The Application of Daily English to Public Service Towards Internationalization Era

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Abstract: The purpose of this research is how the application of Daily English in public services towards the era of internationalization and what effect the application of Daily English on the quality of public services. The use of English in public services is still rarely done, especially in the field of student academic services. This study discusses the application of Daily English in public services towards the era of internationalization. This research uses experimental and survey methods. The respondents used were 30 people from the faculty of literature and the faculty of economics. The result of the research is that the effect of the independent variable (Daily English) on the dependent variable (public services) only increases by 2%. From the results of the partial test (t-test), it is known that the effect of each independent variable on the dependent variable is partially greater than 0.05, so Ha is not accepted. The use of daily English partially has a negative and insignificant effect on public services.

Key Words: Daily English, Public Service, Internationalization Era.

1. INTRODUCTION:

English is a foreign language in Indonesia. The development of English in Indonesia has increased in terms of its use. This increase was caused by global developments that occurred. This requires the community to be competent in order to be able to compete and have connectivity between countries that allows the process of acculturation or assimilation of the structure of society so that it affects various fields. One of the most influential fields is the field of language, especially English, which has a very wide influence on the languages of the world so that English dominates the addition of new words in Indonesian with the borrowing process (Prayoga and Khatimah. 2019). Along with the times, English can not only be applied to the unit level of education, but has penetrated the public sector, especially in the service sector. The university as the highest educational unit has main tasks in the fields of teaching, research and service. To carry out these main tasks, the university has a function, one of which is to organize the development of the academic community and administrative activities. As an institution engaged in educational services, universities must be able to meet the needs and satisfaction of consumers and customers. This is necessary in order to win the competition with other universities that are increasingly advanced. Competition in academic services does not only occur at the university level but has also penetrated at the faculty level (Saputra, 2016). This competition gives positive energy to the staff at the Faculty in order to provide their best service to students so that students as consumers feel comfortable and satisfied with the services provided.

In providing services to students, of course, there are many methods used to attract the attention of consumers so that users of special academic service services feel that they are served well, therefore there needs to be a breakthrough that needs to be made by the academic service department. One of the breakthroughs is service by implementing the Daily English Application in public services. Academic service is a public service at the University level. The use of English in academic services will also have an influence on the quality and level of service that will lead to the era of internationalization. Mali (2020) states that the meaning of the term internationalization of higher education is the activity of higher education institutions which in the process achieve a goal, function or delivery of education that is integrated with international components. The daily English application which will be applied to one of the elements, namely in the field of academic services at the university will also help a university towards internationalization. Based on the explanation above, the objective of the study is to investigate the results of daily English applications in public services in the era of internationalization at the Faculty level of UMN Al Washliyah and to analyse the results of the influence of daily English on public services in the era of internationalization at the Faculty level of UMN Al Washliyah.

2. LITERATURE REVIEW:
2.1 Daily English:

Daily English is English used in daily activities or activities. In public services, the language used is also everyday but formal. Then the form of language used is the form of English that is used in daily activities. Several forms of expression or expressions used in the form of greetings (greeting), expressions of offering help (offering help or service) and other expressions that support the implementation of public services. The following are examples of expressions or expressions and examples of conversations that can be used in public services, especially academic services at the Faculty.

Table 2.1 The Example of daily English

Category	English
Greeting and offering Help	A: Good morning, Good afternoon, Good evening Ms. Helen. How are you? B: I am very well, thank you. And you? A: How can I help you?/ What can I do for you
	Hello Ms. Helen. It's nice to see you again.
Giving the instruction	A: Can you tell me how to get the certificate of my degree? B: Yes of course. First, you must fulfill all the requirements of your academic affair. Then you will get your certificate.

Some of the examples above are utterances or greetings for public services. The above form can be used when dealing with customers who will do administration at the Faculty.

2.2 Public Service:
Theoretically, the purpose of public service is to provide satisfaction to the public or society. Quality services require ethical services and pay attention to three service indicators that are often expressed in "human relations", namely, (1) reliability, which is characterized by the provision of appropriate and correct services; (2) responsiveness, which is characterized by the desire to serve consumers quickly; and (3) assurance, which is characterized by the level of attention to "ethics" and "morals" in providing services (Lenvine: 1990 in Suhartono.2016). From this explanation, ethics is one of the important things in the field of service to the public. Ethics is an instrument in society to demand action or behavior in order to be able to function properly. So it can be concluded that ethics are norms or rules. Ethics is not only limited to physical actions but can also be verbal. Ethics in language is also part of the norms or rules for someone to speak in polite language. Polite language here means language that uses word choices that are in accordance with the interlocutor. The interlocutor in public service is a guest. In other words, one's language ethics is influenced by norms and culture, ethnicity or certain community groups. English language etiquette is different from American language etiquette even though they both speak English. Therefore, language ethics is very necessary in a service, especially public service. In public service activities, greeting ethics becomes an important point. There are several words that are liked by customers, namely greetings "Father and Mother", "thank you", responses "yes" or "okay", expressions of ability "can" or "we will try", giving comments to guests "true". These expressions can be used as benchmarks for the level of service, but they must also be supported with low or not loud intonations (Suhartono and Lestariningsih 2016).

