

**GLOBAL, LOCAL, OR GLOCAL IDENTITY
OF EFL LEARNERS AS ELF USERS**

THESIS

By:
Noor Vatha Nabilla
NIM 15320083



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2019**

**GLOBAL, LOCAL, OR GLOCAL IDENTITY
OF EFL LEARNERS AS ELF USERS**

THESIS

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang
in Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S)

By:

Noor Vatha Nabilla
NIM 15320083

Advisor:

Ribut Wahyudi, M.Ed, Ph.D.
NIP 198112052011011007



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2019**

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**Global, Local, or Glocal Identity of EFL Learners as ELF Users**” is my original work. I do not include any materials previously written or published by another person, except those ones that are cited as references and written in the bibliography. Hereby, if there is an objection or claim, I am the only person who is responsible for that.

Malang, 11 November 2019


Noor Vatha Nabilla
NIM 15320083

APPROVAL SHEET

This is to certify that Noor Vatha Nabilla's thesis entitled **Global, Local, or Glocal Identity of EFL Learners as ELF Users** has been approved for thesis examination at the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S.).

Malang, 11 November 2019

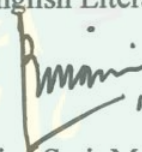
Approved by
Advisor,



Ribut Wahyudi, M.Ed, Ph.D.

NIP 198112052011011007

Head of Department of
English Literature,



Rina Sari, M.Pd.

NIP 197506102006042002

Acknowledged by

Dean,



D. Syafiyah, M.A.

NIP 196609101991032002

LEGITIMATION SHEET

This is to certify that Noor Vatha Nabilla's thesis entitled **Global, Local, or Glocal Identity of EFL Learners as ELF Users** has been approved by the Board of Examiners as the requirement for the degree of *Sarjana Sastra* (S.S.) in Department of English Literature.

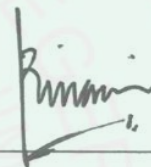
Malang, 22 November 2019

The Board of Examiners

Signatures

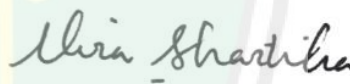
1. Rina Sari, M. Pd
NIP 197506102006042002

(Main
Examiner)



2. Mira Shartika, M.A
NIPT 19790308201802012177

(Chair)



3. Ribut Wahyudi, M.Ed, Ph.D.
NIP 198112052011011007

(Advisor)



Approved by

Dean of Faculty of Humanities



Dr. J. Syafiyah, MA
NIP 196609101991032002

MOTTO

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ

لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

**O people, indeed We created you from a man and a woman and made you
nationals and tribes so that you knew each other. Surely the most noble
among you by Allah is the most pious among you. Truly Allah is All-
Knowing, All-Knowing.**

(Q. S Al Hujurat: 13)

DEDICATION

I proudly dedicated this thesis to my beloved family, especially my father, Muhammad Adib Fanani who has raised and supported me while I was studying at Universitas Islam Negeri Maulana Malik Ibrahim Malang. I also dedicate this thesis to my mother, my brother and sister, and my late grandmother, Almh. Hj. Zaenab who was very proud I studied in Universitas Islam Negeri Maulana Malik Ibrahim Malang, and the other family who has always supported me, given me unconditional love, and never been tired to give advices while I was doing my thesis project.

ACKNOWLEDGEMENT

All praise to Allah swt. who has given His guidance and blessing for me so that I could finish this thesis entitled “Global, Local, or Glocal Identity of EFL Learners as ELF Users”. Shalawat and Salam are always praised to our beloved Prophet Rasulullah Muhammad SAW, the messenger as well as the one who brings good news to human life.

I would deliver my deepest and greatest gratitude to my supervisor, Ribut Wahyudi, M.Ed., Ph.D., who has given his time, commitment, and knowledge to teach and guide me patiently to finish my thesis project. He is my inspiration to choose this topic because he is the first who introduce me to post-structural theories and critical thinking. During my thesis work, he has given me critical feedback, advice, guidance in order to improve the quality of my thesis so that I am able to accomplish this thesis. Besides, his teaching about post-structural theories and critical thinking have changed my point of view of life, which was previously very structural and static, are now becoming more critical and dynamic.

I extend my gratitude and appreciation to all lecturers at Department of English Literature and all of the lecturers in the Faculty of Humanities who have taught me abundant great lessons during my lecture at Universitas Islam Negeri Maulana Malik Ibrahim Malang.

I would express my gratitude to Farah, who has always helped me to explain some ideas or notion that I could not understand. She is the first person that I contacted when I got confused about working on this thesis project. Also, I would say thank you to Ila, Dinda, and Indah who have fought together, supported each

other, and shared many things regarding our thesis project. It is an honour for me to work and struggle with them under the same supervisor. I am thankful to Wilhelmi Aprilla, who has always supported and provided a platform for me to get some journals and books which are hard to be found. Huge thanks I give to my best friends (Memel, Ila, Oca, Erica, Wieska, Cony, Pimbek, Mbak Mia) who have always accompanied me from the first until the end of my undergraduate study in UIN Malang, in my saddest and happiest situations. I send my thanks to my old friends (Caca, Kiki, Ica, Anggi, Ira, and Dwi) who have supported each other even we are in different places. I also would like to send my thanks to my research participants who have been willing to help me obtain the data while I was doing my thesis project.

Last, I admit that my thesis project is far from perfection and has many shortcomings. Thus, to improve this work, criticisms and suggestions are welcomed. Hopefully, this thesis would give significant benefit to other researchers with the same interest and could make people who read this more critical.

Malang, 4 November 2019

Noor Vatha Nabilla

NIM 15320083

ABSTRACT

Nabilla, Noor Vatha. 2019. *Global, Local, or Glocal Identity of EFL Learners as ELF Users*. Thesis. English Literature Department. Faculty of Humanities. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Ribut Wahyudi, M.Ed, Ph.D.
 Keywords: *Identity, Foucauldian Discourse Analysis, Subject Position, Subjectivity, EFL Learners, English as Lingua Franca*

The phenomenon of English globalization has led to the study of English as a lingua franca (ELF) used among speakers from different linguistic and cultural backgrounds who do not share a common first language which has created some sense of identity of the L2 learners in ELF communication (Sung, 2014). However, there is still lack of observation of EFL learners' identities in ELF context so that it becomes the topic discussed in this study. The purposes of this study are to find out how English as global language constructed in the curriculum document, how EFL learners construct their subject positions in relation to English as a global language, and the identity constructed by EFL learners based on Sung (2014).

This research is categorized as a case study in which it explores how the participants are positioning themselves towards ELF phenomenon so that it might reveal the identity tendency of the participants. This study is also a critical applied linguistic study which combines Norton's (2013) theory of identity and subject position's notion by Foucault explained by Walshaw (2007) to reveal participants' subjectivity. This post-structural study also uses FDA (Foucauldian Discourse Analysis) to help the researcher finds out participants' identities and subjectivities. The other Foucault's notion such as regimes of truth, technology of the self, normalization and surveillance were also analyzed in this study. The data sources were taken from the result of semi-structured interview of four participant majoring in English study. Moreover, additional data were taken from curriculum document of the universities. It helps to find out neoliberal activities in the universities. The data were analyzed using the identity theory of Norton, FDA, and identity classification by Sung (2014).

The results of the study indicate that two of the participants have shown different identity (Norton, 2006). The first participant tends to have global and glocal identities at the same time relating to her university and department policy. The second participant shows her local identity since she does not concern in certain accent, and global identity since she admits that English is equated to progress and modernity (Bunce et. al., 2016). The third participant seems to have global identity because she directly mentioned that she wants to have British accent. The last participant has shown her global identity by admitting that she tends to have American accent. Moreover, universities' curriculum document policy seems to have a role in their students' tendency of identities and subjectivities construction.

