These pragmatic shifts in ELF production highlight the influence of the learners' first language on their English usage. The increased explicitness can be seen as a result of direct translation from Indonesian, where it is common to include additional words to convey meaning. Similarly, the shift in preposition use reflects a difference in the syntactic patterns between Indonesian and English. This research aims to further explore the reasons behind these shifts and their impact on the overall communicative effectiveness of Indonesian HEI students in English. To achieve this, a comprehensive analysis will be conducted on the language production of Indonesian HEI students, focusing on their use of prepositions and the level of explicitness in their English usage. Additionally, the study will investigate the potential influence of language transfer from Indonesian on these linguistic shifts. By examining the reasons behind these shifts and their impact on communication, valuable insights can be gained to enhance the English language proficiency of Indonesian HEI students. These pragmatic shifts in ELF production highlight the influence of the learners' first language on their English usage.

The increased explicitness can be seen as a result of direct translation from Indonesian, where it is common to include additional words to convey meaning. Similarly, the shift in preposition use reflects a difference in the syntactic patterns between Indonesian and English. This research aims to further explore the reasons behind these shifts and their impact on the overall communicative effectiveness of Indonesian HEI students in English. To accomplish this, a comprehensive study will be conducted, analyzing the written and spoken English of Indonesian HEI students. The study will examine various aspects, such as vocabulary choice, sentence structure, and the use of prepositions. Additionally, it will investigate the extent to which the learners' first language influences their English usage and how these linguistic differences may affect their overall communicative effectiveness. By delving deeper into these issues, valuable insights can be gained, leading to the development of targeted language teaching strategies for Indonesian HEI students.



3. Findings

This research explores the role of cultural norms and values in language usage, recognising that different cultures may prioritise certain linguistic features or employ distinct communication strategies. It aims to uncover how these cultural factors influence the way individuals perceive and interpret language and how they may contribute to miscommunication or misunderstandings in intercultural interactions. Additionally, the researcher considers the impact of globalisation and the increasing interconnectedness of societies on language usage patterns as individuals navigate multiple cultural contexts and engage in cross-cultural exchanges more frequently. Understanding these complex dynamics can help us develop strategies for promoting effective intercultural communication and fostering mutual understanding across diverse communities. One key factor that contributes to miscommunication in intercultural interactions is the differences in language and communication styles.

When individuals from different cultures come together, they bring with them their unique ways of expressing themselves, which can vary in terms of vocabulary, grammar, tone, and nonverbal cues. These differences can often lead to misunderstandings, as what may be considered polite or appropriate in one culture may be seen as offensive or inappropriate in another. For example, direct communication styles may be valued in some cultures, while indirect or implicit communication may be preferred in others. This contrast in communication styles can create confusion and misinterpretation between individuals from different cultures. Additionally, the use of nonverbal cues such as body language, gestures, and facial expressions can also vary greatly across cultures, further complicating cross-cultural interactions. It is crucial to be aware of these differences and to approach intercultural communication with sensitivity and an open mind in order to foster understanding and build successful relationships.

3.1 Increased Explicitness

It is evident from the observation that most of the shifts made by students were the result of their cognition using their native language as their prior knowledge. The first category that is collected from the corpus is explicitness, which is used excessively in their writing. An indication of the cause of this shift is the sentence pattern in the Indonesian language that is translated into English when they produce the language. This



pattern often leads to sentences that are overly explicit and lack the conciseness commonly found in English writing. For example, students may use multiple adjectives or adverbs to describe a noun or verb, whereas in English, a single word may suffice. This excessive explicitness can make the writing seem repetitive and can hinder the flow of the text. Furthermore, it can also lead to a lack of precision and clarity in conveying the intended meaning. Therefore, it is important for students to be aware of this tendency and to strive for more concise and precise language use in their writing.

By being mindful of the potential pitfalls of excessive explicitness, students can improve the overall effectiveness of their writing. One way to achieve this is by carefully selecting the most appropriate and precise words to convey their ideas. Rather than using multiple adjectives or adverbs, students should aim to find a single word that captures the essence of what they want to express. This not only streamlines the writing but also ensures that the intended meaning is conveyed accurately. Additionally, by avoiding unnecessary repetition, students can create a more cohesive and fluid flow in their writing. This allows the reader to focus on the content and ideas being presented rather than getting caught up in excessive description. By using precise and concise language, students can also make their writing more engaging and impactful. Instead of relying on generic terms, such as "good" or "bad," students can explore the nuances of language and choose words that evoke specific emotions or reactions in the reader. This level of attention to detail not only demonstrates a mastery of language but also shows a deeper understanding of the topic at hand. Ultimately, by prioritising precision in their writing, students can elevate their work and effectively communicate their ideas to others.