The Daily English application in public services will have a different influence on the form of service used because of the use of different languages. On the prestige/prestige side, the use of English is able to increase the prestige of a unit/faculty that uses English in its form of service, although from the other side there will be awkwardness that occurs when communicating, but this can be overcome if the speaker and the interlocutor both understand what that was discussed.

3. METHOD:
The research method at this stage is by using experiments and surveys. Departing from the existing problems, this research will try to apply the daily English in public service, so this researcher starts from interviews, observations, documentation. This study emphasizes more on the use of daily English. Data collection methods and instruments used in this study were observation, interviews, documentation or questionnaires. The analysis carried out in this stage of research is descriptive quantitative. The data analysis model used in this study was data quality test (validity and reliability). Sugiyono (2013: 173) stated that the valid instrument is the requisite to get the valid research. The technique used to conclude the research results using SPSS, namely: The validity test is used to measure whether a questionnaire is valid or not. Namely with the Correlation Product Moment from Karl Pearson

4. DISCUSSION:

This study aims to determine the results of daily English applications in public services. The independent variable in this study is daily English with the dependent variable being public service. The results of statistical analysis can be seen in the following explanation.

Validity Test

Test the validity of the instrument to measure the validity or validity of a questionnaire. A questionnaire is said to be valid if the value of rcount > rtable in the tables of the results of the validity test below, the value of rcount can be seen in the value of Corrected Item-Total Correcation. The sample used in this study was n = 30, so that it was obtained df = n-2 = 28 with a coefficient of rtable = 0.3061

Table 4.1
The Result of Validity Test of Daily English

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009	VAR00010	VAR00011
Correlations												
VAR00001	Pearson Correlation	1	,372*	,294	,518**	,510**	,568**	,199	,312	,124	,396*	,606**
	Sig. (2-tailed)		,043	,115	,003	,004	,001	,292	,093	,513	,031	,000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00002	Pearson Correlation	,372*	1	,593**	,627**	,333	,263	,445*	,599**	,399*	,430*	,683**
	Sig. (2-tailed)	,043		,001	,000	,072	,159	,014	,000	,029	,018	,000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00003	Pearson Correlation	,294	,593**	1	,529**	,545**	,379*	,573**	,346	,262	,367*	,660**
	Sig. (2-tailed)	,115	,001		,003	,002	,039	,001	,061	,162	,046	,000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00004	Pearson Correlation	,518**	,627**	,529**	1	,673**	,517**	,603**	,605**	,497**	,652**	,879**
	Sig. (2-tailed)	,003	,000	,003		,000	,003	,000	,000	,005	,000	,000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00005	Pearson Correlation	,510**	,333	,545**	,673**	1	,697**	,543**	,554**	,337	,649**	,827**
	Sig. (2-tailed)	,004	,072	,002	,000		,000	,002	,001	,069	,000	,000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00006	Pearson Correlation	,568**	,263	,379*	,517**	,697**	1	,499**	,611**	,289	,457*	,734**
	Sig. (2-tailed)	,001	,159	,039	,003	,000		,005	,000	,122	,011	,000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00007	Pearson Correlation	,199	,445*	,573**	,603**	,543**	,499**	1	,508**	,532**	,258	,712**
	Sig. (2-tailed)	,292	,014	,001	,000	,002	,005		,004	,002	,169	,000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00008	Pearson Correlation	,312	,599**	,346	,605**	,554**	,611**	,508**	1	,502**	,577**	,767**
	Sig. (2-tailed)	,093	,000	,061	,000	,001	,000	,004		,005	,001	,000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00009	Pearson Correlation	,124	,399*	,262	,497**	,337	,289	,532**	,502**	1	,236	,592**
	Sig. (2-tailed)	,513	,029	,162	,005	,069	,122	,002	,005		,209	,001
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00010	Pearson Correlation	,396*	,430*	,367*	,652**	,649**	,457*	,258	,577**	,236	1	,711**

	Sig. (2-tailed)	,031	,018	,046	,000	,000	,011	,169	,001	,209		,000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00011	Pearson Correlation	,606**	,683**	,660**	,879**	,827**	,734**	,712**	,767**	,592**	,711**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,001	,000	
	N	30	30	30	30	30	30	30	30	30	30	30
*. Correlation is significant at the 0.05 level (2-tailed).												
**. Correlation is significant at the 0.01 level (2-tailed).												