ABSTRAK

Nabilla, Noor Vatha. 2019. *Identitas Global, Lokal, atau Glokal Pembelajar EFL sebagai Pengguna ELF*. Skripsi. Jurusan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Ribut Wahyudi, M.Ed, Ph.D.

Kata kunci: *Identitas, Foucauldian Discourse Analysis, Posisi Subjek, Subjektivitas, Pembelajar EFL, Bahasa Inggris sebagai Lingua Franca*

Fenomena globalisasi bahasa Inggris mengarah pada studi bahasa Inggris sebagai lingua franca (ELF) yang digunakan oleh penutur dari berbagai latar belakang bahasa dan budaya yang tidak memiliki bahasa pertama yang sama, yang telah menciptakan identitas pelajar L2 dalam komunikasi ELF (Sung, 2014). Namun, pengamatan identitas peserta didik EFL dalam konteks ELF dianggap masih kurang sehingga menjadi topik yang dibahas dalam penelitian ini. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana bahasa Inggris sebagai bahasa global dibangun dalam dokumen kurikulum, bagaimana pelajar EFL membangun posisi subjek mereka dalam kaitannya dengan bahasa Inggris sebagai bahasa global, dan identitas yang dibangun oleh pelajar EFL berdasarkan Sung (2014).

Penelitian ini dikategorikan sebagai studi kasus di mana studi ini mengeksplorasi bagaimana peserta memposisikan diri terhadap fenomena ELF sehingga dapat mengungkapkan kecenderungan identitas peserta. Studi ini juga merupakan studi linguistik terapan kritis yang menggabungkan teori Norton (2013) tentang identitas dan gagasan posisi subjek oleh Foucault yang dijelaskan oleh Walshaw (2007) untuk mengungkap subjektivitas peserta. Studi pasca-struktural ini juga menggunakan FDA (*Foucauldian Discourse Analysis*) untuk membantu peneliti menemukan identitas dan subjektivitas peserta. Gagasan Foucault lainnya seperti rezim kebenaran, teknologi diri, normalisasi dan pengawasan juga dianalisis dalam penelitian ini. Sumber data diambil dari hasil wawancara semi-terstruktur dari empat peserta jurusan studi bahasa Inggris. Selain itu, data tambahan diambil dari dokumen kurikulum universitas. Ini membantu untuk mengetahui aktivitas neoliberal di universitas. Data dianalisis menggunakan teori identitas Norton, FDA, dan klasifikasi identitas oleh Sung (2014).

Hasil penelitian menunjukkan bahwa dua peserta telah menunjukkan identitas yang berbeda (Norton, 2006). Peserta pertama cenderung memiliki identitas global dan glokal pada saat yang sama terkait dengan kebijakan universitas dan jurusannya. Peserta kedua menunjukkan identitas lokalnya karena dia tidak memperhatikan aksen tertentu, dan identitas global karena dia mengakui bahwa bahasa Inggris disamakan dengan kemajuan dan modernitas (Bunce et. Al., 2016). Peserta ketiga tampaknya memiliki identitas global karena dia secara langsung menyebutkan bahwa dia ingin memiliki aksen Inggris. Peserta terakhir telah menunjukkan identitas globalnya dengan mengakui bahwa ia cenderung memiliki aksen Amerika. Selain itu, kebijakan dokumen kurikulum universitas tampaknya memiliki peran dalam kecenderungan identitas siswa dan konstruksi subjektivitas.

ملخص البحث

فتي نبيلة ، نور. 2019، الهوية عالمي، محلي أو الجمع بينهما المتعلم EFL مانج المستخدم على ELF تعليم بحث جامعي، قسم قانون الأعمال الإسلامية، جامعة مولانا مالك الإسلامية الحكومية الإسلامية مالانج. مشرف: ريبوت واحيودي ، الماجستير الكلمة الرئيسية : الهوية ، تحليل الخطاب الفكياني ، موضع الموضوع ، الذاتية ، متعلمي اللغة الإنجليزية كلغة أجنبية ، اللغة الإنجليزية كلغة اجتماعية

أدت ظاهرة عولمة اللغة الإنجليزية سببا على دراسة اللغة الإنجليزية باعتبارها لغة مشتركة التي تستخدم بين المتحدثين من مختلف اللغوية والثقافية وهم لا يشاركون اللغة المشتركة الأولى العامي التي قد خلقت الهوية للمتعليم في التواصل ELF (سونج، 2014). لكن مراقبة هوية طلاب اللغة الإنجليزية كلغة أجنبية في سياق ELF غير تام وهذا يكون الموضوع البحث في هذا البحث. فالغرض من هذا البحث يعني معرفة كيفية بناء اللغة الإنجليزية بناء موضعهم ، وكيف يقوم الطلاب اللغة الإنجليزية كلغة أجنبية استنادا إلى (سونج، 2014). هذا البحث هو دراسة حالية يستكشف المشاركين من ظاهرة ELF يمكن ان يكشف عن هوية المشارك، وكذلك هذه الدراسة هي دراسة لغوية تطبيقية تجمع بين نظرية نورتون (2013) حول الهوية وفكره عن موضوع الموضوع التي أوضحها (ولشو، 2007) لكشف الذاتية للمشارك. تستخدم هذه الدراسة ما بعد الهيكلية أيضا FDA لمساعدة الباحثين في العثور على هوية المشارك وموضوعيته. كما تم تحليل أفكار فوكو الأخرى مثل أنظمة الحقيقة والتكنولوجيا الذاتية والتطبيع والإشراف في هذه الدراسة. تم استخلاص مصادر البيانات من نتائج المقابلات شبه المنظمة من أربعة مشاركين في دراسات اللغة الإنجليزية. بالإضافة إلى ذلك ، يتم أخذ بيانات إضافية من وثائق المناهج الجامعة. هذا يساعد على اكتشاف الأنشطة النيوليبرالية في الجامعة. وقد تم تحليل البيانات باستخدام نظرية هوية نورتون ، ادارة الاغذية والعقاقير ، وتصنيف الهوية من قبل (سونج، 2014).

أظهرت النتائج أن المشاركين أظهروا هويات مختلفة (نورتون ، 2006) يميل المشارك الأول إلى الحصول على هوية عالمية ومحددة في الوقت نفسه تتعلق بسياسة الجامعة والتخصصات. أظهر المشارك الثاني هويته المحلية لأنه لم ينتبه إلى لهجات معينة ، وهوية عالمية لأنه أدرك أن اللغة الإنجليزية كانت مساوية للتقدم والحداثة (بونس وآخرون ، 2016). يبدو أن المشارك الثالث لديه هوية عالمية لأنه ذكر مباشرة أنه يريد أن يكون لهجة بريطانية، أظهر المشارك الأخير هويته العالمية من خلال الاعتراف بأنه يميل إلى أن يكون لهجة أمريكية. بالإضافة إلى ذلك ، يبدو أن سياسات سياسة المناهج الجامعية لها دور في ميل هوية الطالب وبناء الشخصية.