Example 1: AD (male)

'I can eat it every time that I want.'

In example 1, the writer made explicit the word 'every time' adding the phrase 'that I want'. In English, this explanation is categorized as redundancy because the word 'every time' itself has already explained 'anytime that someone want to'. In the Indonesian language there a formulaic phrase to express this situation *kapanpun aku mau* 'anytime I want'. In Indonesian expression, the word '*kapanpun*' (that can be used as the equivalence of the word 'every time' in English in this case) needs some detailed information on the specific time mentioned. The word '*kapanpun*' cannot stand alone in a sentence,

otherwise, it will raise confusedness. Due to this prior knowledge, the writer saw the importance of adding the explanation for ‘every time’ to make it clear and explicit. The other example of the impact of students’ prior knowledge and formulaic language is also seen in example 2. In example 2, the writer uses the phrase ‘as a result’ to indicate a cause-and-effect relationship. This phrase is commonly used in academic writing to show the consequence of a certain action or event. By using this formulaic language, the writer is able to convey their point more effectively and efficiently. Additionally, the use of formulaic language helps to maintain coherence and cohesion in the writing, as it provides a clear structure and framework for the ideas being presented. Overall, the incorporation of formulaic language in academic writing is crucial for conveying complex ideas and maintaining clarity for the reader.

Example 2: RA (female)

‘Last month ago, I went to Bali with my family.’

In example 2, RA wants to tell her experience when she went to Bali. In that example, she explained that she went last month. However, she wrote ‘last month ago’ which in formulaic English language is ‘last month’ without ‘ago’ because ‘last month’ has made clear the time sequence. Nevertheless, the students in example 2 add the word ‘ago’ because in BI when they would like to tell the time, such as ‘last month’, they have to give the word ‘ago’. In BI it is ‘*satu bulan yang lalu*’. Hence, in telling the time, the students follow the structure of the formulaic language in BI.

Example 3: CA (female)

‘We got there by driving a car.’

Example 3 shows the pragmatic shift where the verb is inserted excessively. In English, the phrase ‘by a car’ has explained that the person in the story used a car for transportation from one place to another without the need to explain that the car is driven by someone. Compared to BI, the instrumental case is explained using the preposition *dengan* ‘with’. In spoken, people may use only *dengan mobil* ‘with a car’. But, in writing style, the standard rule is written *dengan mengendarai mobil* ‘with driving a car’. By understanding the way of Indonesian people in using the specific instrumental case in



their language, it is clear that the shift he makes in his writing is due to the distraction of his native language's (prior knowledge) composition rule.

This shift in writing style could be seen as a reflection of the writer's native language's influence on his composition. When learning a second language, it is common for people to draw on the grammar and syntax rules of their first language. In this case, the writer's native language may have a different way of expressing the instrumental case, leading to the use of the preposition "*dengan*" instead of the more formal "*dengan mengendarai*". This demonstrates the writer's attempt to align his writing with his spoken language, but also highlights the need for further understanding and practice in the target language in order to fully grasp its grammatical nuances. It is common for learners to initially rely on familiar structures and patterns from their native language, as it provides a sense of comfort and familiarity. However, as proficiency in the second language develops, it becomes crucial to break away from these habits and embrace the unique features and rules of the target language. This process requires continuous exposure, practice, and guidance to ensure accurate and effective communication.

3.2 Shift in Pattern on Preposition

Applying English prepositions in communication, especially in writing, may be challenging for non-native people. Because, like another grammatical class, prepositions have some implicit rules that English learners will be able to learn by practicing the language. There are some shifts when the students do not properly use the English preposition in their writing because of the pragmatic obstacle. This shift in pattern in prepositions can lead to misunderstandings and confusion in communication. To overcome this challenge, it is important for non-native speakers to receive proper instruction and guidance.

One common mistake that English learners make with prepositions is using them interchangeably or incorrectly. For example, they may use "on" instead of "in" or "at" when referring to a location. This can result in sentences that sound unnatural or confusing to native speakers. Additionally, prepositions can have different meanings depending on the context in which they are used. This can make it challenging for non-native speakers to choose the correct preposition in a given sentence. Therefore, it is crucial for English



learners to study and practice prepositions in order to improve their overall language proficiency.

Example 4: AN (male)

‘Japan is one of the countries in Asia which is known to its advance technology and education.’