Table 4.2
The Result of Validity Test of Public Service

Correlations		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009	VAR00010	VAR00011
VAR00001	Pearson Correlation	1	,372*	,294	,518**	,510**	,568**	,199	,312	,124	,396*	,606**
	Sig. (2-tailed)		,043	,115	,003	,004	,001	,292	,093	,513	,031	,000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00002	Pearson Correlation	,372*	1	,593**	,627**	,333	,263	,445*	,599**	,399*	,430*	,683**
	Sig. (2-tailed)	,043		,001	,000	,072	,159	,014	,000	,029	,018	,000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00003	Pearson Correlation	,294	,593**	1	,529**	,545**	,379*	,573**	,346	,262	,367*	,660**
	Sig. (2-tailed)	,115	,001		,003	,002	,039	,001	,061	,162	,046	,000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00004	Pearson Correlation	,518**	,627**	,529**	1	,673**	,517**	,603**	,605**	,497**	,652**	,879**
	Sig. (2-tailed)	,003	,000	,003		,000	,003	,000	,000	,005	,000	,000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00005	Pearson Correlation	,510**	,333	,545**	,673**	1	,697**	,543**	,554**	,337	,649**	,827**
	Sig. (2-tailed)	,004	,072	,002	,000		,000	,002	,001	,069	,000	,000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00006	Pearson Correlation	,568**	,263	,379*	,517**	,697**	1	,499**	,611**	,289	,457*	,734**
	Sig. (2-tailed)	,001	,159	,039	,003	,000		,005	,000	,122	,011	,000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00007	Pearson Correlation	,199	,445*	,573**	,603**	,543**	,499**	1	,508**	,532**	,258	,712**
	Sig. (2-tailed)	,292	,014	,001	,000	,002	,005		,004	,002	,169	,000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00008	Pearson Correlation	,312	,599**	,346	,605**	,554**	,611**	,508**	1	,502**	,577**	,767**
	Sig. (2-tailed)	,093	,000	,061	,000	,001	,000	,004		,005	,001	,000
	N	30	30	30	30	30	30	30	30	30	30	30

VAR00009	Pearson Correlation	,124	,399*	,262	,497**	,337	,289	,532**	,502**	1	,236	,592**
	Sig. (2-tailed)	,513	,029	,162	,005	,069	,122	,002	,005		,209	,001
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00010	Pearson Correlation	,396*	,430*	,367*	,652**	,649**	,457*	,258	,577**	,236	1	,711**
	Sig. (2-tailed)	,031	,018	,046	,000	,000	,011	,169	,001	,209		,000
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00011	Pearson Correlation	,606**	,683**	,660**	,879**	,827**	,734**	,712**	,767**	,592**	,711**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,001	,000	
	N	30	30	30	30	30	30	30	30	30	30	30
*. Correlation is significant at the 0.05 level (2-tailed).												
**. Correlation is significant at the 0.01 level (2-tailed).												

Based on Tables 4.1 and 4.2 overall the question items can be declared valid because all question items have an *r* count that is greater than *r* table, namely > 0.3061.

Determination Coefficient Test (Adjusted R ^ 2)

The coefficient of determination R Square (R2) explains that the value of the independent variable on the dependent variable is large. The value of R Square is from zero to one. The correlation coefficient is able to show strong if the data R value is between 0.5 and close to 1. The table shows that R Square value of 0.020 or means 2% of the influence of the independent variable (daily English) on the dependent variable (public service). The value of R Square indicates that the correlation or relationship between the independent variable (daily English) to the dependent variable (public service) is weak because it is below 50%.

Tabel 4.3 Coefficient of Determination Results

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,140[a]	,020	-,015	4,86775

a. Predictors: (Constant), X

b. Dependent Variable: Y

Source: Processed secondary data, 2021

Partial test (t-test) was conducted to analyze the effect of each independent variable on the dependent variable. The results of the partial test (t-test) can be seen in Table 4.4

Table 4.4 The Result of Test-t

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	48,814	8,281		5,895	,000
	X	-,152	,204	-,140	-,747	,462

Source: Secondary data processed, in 2021

The data above shows that X (independent variable) has a negative and insignificant effect on variable Y (dependent variable).

Simple Linear Regression Analysis

Tabel 4.5 The Result of Regression Analysis

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	48,814	8,281		5,895	,000
	X	-,152	,204	-,140	-,747	,462

Source: Secondary data processed, in 2021

From Table 4.5 the simple linear regression equation produces the estimator model as follows:

$$Y = 48,814 - 0.152X_1$$

From the multiple linear regression equation, it can be explained as follows:
- The constant value is 48.814 which indicates if all independent variables (daily English) are assumed to be zero, then the daily English value decreases by 48.814
- The coefficient b1 of 0.152 indicates that a 1% decrease in daily English will be followed by a 0.152% decrease in the value of product marketing assuming other variables remain constant.

5. CONCLUSION:

Based on the research and discussion that has been described, the following conclusions can be drawn:
- The R Square value is 0.020 or means 2% of the influence of the independent variable (Daily English) on the dependent variable (public services). The value of R Square indicates that the correlation or relationship between the independent variable (Daily English) and the dependent variable (public services) is weak because it is below 50%.
- From the results of the partial test (t-test), it is known that the effect of each independent variable on the dependent variable is partially greater than 0.05, so Ha is not accepted. The use of daily English partially has a negative and insignificant effect on public services.

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