ABBREVIATIONS AND ACRONYMS

EBU	Entrepreneurial Based University
EdBU	Educational Based University
EFL	English as Foreign Language
ELF	English as Lingua Franca
ELL	English Language and Letters
ELT	English Language Teaching
FDA	Foucauldian Discourse Analysis
ICT	Information and Communication Technologies
ICALL	Introduction to Computer Assisted Language Learning
WE	World Englishes

TABLE OF CONTENTS

THESIS COVER	i
STATEMENT OF AUTHORSHIP	ii
APPROVAL SHEET	iii
LEGITIMATION SHEET	iv
MOTTO	v
DEDICATION.....	vi
ACKNOWLEDGEMENT.....	ii
ABSTRACT	xi
ABBREVIATIONS AND ACRONYMS.....	xiv
TABLE OF CONTENTS.....	xv
 CHAPTER I: INTRODUCTION	
A. Background of Study.....	1
1. World Englishes	3
2. The History of English in Indonesia	4
3. The Globalization of ELF	5
4. L2 Learners' Identity.....	6
5. Multilingual Subject.....	8
6. Identity, Subjectivity, and Subject Position	9
B. Problems of the Study	11
C. Objective of the Study	11
D. Significances of the Study	11
E. Scope and Limitation.....	12
F. Definitions of Key Terms.....	12
G. Previous Studies	13
H. Research Methodology.....	16
1. Research Design.....	16
2. Data Source	17
3. Data	19
4. Research Instrument.....	19
5. Data Collection.....	19

6. Data Analysis	21
I. My Subject Position	22

CHAPTER II: REVIEW OF RELATED LITERATURE

A. Identity.....	23
B. Foucauldian Discourse Analysis (FDA).....	25
1. Subjectivity	26
2. Subject Position	27
3. Regime of Truth.....	29
4. Technology of The Self	30
5. Normalization and Surveillance	32
C. ELF and Identity.....	33
D. Neoliberalism	34

CHAPTER III: FINDINGS AND DISCUSSION

A. Findings	38
1. Participant 1	38
2. Participant 2	47
3. Participant 3	55
4. Participant 4	61
5. Curriculum Document Analysis of Entrepreneurship Based University (EBU).....	72
6. Curriculum Document Analysis of Educational Based University (EdBU). 78	
7. The Participants' Identification of Cultural Background.....	80
B. Discussion	82

CHAPTER IV: CONCLUSION AND SUGGESTIONS

A. Conclusion.....	89
B. Suggestion	91

REFERENCES	93
-------------------------	-----------

CURRICULUM VITAE.....	101
------------------------------	------------

APPENDIX	102
-----------------------	------------

CHAPTER I

INTRODUCTION

This chapter outlines background of the study, problem of the study, objective of the study, scope and limitation, significant of the study, the key terms of the study, and the previous studies. Moreover, it also provides the research method that consists of research design, research subject, data sources, research instruments, data collection, and data analysis.

A. Background of Study

The phenomenon of English globalization has led to the study of English as a Lingua Franca (ELF) which is used among speakers from different linguistic and cultural backgrounds who do not share a common first language (Sung, 2014). In this context, some researchers on ELF have argued that English should be viewed from a perspective of fluidity and flexibility (Jenkins, Cogo & Dewey, 2011; Fang, 2016). From the ELF framework, some ideas and concepts such as multilingualism and pluricentrism, language contact, standards, and linguistic norms are considered (Jenkins, 2015). In addition, the emergent of ELF has created some sense of a global, local, even glocal identity of the L2 learners in ELF communication (Ryan, 2006; Sung, 2014). Therefore, involving in ELF communication may have a role in constructing someone's identity.

This critical applied linguistic study is inspired by Sung (2014b) entitled 'Global, local or glocal? Identities of L2 learners in English as a Lingua Franca

communication'. It answers the critical questions regarding with identity and subjectivity in the areas of language use and language learning (Pennycook, 1997). It is conducted differently from the previous studies by combining the Norton's theory of identity and subject position's notion by Foucault explained by Walshaw (2007) to reveal participants' subjectivity. It is worth to conduct a similar study because this phenomenon also occurs in EFL Indonesian learners with different language background and culture, especially in Malang region. The complex and complicated relationship between ELF and identity make it worthwhile to conduct further research (Sung, 2015).

Morgan (2007) has conducted his identity inquiry in applied linguistic field using post-structuralism perspective that discussed an issue about academic achievement and social justice that could be constituted when non-dominant languages had a value in schools. While, poststructuralist also warned that power relations are always implicated when particular language or identity were formalized. Further, this study analyzes EFL learners' interview so that the researcher can find out their tendency of identity and subject positions that also reveal their subjectivities.

The status of English as EFL in Indonesia cannot be separated from the World Englishes (WE) phenomena which comprises of Inner Circle, Outer Circle, and Expanding Circle. The position of Indonesia as Expanding circle that are not colonized by the countries of the Inner Circle (Kachru, 1990) made Indonesian did not used English as L1 or L2, but rather English as Foreign Language (EFL).

1. World Englishes

The spread of English causes the emergence of variation of Englishes called as World Englishes (WE). Kachru & Nelson (2006) argue that World Englishes provides the major conceptual framework of the spread and functions of the English language in global contexts. They are classified by the use of culturally-specific lexical items from a variety of sources, yet borrowing from local languages is the most common way (Kirkpatrick, 2010).

There has been intense analysis and description in the linguistic sciences of two main varieties of the English language, American and British, since the 1950s. The formation of three circles of English: the Inner Circle (English as Native Language varieties), the Outer Circle (English as Second Language varieties, where the language has become a part of the country's important institutions), and the Expanding Circle (English as Foreign Language varieties, refers to nations that were not colonized by the countries of the inner circle and have not given English any special official status) become an important component in this developing world (Kachru, 1990). Those varieties of English have been used to show people identities by the use of accents, vocabularies, pronunciations, and etc. (Kachru, 1992; Kachru & Nelson, 2006).

Scholars lately have put their attention to a broader context of the spread of English in the expanding circle contexts. Kachru (1990) has mentioned the countries included in the expanding circle such as China, Egypt, Indonesia, Japan, Saudi Arabia, and etc. The history of English in Indonesia reflects the status of

Indonesia as expanding circle where English is regarded as foreign language (Lauder, 2008).

2. The History of English in Indonesia

Indonesia is grouped under the "Expanding Circle", which means that the speakers are dependent on the existing norms rather than develop the norms (Dardjowidjojo, 2003). In Indonesia, English was first taught to Indonesians in 1914 when junior high schools were created (Lauder, 2008). The privileged class of Indonesians received some English but English was never taught to be used as a medium of communication. After independence and the establishment of a Republican government on August 17, 1950, the government focused their attention on social and cultural matters including education.

Dardjowidjojo (2003) observes that the choice of English is usually used by newly independent states to create their language policies in the context of bilingual or multilingual societies. Moreover, English is also increasingly used as a medium of guidance in schools and universities in Indonesia. Nevertheless, English has never been an official language in Indonesia coexisting with the national language since British and American almost have no political business with Indonesia at that time (Dardjowidjojo, 2003). Lauder (2008) emphasizes that the status of English in Indonesia could never be widely used in daily life, or become the second official language, but rather it should be "the first foreign language". It means that Indonesia's government attempts to protect the local languages and cultures of Indonesia and maintain its identities.

Bahasa Indonesia also becomes a lingua franca for Indonesian because they have multicultural and multilingual aspects. It is interesting to know that Bahasa Indonesia was accepted as the lingua franca for Indonesia because it was spoken by only a minority of the Indonesian and who thus represented no threat (Kirkpatrick, 2010), yet it is understood and used by the majority of Indonesians nowadays. As Kirkpatrick (2010) emphasizes that Indonesia is a country with multicultural and multilingual society with a population of more than 200 million people, own more than 400 ethnic groups, and speak more than 200 languages. In addition, the multicultural and multilingual contexts in Indonesia lead to the use of ELF communication (Wahyudi & Chusna, 2019) since Indonesian did not use English as their L1. Further, this will become the focus of this inquiry.

3. The Globalization of ELF

ELF is a contact language used by speakers with different linguistic and cultural backgrounds who do not share a common first language (Cogo, 2011). ELF in the world position is used in world organizations like WHO, UNICEF, UNESCO, World Bank, IMF, and etc (Crystal, 2003). Zikmundová (2016) argues that English is a language that takes a dominant position and has a big influence around the globe although it is not the language with the highest number of native speakers. As Crystal (2003) has explained that there are two main ways a language can be categorized as a global language: (1) the language can be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system and; (2) the

language can be made a priority in a country's foreign-language teaching, even though this language has no official status.