Example 4 is a pragmatic shift where the student used the inappropriate collocation with the verb ‘known’. In English the appropriate phrasal verb for ‘known’ is “as” or “for”. While in BI, the most equivalent word for ‘known’ is *dikenal*. The word *dikenal* in BI is frequently collocated with the word *akan*. Finding the equivalent literal translation for this word is quite difficult. On the other hand, the phrasal verb ‘known as’ has a literal translation as *dikenal sebagai* BI. In practice, it is possible to use the verb *dikenal* collocated with *sebagai*. Yet, in this utterance, this collocation is not appropriate because *dikenal sebagai* required a direct explanation regarding the object. For instance, *dia dikenal sebagai pahlawan 'he is known as a hero'*. In contrast, *dikenal akan* requires the characters or specific authentic objects that make them recognized. For instance, *dia dikenal akan keramahan dan kepintarannya 'he is known to be friendly and genius (literal translation)'*.

The differences explained above show how Indonesian-speaking people find it challenging to understand the collocation of ‘known’ in the phrasal verb ‘known as/for’. In example 4, the shift that the students made is caused by the wrong choice in translating the preposition ‘to’ from the preposition *akan* in BI. This misunderstanding highlights the importance of understanding the cultural and linguistic nuances of a language when translating phrases or idioms. It also emphasizes the need for language learners to immerse themselves in the target language's culture to fully grasp its intricacies. Additionally, it underscores the significance of context in accurately translating phrases and expressions, as a literal translation may not always convey the intended meaning.

Furthermore, this misunderstanding serves as a reminder that language is not solely a means of communication but a reflection of a community's history, values, and social norms. By delving deeper into the cultural context of a language, learners can gain a deeper appreciation for its richness and complexity. This understanding allows for more accurate and nuanced translations, ensuring that the intended meaning is conveyed effectively. Moreover, it promotes cultural sensitivity and respect, fostering better cross-

cultural communication and understanding. Therefore, language learners should strive to go beyond the surface level of vocabulary and grammar and actively engage with the cultural aspects of the language they are studying. By immersing themselves in the customs, traditions, and history of the culture, learners can develop a deeper connection and understanding of the language. This can be achieved through various means, such as reading literature, watching movies or TV shows, participating in cultural events, and even travelling to countries where the language is spoken. These experiences not only enhance language skills but also broaden one's worldview and appreciation for different cultures. Ultimately, the integration of language and culture allows learners to become more proficient and well-rounded communicators, capable of bridging gaps and fostering meaningful connections across borders.

4. Discussion

The students' language comprehension is one factor supporting the students to produce their ELF creatively. The students use their prior knowledge in their cognition because they would like to avoid miss-communication in their discourse. It is also mentioned by Keckes (2009) that communication should make use of the Socio-Cognitive Approach (SCA) in order to avoid miscommunication between interlocutors. In examples 1,2, and 3, it shows that the pragmatic shift happened when the students struggled to find the equivalence word from Indonesian into English. Moreover, example 4 indicates that a pragmatic shift may be made by the discrepancy in the standard writing between Indonesian and English, where it shows how Indonesian and English-speaking people differ in their way of thinking.

The socio-cognitive approach (SCA) is a valuable tool in promoting effective communication between interlocutors. In examples 1, 2, and 3, the pragmatic shift that occurred when the students encountered difficulty in finding the equivalent word from Indonesian to English highlights the importance of considering socio-cultural factors in language translation. It demonstrates how language proficiency alone may not be sufficient for accurately conveying meaning. Furthermore, example 4 sheds light on the impact of cultural differences on language use, particularly in the realm of written communication. The discrepancy in standard writing between Indonesian and English reveals distinct thought processes and cultural norms that influence the choice of words and sentence structure. For instance, in Indonesian, it is common to use passive voice and

indirect language to convey politeness and respect, whereas English favours more direct and active expressions. This cultural difference can pose challenges for translators, who must navigate between the two languages while preserving the intended meaning and tone of the original text. Moreover, Example 4 highlights the significance of understanding the cultural context behind certain words or phrases to avoid misunderstandings or misinterpretations.

In those examples, the students use formulaic language, which is not found in English used by Native Speakers (NS). That formulaic language is reflected through the use of *increased explicitness* and *shift in a pattern of preposition use*. In intercultural pragmatics and ELF theory, the use of the student's creativity in order to make clear their intention by attaching their prior knowledge based on their language cognition is called an emergence (Keckes, 2007; Keckes and Zhang, 2009). This emergence of formulaic language in non-native English speakers can be seen as a strategic communication tool to compensate for their lack of fluency or accuracy in the language. It allows them to convey their intended meaning more effectively and ensure that their message is understood by the listener. However, it is important to note that the use of formulaic language does not necessarily indicate a lack of proficiency in English. In fact, it can be a sign of linguistic creativity and resourcefulness in adapting to a new language and culture.

