

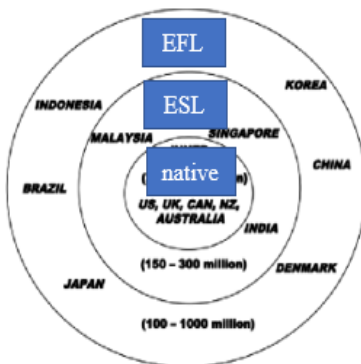
EASY-READ SUMMARY

# The Impact of English Language Dominance in Music Therapy Learning Resources on Indonesian Music Therapy Students' Practice

**Author: Kezia Putri**



English is one of the most spoken languages in the world. It is considered a global language. A global language is a language that is spoken by different communities in the world. English words are used in a lot of conversations in Jakarta, Indonesia.



There are 3 types of forms in which English is spoken in different countries. There are 'Native Speakers,' 'English as a Second Language,' and 'English as a Foreign Language.'

One of English language's roles is to bridge differences. For example, language differences between Indonesia and other countries. However, there are consequences to the use of English in Indonesia.



There are a lot of English learning resources that are used in Indonesian music therapy training program. So far, the foundation of this training program has followed the western perspective. A mix of English and Bahasa Indonesia were used in the teaching.

This study aims to investigate the impact of English learning resources on Indonesian music therapy students' perspectives.



10 Indonesian music therapy students were interviewed. They spoke about their backgrounds and experience of using English resources. They also talked about their understanding of music therapy.



The students came from several towns of Indonesia:

- Jakarta
- Tangerang
- Pekanbaru
- Lubuklinggau
- Semarang
- Yogyakarta

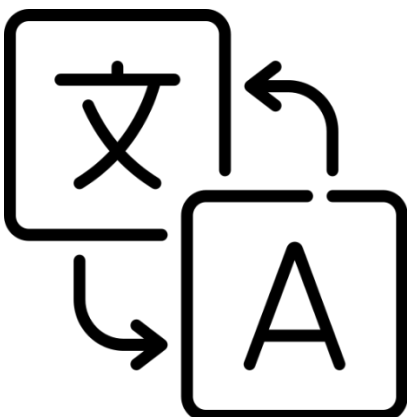
8 of the students identify as Chinese-Indonesian. Only 1 student said that they spoke English at home. The other students either spoke Bahasa Indonesia, Mandarin, or traditional languages at home.



The students said that English literatures look more trustworthy to them. The students prioritized research that came from a developed country. Using English literatures also allowed the students to improve their English skills.



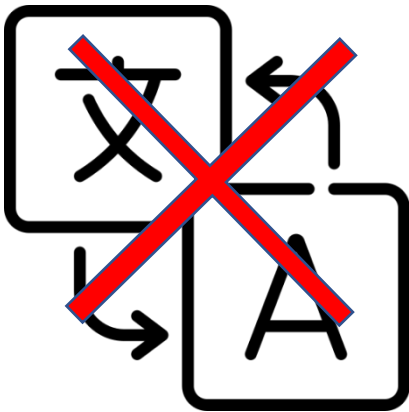
These skills helped the students learn from international seminars and conferences. The knowledge from English resources allowed the students to provide an evidence-based care.



Some English terminology has no direct Bahasa Indonesia translation. Students said that sometimes a translated terminology may sound weird. Students also said that Indonesian terminology sometimes sounds less credible.



Despite the benefits, some students said they struggled to understand English literatures. This results in negative feelings and low self-confidence.



Several English clinical terminologies have no direct Indonesian translation. Not all Indonesian people speak English, which makes it difficult to explain music therapy sometimes. Some of the English terminologies are also not relatable to a

few people or areas.



Students feel more equipped to promote music therapy in a westernized setting. For example, hospitals and modern schools.



It is important for Indonesian practitioners to learn from different areas and cultures of Indonesia. This can be done by providing easier access for Indonesians to train in music therapy. Trainees from different cultural backgrounds will enrich the Indonesian music therapy practice.

The full text is published at: <https://doi.org/10.15845/voices.v22i3.3375>