The globalization of English as ELF means a switch from the national to the transnational that has enormous involvement for the role of language, and it has obtained a great attention from many linguists in recent years (Sung, 2016). Regarding with the high percentage of ELF used by the L2 learners from different linguistic and cultural backgrounds for intercultural communication purpose, some scholars argue that the L2 learners may feel some sense of a global, local, or glocal (hybrid) identity in ELF communication (Ryan, 2006; Sung, 2014). In addition, Norton (1997) argues that identity is the way people understand their relationship to the world, how it is shaped across time and space, and how people understand their possibilities for the future. Therefore, identity is an important and interesting thing to be discussed further.

4. L2 Learners' Identity

In post-structuralism perspective, identity is dynamic, multiple, and able to change. As Sung (2016b) has argued that many of applied linguistics studies on language and identity have used a poststructuralist approach where identities are identified to be multiple, fluid and dynamic.

Every person has their own identity based on the environment where they were born and grown, languages they speak, and cultures they have studied and implemented. Norton (2000) and Bucholtz & Hall (2005) emphasize that identity is closely related to how people understand their relationship to the world and how they are constructed across time and space as in social interactions with other people

in society. Some researchers have argued that global identity may be desired by many L2 learners and speakers of English around the world (Sung, 2014). They assume it can give them a sense of belonging to a worldwide culture.

The globalization of English as ELF around the world must be accepted by the L2 learners properly because unconsciously it can affect their local identity. It cannot be ignored when the spread of English as global language has been the cause of someone losing their local identity. Crystal (2003) argues that as a global language, English can be the ultimate threat to hasten the disappearance of minority languages or make all other languages unnecessary. People tend to underestimate the role of identity when they express anxieties about language injury and death. While, language is the main key to show where we belong, to differentiate one social group from another, and as the evidence of linguistic distinction.

Some L2 learners also have a willing to bring their local identity to be introduced in global area. As Crystal (2003) and Jenkins (2007) has found that ELF speakers' desire to construct their local identity in their L2 English and construct a common identity with other ELF speakers, by still maintaining their local identity. Moreover, he adds that ELF was also seen as inseparable part of linguistic and cultural identities (Sung, 2014). Therefore, examining the issues related to identity construction, specifically global, local, and glocal identity of EFL learners in ELF context is worth to be observed further.

The construction of identities is able to be seen from people's subject positions. It can obtain individuals negotiating different and shifting identities and

discourses (Walshaw, 2007). When identities and subject positions have been identified, they can be the devices to find out people's subjectivity.

5. Multilingual Subject

Kirkpatrick (2010) has argued that Indonesia has 200 million people, own more than 400 ethnic groups, and speak more than 200 languages. This situation makes Indonesia has the status of a country with multicultural and multilingual which open the possibility of Indonesian people to speak more than one language. The ability to use multi languages makes the people to become 'multilingual subject'. Kramsch (2006) emphasizes that the term 'multilingual subject' is for the people who speak more than one variety of language every day whether they learn second or foreign language at school, use two or more languages to communicate with other, or use them for their writings. The term 'subject' is chosen as a symbolic entity which means 'It is not given but has to be consciously constructed against the backdrop of natural and social forces that both bring it into being and threaten to destroy its freedom and autonomy' (p. 100). Thus, the multilingual ability of the people might be mostly acquired from their living background, educational background, social interaction, and culture.

There are three points within multilingual subject proposed by Kramsch (2006); (1) Desire (the basic need of self-fulfillment to identify with others, with their language and way of speaking), (2) Symbolic (produced and reproduced through the use of symbols and create the entity called 'subject'), and (3) Myth (a form of speech that the language is used for the objective truth value rather than for the subjective beliefs expressed and performed).

The phenomenon of multilingual in Indonesia makes Indonesian people at least can speak two languages (local language and national language). However, many Indonesian people are multilingual since usually they could speak two local languages if their parents come from different tribes, and they also learn foreign languages for instance English or Arabic (Wahyudi, 2018b). Kramsch (2006) emphasizes that by focusing on the symbol of multilingual subject, language learning opens the possibility to construct someone's identities.

Acquiring many languages make Indonesian people possible to have multi-identities and changing subject positions since the use of languages are related to tribes' culture and identities which then might relate to the subjectivities construction. Therefore, multilingual subject notion is worth to be analyzed and discussed further in Chapter III.

6. Identity, Subjectivity, and Subject Position

Identity and subjectivity are two related concepts that are dynamic and unpredictable. For instance, the tendency of language used, way of thinking and giving opinion, background knowledge, background study, gesture and etc., are able to reveal someone's subjectivity, and at the same time reflects the tendency of identity. Danaher, Schirato, and Webb (2000) and Walshaw (2007) emphasizes Foucault' notion of subjectivity to explain the identity of the self as the product of social construction, self-governing, different discourses, ideology, and institutional practice.

The L2 learners' institutions may have particular rules that regulate them so that is possible to construct their subject positions. As Walshaw (2007: 65) has said,

“Subject positions are set out for learners and teachers within curriculum policy texts”. Policy is one of the main ways to regulate behaviors and made productive in the population. They will be included as not ‘normal’, deviant, and need to be punished if they have done something unexpected (Wahyudi, 2018b).

The policy text constructs certain subject positions through words, common illustrations, linguistic and discursive signs (Walshaw, 2007). The construction of subject positions by the L2 learners also have a role in the construction of their subjectivity and identity. Therefore, revealing subjectivity and subject position help to find out EFL learners’ identity whether their tendencies are in global, local, or glocal identity as ELF users.

Some previous studies contain inquiries related to identity such as L2 learners’ identity (Gu, 2010; Henry & Goddard, 2015), accent and identities (Sung, 2013; Ren, Chen, & Lin, 2016; Sung, 2016), ELF and students’ identities (Virkkula & Nikula, 2010; Sung, 2014a; Sung, 2014b; Sung, 2014c; Sung, 2015; Baker, 2016), EFL and identity construction (Warwick, Herrera, & Palmer, 2013; Salinas & Alaya, 2018), and identity and positioning (Soreide, 2006; Gu, Patkin, & Kirkpatrick, 2014; Dagg & Haugaard, 2016). However, those previous studies do not observe and discuss EFL learner’s in Indonesia context. The lack and the gap of observation of EFL learners’ identities in ELF setting is also considered as the topic worth discussing in this study.

B. Problems of the Study

Based on the discussion above, this study is proposed to answer these following questions:

1. What are the identities constructed by EFL learners?
2. How are EFL learners' identities constructed in their subject positions in relation to English as a global language?
3. How do Englishes as global language in the curriculum document construct EFL learners' identities and subjectivities?

C. Objective of the Study

The goals of this study are:

1. To categorize EFL learners' identity construction.
2. To explore the EFL learners' identities construction in their subject positions in relation to English as a global language.
3. To explore the EFL learners' identities and subjectivities construction in Englishes as global language in the curriculum document

D. Significances of the Study

This present study contributes theoretical and practical significances for the future study. Theoretically, this study is expected to give an academic contribution in developing Norton's notion of identity and also Foucault's notion of subject position explained by Walshaw (2007) to reveal participants' subjectivity. As the practical significance, this study is able to show the identity tendency of EFL

learner's in Malang. Moreover, it might be a useful source, especially for linguistics students of English Department, for a similar topic of their future study.

This study could support the practical significance since the study about identity is still not widely found out especially in Malang regency. In this study, the researcher provides a deep analysis and discussion regarding identity and subjectivity which then might become a reference for the next researchers with the same interest, so that this topic could be further developed.

E. Scope and Limitation

This research focuses on the tendency of four EFL learners' identity of two state universities in Malang. By deep interviewing, the researcher discovers whether they tend to have global, local, or even glocal identities in EFL communication that also lead the researcher to find out the subject positions and the tendency of subjectivities of the participants. The researcher also analyzes the curriculum documents of the two universities to support in revealing the participants' identity, subject position, and subjectivity.