Both native and non-native speakers frequently use formulaic language, which is a common feature of language learning. It provides a way for individuals to express themselves quickly and efficiently, particularly in situations where they may not have the time or vocabulary to construct more complex sentences. Additionally, formulaic language can serve as a bridge between different cultures, allowing individuals to connect and communicate despite their linguistic differences. In this way, it can be seen as a valuable tool for fostering understanding and building relationships across language barriers.

5. Conclusion

This study aims to investigate how the students' cognition appears in their ELF when they write a story about their past experiences for their task. Then, to achieve the aim, discourse analysis into 2015 words of data is done by administering an approach called *increased explicitness* and *shift in a pattern on preposition use*. The data are taken through the corpus data of learners' writing tasks. Furthermore, based on the data in

students' writing tasks, the students show their language creativity in writing their story by including some *formulaic words* which are based on their prior knowledge in their cognition. In the daily conversation using ELF among the learners in Indonesia, it usually found the word or expression that does not exist in the NESs interlocutors' communication yet could be found in ELF Indonesian communication as the NNESs (Saputra, 2022). This highlights the dynamic nature of English as a Lingua Franca (ELF) and the unique linguistic features that emerge in non-native English-speaking contexts. The inclusion of formulaic words and expressions in students' writing tasks demonstrates their ability to adapt and creatively use language based on their own cognitive processes and prior knowledge. Moreover, this phenomenon is not limited to written communication but also extends to daily conversations among learners in Indonesia. In these interactions, it is common to encounter words or expressions that may not exist in the communication of native English speakers (NESs), but are prevalent in ELF Indonesian communication among non-native English speakers (NNESs). This is due to the fact that NNESs often draw from their own cultural and linguistic backgrounds when communicating in English. As a result, unique phrases and idioms may emerge that reflect the diversity of the learners' experiences and perspectives.

This linguistic adaptation not only showcases the learners' creativity but also serves as a means of establishing a sense of identity and belonging within the English language community. Moreover, the incorporation of cultural and linguistic elements from their native languages can enhance the richness and depth of communication among NNESs. By infusing their conversations with familiar expressions and idiomatic phrases, NNESs are able to convey nuances and subtleties that may be difficult to express solely using standard English. This blending of languages and cultures creates a dynamic and vibrant linguistic environment, where individuals can connect and relate to one another on a deeper level. Additionally, this adaptation process allows NNESs to showcase their unique perspectives and experiences, fostering a sense of pride and ownership in their language skills. In doing so, NNESs contribute to the richness and diversity of the English language, expanding its lexicon and pushing the boundaries of communication. By embracing and incorporating non-native expressions, English becomes a truly global language, reflecting the interconnectedness of our modern world. Moreover, this linguistic fusion encourages cultural exchange and understanding, breaking down barriers



and fostering empathy among people from different backgrounds. It allows for a more inclusive and inclusive society, where everyone's voice is heard and valued.

6. Suggestions

Further integration of non-native expressions into the English language includes promoting language exchange programmes, encouraging the use of multilingual dictionaries, and incorporating diverse cultural references into educational curricula. Additionally, individuals can play a role by actively seeking out and learning from different linguistic and cultural perspectives. By embracing the richness and diversity of language, we can create a more inclusive and interconnected global community. This can be achieved through initiatives such as organising language exchange events where people can practice speaking in different languages and learn from each other. Language exchange programmes not only provide a platform for individuals to improve their language skills but also foster cultural understanding and appreciation. Encouraging the use of multilingual dictionaries can also help in expanding vocabulary and understanding the nuances of different languages. By having access to these resources, individuals can easily explore and incorporate non-native expressions into their everyday conversations.

Moreover, incorporating diverse cultural references into educational curricula can broaden students' perspectives and create a more inclusive learning environment. In addition to promoting language learning, the inclusion of diverse cultural references in educational curricula can foster a greater understanding and appreciation of different cultures. By exposing students to a variety of cultural perspectives, they are able to develop a more global mindset and recognise the value of diversity. This not only enhances their educational experience but also prepares them for an increasingly interconnected world where cross-cultural understanding is crucial. Moreover, incorporating diverse cultural references can create a more inclusive learning environment where students from different backgrounds feel seen and represented. This can help to break down barriers and promote empathy and respect among students.

Besides, for the future research, investigating the students' pragmatic within the use of their first language in a larger scope of data can broaden the insight regarding this case. Since the time of working on this research is very short, the number of students' writing task used as the document to analyse is very limited. Hence, in the next research, adding

the number of students' writing task can help the researcher to gain larger data to do the analysis.

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