F. Definitions of Key Terms

The key terms of this study are defined below:

- 1. Identity** is how people understand their relationship to the world as it is constructed from time to time and different places which might makes it dynamic, multiple, and able to change.

2. **Subjectivity** is the identity of the self as that is constructed from social construction, self-governing, multiple and contradictory discourses, ideology, and institutional practice.
3. **Subject Position** is individuals that negotiate different and shifting identities recognized from particular discourses, social structures, and institutions, and as the bearers of power or knowledge.
4. **Global Identity** is the sense of identity felt by the people who have desire to be part of global and tend to show their belonging to the global world rather than local.
5. **Local Identity** is the people who tend to keep maintaining their locality instead of showing their interest to the global phenomenon.
6. **Glocal Identity** is doing the global activity but at the same time still maintaining the local identity. Thus, it is a blending of global and local identity.

In this study, the way how the EFL learners construct their tendency of identities have a relation in constructing their subject positions that will reveal their subjectivities.

G. Previous Studies

The previous studies are classified based on the topic of the study. Warwick, Herrera, & Palmer (2013), Sung (2014c), Henry & Goddard (2015), and Gao, Ma, & Wang (2016) have conducted studies related to identity with different places, objects, and context. Warwick, Herrera, & Palmer (2013) revealed the differences in how participants oriented to local, national, and global contexts in an EFL

Internet Chat Exchange. Sung's (2014c) study has showed that the participants expressed the importance of maintaining their cultural identities as Hong Kong or Chinese speakers of EFL contexts. Then, Henry & Goddard (2015) have found out that identities had a role in students' subjectivity in registration and the identities emerging here appear hybrid in nature. While Gao, Ma, & Wang (2016) showed the result that participants constructed multiple kinds of global identities and a significant Chinese national identity in their involvement with ELF. However, the studies above only focus on one or two of local, global, or glocal (hybrid) identity. They did not observe and analyze local, global, or glocal identity at once.

It is in contrast with Sung (2014b) that discusses local, global, or glocal identity at the same time. Sung has conducted his study that revealed L2 learners' local, global, or glocal identity in Hongkong. The study showed that some of L2 learners tend show their global identity, some of them tend to maintain the local identity, and the rest tend to show both (glocal identity). None of those previous studies discuss about local, global, or glocal identity of EFL learners in Indonesia. Therefore, the gap of the previous studies will be discussed further in this study.

The study about accent and identity have been discussed in Sung (2013), Ren, Chen, & Lin (2016), and Sung (2016a). They discuss the L2 learners' accent which are related to the construction of identity. Sung (2013) revealed that the participants' preferred identities perceptions as speakers of English in ELF context that were related to accent were varied and complex. Ren, Chen, & Lin (2016) have found out that although the students spoke with Chinese accents, they believed that their accents were intelligible and acceptable. However, the students tended to not

maintain their local accents in English and still preferred to achieve a native speaker accent. It indicates that they attempt to show their global identity. Moreover, Sung's (2016a) finding demonstrated the role of L2 speakers' accent preferences in shaping their desired identities in ELF communication and had important implications for pronunciation instruction in ELT. Nevertheless, these previous studies only explained that the L2 learners' accents indicates the tendency of local and global identities. Whereas, it is also able to find out their subjectivities. Thus, in this study, the choice of accent used by EFL Indonesian learners in the interview not only identify their tendency of identities but also their subject positions.

In Wahyudi (2018b), it is discussed the subjectivities of seven lecturers who teach Argumentative Writing (AW) and Cross Cultural Understanding (CCU) courses at two universities (Multi-Religious and Islamic University) in Java. From curriculum policy documents, semi-structured interviews, stimulated recalls and classroom observations, Wahyudi had found out seven subjectivities of the lecturers such as lecturer as the promoter of students' agentic subjectivity, lecturer as authority, lecturer as a critical postcolonial scholar, lecturer as the promoter of Southern discourses (subjectivity based on Southern Javanese and Islamic discourse), lecturer as a deconstructor, lecturer as captive mind, and lecturer as learner.

The previous study about identity and subject position have been explored by Søreide (2006) and Dagg & Haugaard (2016). Søreide (2006) has revealed more than thirty subject positions in the teacher narratives and negotiation between multiple identities as a necessary part of the construction of teacher identity, for

instances the creative and innovative teacher, the typical teacher, the caring and kind teacher, the professional teacher, and etc. Also, it has found out a variety of possible and accessible identity resources and constructions within the teacher discourse that opens up a multifaceted understanding of teacher identity. Besides, Dagg & Haugaard (2016) have discovered that social actors occupy multiple conflicting subject positions and they structurally constrained by others' subjectivities and refusals of recognition.

The study on power and identity is discussed in Lobatón (2012). She found out that the use of L1 in the EFL classroom, the teacher's conception of language learning and teaching, and the silent fight for power among teacher and students are the significant elements for the students in struggling the constructing of their social and individual identities as learners within a given classroom community.

Although the studies above discussed about identity, subjectivity, subject position, and power, they were not conducted in ELF setting. Hence, this present study aims to discuss about local, global, or glocal identity of EFL learners in ELF context.

H. Research Methodology

This chapter describes about the methodology used to analyze the data of this study. It consists of research design, data source, data, research instrument, data collection, and data analysis.

1. Research Design

This study uses qualitative method to understand the participants' tendency on particular identity. Also, it is included as a qualitative study because the data of

the study is in the form of text (Creswell, 2014). Moreover, this study is also categorized as a case study inquiry in which it explores how the participants are positioning themselves towards ELF phenomenon so that it reveals the identity tendency of the participants. Case study is a design of inquiry which the researcher develops an in-depth analysis of a case and investigates a phenomenon in its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Creswell, 2014; Yin, 2014). This study also uses post-structuralism perspective, especially in identity and subject position, as it is known that the identity of someone can change depends on how they subject position themselves in the occasion.

2. Data Source

The data were taken from the result of semi-structured interview since it is flexible to add the follow-up questions (Given, 2008). The interview was conducted to the four EFL learners from two different state universities in Malang. The four participants are Vani, Amy, Izza, and Leli (not their real name). The researcher constructed a list of questions or follow-up questions for the completion of the needed data (Given, 2008). The interview questions used Indonesian to make the participants easier in uttering their feelings (Wahyudi & Chusna, 2019).

The participants involved are in eight semesters. Those four learners were the researcher's relatives who are included as convenience sampling. Convenience sampling could be defined as selecting participants based on their ease of availability (Given, 2008). It could help to anticipate the possible limitations related to the study. The participants chosen were all Javanese which mostly acquire same

languages; Javanese, Indonesian, and English. However, some of them acquired more than one foreign language since they have joined informal learning.

The researcher decided to use four EFL learners as the subject in this study to represent different departments in each university (English Language Teaching department and English Language and Letters department). Those two universities also have different background of study. The first university emphasizes on educational aspects. The second university emphasizes on it's entrepreneurial aspects. Based on different background of study, it is possible that the participants have different subject position and tendency of their identity. Besides, particular regulations in each institution may also have a role in constructing their subject position (Walshaw, 2007) and identity.

Case study uses multiple sources of data (Heigham & Croker, 2009). The other supporting data sources were taken from researcher's observation while interviewing and visual material such as text messages, e-mails, and even social media texts necessary. The researcher also investigated the curriculum document of the universities. It included the courses that have been taken by the participants and the descriptions of the courses. Curriculum document is regarded as discourse since it exercises power through a production of truth and knowledge (Ball, 1994). It aimed to obtain the information whether or not the curriculum policies and the courses have a role in constructing learners' identities, subject positions, and subjectivities as Ball (1994) explained that people take the positions constructed for them within policies.

3. Data

The data of the study were provided in the the written form from the recording of the semi-structured interview that has been transcribed and universities curriculum document. The supporting data from researcher's observations, text message, e-mails, and social media texts also were used for the completeness of this study. As it has explained in Creswell (2014) that qualitative study consists of qualitative documents and visual materials such as e-mails, social media texts, text messages and etc.

4. Research Instrument

The research instrument of the study was the researcher itself as the instrument to take the data from the semi-structured interview with the participants. Creswell (2014) emphasizes that the researcher is the key instrument and the one who collect the information. In addition, Heigham & Croker (2009) mention that the researcher is part of the story who interacts with the participants and being present in the research settings. Also, the audio recording was used as the instrument to record the interview between the researcher and the participants.

5. Data Collection

The researcher used semi-structured interview and audio recording as the data collection of this study. The semi-structured interview was used to obtain a deep understanding of the participants' answers. The researcher also used observation to obtain deeper understanding. As Heigham & Croker (2009) emphasize that case study uses multiple data collection methods.

As the first stage, the researcher conducted semi-structured interview with the three EFL learners regarding with their background knowledge and understanding of ELF. After that, the participants were asked about their experiences in ELF context inside and outside the universities and how their feelings when involved in it. Then, the learners were asked about how they position themselves in ELF setting. This interview aimed to provide a window into the participants' mind that cannot be observed directly (Sung, 2014). At the same time, the researcher also observed the participants' gestures and how they answer the questions to find out whether they really understand the context or not. Moreover, the uncompleted data found in the first interview was continued and completed in the second interview.

At the second stage, the researcher interviewed the participants about their identity. The participants were also given the transcript of previous interview to recall their answers. In this stage, the EFL learners were asked their tendency of identities as ELF users whether they tend to show their local, global, or glocal identity. The researcher also conducted the observation of the accents and pronunciations. For this purpose, the researcher asked the participants to do short illustration when they speak English to foreigner. This second interview also completed the previous interview regarding with subject position. Thus, these two session of interviews helped the researcher to reveal participants' subjectivities.

Besides, the researcher also analyzed the curriculum documents of the universities, especially universities' vision and mission, the courses the learners' had taken, and the description of them (Wahyudi, 2018b). It supported the

researcher to obtain additional data to reveal learners' global, local, or glocal identity, subject position, and subjectivity.

6. Data Analysis

The data analysis was done in several stages. The first stage was interviewing conducted 2 times to the EFL learners involved in ELF communication and recording the conversation along the interview session. Then, the researcher transcribed their answer in the form of written text. In this part, the researcher read, reread, and chose the data related to the research questions above. The researcher found out the key terms to specify the particular discourses in detail emerge in the text and explore the related categories (Walshaw, 2007).

Next, the data consisted of identity key terms that were interpreted and explored deeply about how the learners construct their identity using Norton (1997, 2006) and classified them into global, local, or glocal identity using as Sung (2014b) had explained. However, it is possible to go beyond Sung (2014b) in case the data found has different contexts. It also opened other possibilities which are in accordance with the post-structural principles to not only using Sung (2014b) as legit source.

After that, the data consisted of subject position and subjectivity key terms were interpreted and explored deeply to find out the learners' subject position and subjectivity as EFL in ELF context using Foucault's theory explained by Danaher, Schirato, & Webb (2000) and Walshaw (2007). The identities that had been identified also could help the researcher to reveal their subject position and

subjectivity. Finally, the researcher made the conclusion about the aims and the findings of this study.

I. My Subject Position

I began to study English since I was in first grade of private elementary school when other public schools started to learn English in forth grade. Since first until sixth grade, I often obtained good scores in my English. It made my parents decided to put me on an English course in Malang. The teachers were there mostly native speakers. Some were not but they used American or British accents very well. My friends there were also good English speakers. That made me motivated to speak English fluently like them. I started to listen English songs and movies, and imitated their pronunciation.

I studied in the English course from sixth grade of elementary school until second grade of junior high school. Even though I stopped taking the course, I kept trying to speak fluently and have British accent since I liked watching Harry Potter. I also watched some videos such as how to have British accent and etc. However, I started to think otherwise since I followed Post-Structuralism class. This course had shown me how to be a critical person on seeing English by providing many Post-Structuralism scholars' notions. The lecturer, Mr. Ribut Wahyudi, had explained their notions that made me to be more open-minded. I assumed that this course was interesting and different from others. It made me decided to choose Post-Structuralism as my thesis topic.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains the theories used to encourage the study which include (1) Norton's identity (1997, 2006), (2) Foucauldian Discourse Analysis (Foucault 1980, 1997; Danaher, Schirato, & Webb, 2000; Walshaw, 2007), (3) ELF and identity (Jenkins, 2009; Sung, 2014), and (4) Neoliberalism (Ong's, 2006; Harvey, 2007; Brenner, Peck, & Theodore, 2010; Steger & Roy, 2010; Block, Gray, and Holborow, 2013). Further explanations are discussed in more detailed below.

A. Identity

Norton (1997) identifies identity as the way people understand their relationship to the world, how it is shaped across time and space, and how people understand their possibilities for the future. In post-structuralism point of view, she defines that identity are dynamic, contradictory, complex, multifaceted, and able to be conceived in the context of power and relationship (Norton, 2000; Norton, 2006). Norton (2013) has reconceptualized identity into three points: 1) identity as non-unitary and contradictory (She explains it as diverse, contradictory and dynamic); 2) Identity as a site of struggle (The situation when a person might resist the subject position, or create a counter-discourse to be in powerful position); and 3) Identity as changing over time (It changes over historical time and social space).

Norton (2013) argues that there is a relationship between identity and investment. Norton (2013: 6) explains that "investment must be seen within a sociological framework, and seeks to make a meaningful connection between a

learner's desire and commitment to learn a language, and their complex and changing identity". The investment done by the learners seems to be understood as symbolic and material resources in wider range which might increase the value of their cultural capital (Norton, 2008). For example, Sung's (2019) study has shown that the participant (L2 learner) seems to be more attractive to invest his L2 interaction in the circumstance where the identities could be negotiated (such as his workplace) rather than in the place where it needs a struggle to negotiate the identities (such as university classroom).

Related to this study, the global, local, or glocal identity of the EFL learners can be interpreted in how they construct their desire as ELF users. The tendency of having global identity is when people tend to show their identity as part of the global world and conceal their local identity. Besides, people's tendency of having local identity happens when they keep maintaining their locality. Moreover, it becomes glocal identity when people decide to show their participation as a global citizen yet still maintaining their local identity, or it is called as hybrid identity. Hybridity is cultural and political identities constructed through the process of alterity (the state of being other or different) (Bhabha, 1994).

Changing the identity in a particular moment might involve people's subjectivities. Danaher, Schirato, and Webb (2000) emphasizes Foucault's notion of subjectivity that it is the product of self-governing, and as a replacement, displays individual identity as a product of discourse, ideology and institutional practice.

B. Foucauldian Discourse Analysis (FDA)

Foucault argues that discourse is not merely about speech, talk, or statement as others define discourse as simple as that, but it also involves social practices at different historical times that could construct or constitute individuals' way of doing and behaving (Walshaw, 2007). Moreover, discourse is one of power practices which could construct 'truth'. It makes Foucault regarded truth as a historical category (O'Farrel, 2005). O'Farrel (2005) argued that discourse is constructed from social practices, historical contexts, and it produces perpetuated knowledge. Walshaw (2007) emphasizes that "discourse was a methodological tool to develop a theory of the relation between knowledge and forms of social control, and are historically variable ways of specifying knowledge and truth" (p. 40). From those statements, Foucault's notion seems to give a contribution to social theory.

Foucault uses discourse to "mean taken-for-granted 'rules' that specify what is possible to speak, do, and even think, at a particular time" (Walshaw, 2007, p. 19). In short, taken-for-granted means the impossibility of thinking otherwise and people who are not in line with the dominant practices (e.g. Inner Circle English varieties) will be constructed as deviants (Wahyudi, 2018b). Since they might not want to be considered as deviants, people would think, speak, and behave in 'normal' ways. This is called as 'normalization'. The act of normalization is applied by 'surveillance' as the control for the people.

By using Foucauldian Discourse Analysis, it will help the researcher to conduct a deep analysis of EBU and EdBU curriculum document policies as the 'written discourse'. Ball (1995) considers that curriculum document policy might

become subjectivities' tracking. As Walshaw (2007) argues that discourse analysis is possible to be the guide to interrogate part of the written text of curriculum document, explain and comprehend how the policy texts are implemented to the learners. She also emphasizes that from the discourse, 'subjectivity' is produced and it establishes particular 'subject positions' available to people.

The construction of 'truth' through discourses might be related to what kind of 'regimes of truth' the individuals or institutions have followed. Wahyudi (2018b) argues that 'regimes of truth' are "mechanisms for distinguishing true or false statements" (p. 45). 'Regimes of truth' triggers 'technology of the self' so that the learners would attempt to manage, or they might 'discipline the self' to fulfil the standards that have been determined. Otherwise, they would be excluded. The learners could 'discipline themselves' by doing trainings or joining courses. People who 'discipline themselves' by following and applying the 'truth' parameter of 'regimes of truth' seem to be appreciated by others and they might feel 'pleasure'.

1. Subjectivity

Through Foucault's notion, Walshaw (2007) explains that discourses position people differently, and between different discourses, we can obtain a sense of our own different subjectivities. Discourse is practices which show a regularity and as taken-for-granted 'rules' (Sidhu, 2003; Walshaw, 2007). Taken-for-granted means the impossibility of thinking otherwise and people who are not in line with the dominant practices will be included as deviants (Wahyudi, 2018b).

Foucault also emphasizes that subjectivity is what we create of ourselves when we do express ourselves to taking care of ourselves (McGushin, 2013). Self-

expression and self-discovery is actually our interest in the self being expressed. Giving the attention to the expressive act or gesture is usually done to ensure that it is precisely suited to the content being expressed (McGushin, 2013). Therefore, finding out EFL learners' subjectivity also indicate their tendency of global, local, or glocal identity.

Subject positions of the participants also give a contribution in constructing their identities and subjectivities. It taken up by people to negotiate different and shifting identities. Moreover, subject positions emerge and are constructed from particular discourses (Walshaw, 2007). The domination of discourses and the tendency of subject positions can indicate participants' identity that also reveal their subjectivity. Thus, subject position is worth to be discussed further below.

2. Subject Position

Subject position is offered in different discourses since subjective experience is constructed by constantly changing social, cultural conditions, and circumstances (Walshaw, 2007). Many various kinds of subject positions are embodied from one moment to another moment. It turns out the possibilities that it might be offered, accepted, claimed or resisted by the individuals (Walshaw, 2007).

Subject positions appear and are recognized from particular discourses, and as the bearers of power or knowledge (Walshaw, 2007). The discourses construct a subject position and the position available for students. Therefore, the regulation will complete at the time when learners decide to identify themselves with the subject position that has been offered (Walshaw, 2007).

Dagg & Haugaard (2016) argues that subject position emerges as one tied to the reproduction of meaning and relations of power. Looking from Foucault's notion, they explain that subject positions provide us with the content of our subjectivities, with a particular, limited set of concepts, images, metaphors, ways of speaking and self-narratives that we adopt as our own to make us ontologically secure as social-beings-in-the-world (Dagg & Haugaard, 2016).

Walshaw (2007) emphasizes that identifying subject positions end up with identifying relationships between individuals, social structures, and institutions. The identifying subject positions process has been explained in Walshaw (2007), as the following:

- a. Understanding how people are classified, as it is formed and expressed in language.
- b. Understanding the social practices through which meanings are given to the categories.
- c. Understanding the patterns of emotional meanings and investments in certain categories.
- d. Labeling the discourses established by the categories, practices and emotional investments.
- e. Understanding the construction of institutional basis of discourses and that are constructed in texts.
- f. Understanding the construction of social power relations and effects of the different discourses and that are constructed in texts.

Later, this process becomes one of the ways for researcher to find out and analyze the EFL learners' subject position that also help to reveal their local, global, or glocal identities and subjectivities.

3. Regime of Truth

The 'standard' of English in education nowadays seems to have become a '**regime of truth**'. Walshaw (2007) emphasizes Foucault's notion about the 'truth' as a society product of its own regime of truth and what is considered as 'true' in that society. In short way, regime of truth means a discourse that cannot be resisted and say 'no' (see Foucault, 1980; Wahyudi, 2018b). In educational field, every classroom or space has its own regime of '**truth**'. Wahyudi (2018b) argues that every lecturer could possibly shift from a regime of truth to another regime of truth, or unconsciously remain in one regime of truth, depends on the context and pedagogical purposes. The statement above seems to give a contribution in the construction of students 'regime of truth'.

Foucault (1980) emphasized that a 'truth' is not constructed by outside power or because of lacking power, yet it is produced from multiple forms of constraint that makes society has its own perception of 'true' and 'not true' (p. 131). He argues that in our society, '**political economy**' of truth is categorized into five points: 1) The truth comes from scientific discourses and institutions that produce it; 2) it is as a subject of economic and political matters; 3) it is an object of a huge consumption; 4) it is produced under the control of domination or great economic and political tools (e.g. universities, media, army, etc.); and 5) it is an ideological struggle. Moreover, Harwood (2006) argues from Foucault notion that the truth

‘induces regular effects of power’ and becomes ‘the effects of the other’ (p. 64). The statements above might indicate that subjectivity is possibly to be constructed by considering regimes of truth, relations of power and technologies of the self (Harwood, 2006).

The discussion of regime of truth has been conducted in Wahyudi’s (2018b) study which identify and analyze four key regimes of truth of Indonesian ELT shaping the lecturers’ subjectivities. Those four points include: Neoliberal discourses, Western discourses, Southern discourses, and Islamic discourses. Harwood (2006) also discusses it in her study about disciplinary regime that dominates and regulates in order to produce the ‘docile’ student. Later, the researcher also conducts a deeper analysis in this study to the four participants about the regime of truth that might be constructed in them.

4. Technology of The Self

In the previous point, Harwood (2006) argues that one of the factors which might construct one’s subjectivity is **technology of the self**. Foucault’s (1997) notion about **technology of the self** or **disciplining of oneself** means “Permitting oneself or help of others to affect their own means by operating their own thoughts, conduct, and way of being to transform themselves and in order to achieve a certain state of happiness, purity, wisdom, and perfection” (p. 225). He also emphasized that technology of the self is a reflection on one’s way and choice of living, and the way to regulate behavior based on the purpose.

Disciplining of oneself could be categorized as kind of power which might become a **‘pleasure’** for them who exercise. Foucault (1980) explained about **‘pleasure’** as ‘What makes power hold good, what makes it accepted, is simply the fact that it doesn't only weigh on us as a force that says no, but that it traverses and produces things, it induces pleasure, forms knowledge, produces discourse’ (p. 119). Foucault also described it as ‘microphysics of power’ and ‘capillary power’ since it has reached very grain of individuals, inserted to the bodies, behavior, their discourses and learning processes.

It has been discussed in Wahyudi (2018b) the relation of power and technology of the self. It specifically discussed about how the lecturers’ teaching practice were constructed by different regimes of truth which comes from national policies and university curriculum documents. Another study is discussed by Grant (1993; 1997) about technology of the self of being a ‘good’ student. It emphasizes that the subjectivity construction of being a ‘good’ student comes from the dominant discourses which are: “autonomous yet obedient, competitive, well-organized, self-motivated, capable of self-improvement, and productive” (p. 107). This statement is in line with Foucault (1997) and Wahyudi (2018b) that students can discipline themselves and must constitute themselves through obedience.

Since this study also analyzes national policies and university curriculum documents, it is possible that the notion of technology of the self might appear in the four participants’ subjectivities. The different goals and interests shown by Entrepreneurial Based University (EBU) and Educational Based University (EdBU) seems to construct certain **‘regime of truth’** that also might have a role in

how the participants '**discipline themselves**'. Thus, the discussion about technology of the self will be analyzed further in the next chapter.

5. Normalization and Surveillance

Another disciplining technologies or disciplining practices proposed by Foucault are **normalization and surveillance**. Walshaw (2007) argues that normalization is one of the instruments of disciplinary power which also works together with surveillance and cannot be separated. Normalization tends to make the self to be 'normal', whether it is the way of thinking, adjusting their behavior to the standard, or following the control that has been constructed based on what kind of **regime of truth**. Foucault emphasized that without the existing of normalization, a norm is hardly knowable. In addition, the claim of truth and knowledge are connected with normalization to set the 'standard' of 'right and wrong', 'true and false' (Walshaw, 2007).

To control the normalization, the institution (e.g. school, university, etc.) also conducts surveillance. Surveillance is constructed to constitute obedience and stop unwanted behavior (Walshaw, 2007). Grant (1993; 1997) states that essay-writing, assignments, oral and sitting examination are categorized as surveillance practice and to classify the students in the classroom whether they have become a 'good' students or not. Grant (1997) and Walshaw (2007) argue that surveillance is conducted to monitor, discipline, normalize and make the students, obedient, teachable, and governable.

In Foucauldian terms, "Assessing others is a surveillance that makes it possible to qualify, to classify and to punish" (Walshaw, 2007, p. 136). The '**punishment**'

would be given to the students who cannot be **'disciplined'** as the modern power techniques of imprisonment and surveillance (Walshaw, 2007). In addition, surveillance also seems to be categorized as practicing power that could become a **'pleasure'**. Foucault (1980) argues that people involved in the act of surveillance is no stranger to the **pleasure** of surveillance. O'Farrel (2005) also emphasizes that some people find a **pleasure** when they exercise power.

Wahyudi (2018b) has conducted a study regarding with the notion of normalization and surveillance. It is found that the lecturers conducted the normalization and surveillance under the syllabus, national and curriculum document policies of MRU (Multi Religious University) and IU (Islamic University), academic writing 'standard', and etc. based on the **regime of truth** they follow. Furthermore, Wahyudi & Chusna (2019) also has discussed normalization and surveillance done by the teacher to her students in the classroom. It is stated in the study that the teacher asked her student not to 'place their foot on the chair' as the action of **surveillance** practice to **normalize** students' behavior or they would get 'zero point' as the **punishment** since they cannot be **disciplined**. In this study, the notion of normalization and surveillance would be analyzed deeply to find out whether or not the notion is implemented in national policies and curriculum document of Entrepreneurial Based University (EBU) and Educational Based University (EdBU) to the four EFL learners.

C. ELF and Identity

The ELF terms is used as the common language of choice among speakers who come from different linguacultural backgrounds (Jenkins, 2009). It emerges

due to the globalization of English that has spread around the world. Jenkins (2009) confirms that she has experienced the increased emergence of global discourse communities, or communities of practice sharing their particular registers, with English being the most widely used code. Moreover, Kalocsai (2014) argues that the objective of ELF communication is to make an effective communication and mutual intelligibility created through several communicative processes and strategies that are collaboratively and locally learned, negotiated and enacted.

While using English as lingua franca, the users may have a sense of being part of the global world so that they tend to show their global identity. Besides, some users also have the desire to show their local identity, and some even mix their local and global (glocal) identity. Some of them even share a common identity with other ELF speakers since the freedom to express their own local and ELF identities in their English would provide them to have more confidence (Jenkins, 2009). Besides, it is the desire of the ELF users to construct their identity based on their knowledge background in ELF communication since identity is dynamic, fluid, and can be constructed (Norton, 2006; Sung, 2012).

Many scholars have conducted the study of identity, subjectivity, subject position, or ELF as the focus. The following point is the discussion of the previous studies with similar or different focus. The gap found out in these previous studies will be discussed further in this study.

D. Neoliberalism

One thing that has been a part of this globalization era is Neoliberalism. Neoliberalism is a theory of political economic practices that suggest human

welfare by the maximization of entrepreneurial activities in an institution reflected by private property rights, individual liberty, unencumbered markets, and free trade (Harvey, 2007). Neoliberalism has the principles of discipline, efficiency, and competitiveness. In addition, Steger & Roy (2010) have proposed the three dimensions of neoliberalism which are: 1) Ideology (the ideas and patterned beliefs accepted as truth by significant groups in society); 2) a mode of governance (rooting in entrepreneurial values such as competitiveness, self-interest, and decentralization); and 3) a policy package (declaring itself as a concrete set of public policies described in deregulation, liberalization, and privatization (D-L-P) formula).

Neoliberal activity nowadays does not merely relate to free trade, free market, or the other pure economic activities, yet it also works in educational field through institutional practices. Harvey (2007) explained that “the advocates of the neoliberal mindset now occupy positions of considerable influence in education” (p.23). This statement is also emphasized by Ong’s (2006) idea that neoliberalism is a construction of the relation between government and knowledge through the reorganizing of governing activities as nonpolitical and nonideological problems that require technical solutions.

Brenner, Peck, & Theodore (2010) states in market-disciplinary regulatory restructuring definition that neoliberalization is interceded through institution in a variety of policy arenas as a particular form of regulatory reorganization. However, neoliberalism nowadays is not only related to economics but has entered the scope of applied linguistics. Block, Gray, and Holborow (2013) state that there is a

shifting from pedagogical values to market values, the abandonment of social and cooperative ethics in the philosophy of education for individualist and competitive business models. For example, many of educational institutions in Indonesia provide a superior class or international class, which requires the students to compete with each other to obtain high score so that they are able to enter that class. Besides, they would be paid more than the regular classes since the superior class usually has additional courses or programs.

The existing study about neoliberal applied linguistics in Indonesia Universities has been discussed in Wahyudi (2018b). Wahyudi (2018b) discussed the global and national neoliberal discourses connected to MRU (Multi Religious University) and IU (Islamic University) curriculum documents and lecturers' academic guidance. He has conducted a deep analysis on the intersection of language, applied linguistics, and also curriculum document to find out lecturers' subjectivities construction in English Language Teaching. For instance, neoliberal discourse in MRU emerges along with the relation to national culture and noble morality, while it appears along with the relation to Islamic and noble morality discourses in IU.

These ideas seem suitable for this study since it also analyzes neoliberal activities in two universities in Malang; Entrepreneurial Based University (EBU) and Educational Based University (EdBU). The researcher name 'Entrepreneurial Based University (EBU)' since this university explicitly has the slogan of 'Entrepreneurial University' and so do 'Educational Based University (EdBU)' which has the slogan of 'Educational University'. Even though it is explicitly

mentioned by EBU, the researcher conducts deeper analysis to the both university about neoliberal activities occurred in EBU and EdBU explained in the findings and discussion chapter.



CHAPTER III

FINDINGS AND DISCUSSION

This chapter outlines the findings and discussion of the study. The finding provides the data from semi-structural interview of the four participants and the curriculum documents of Entrepreneurship Based University (EBU) and Educational Based University (EdBU). The data also analyze by using identity classifications (global, local, and glocal identity) proposed by Sung (2014), identity notion by Norton (2006; 2013), and Foucauldian Discourse Analysis explained in Danaher, Schirato, and Webb (2000) and Walshaw (2007). The discussion section relates the analysis with the previous studies to find the gaps and similarities with the present study.

A. Findings

1. Participant 1

Vani is a student of English Language Teaching in Entrepreneurship Based University (EBU). At the beginning, Vani was asked about her understanding in describing English. She explained that English is important and needed in this globalization era:

[...] Ee, for me, English is important because as time goes by ee in 'globalization' era everyone must need English that is already 'worldwide'. It's like, how I explain it, I confuse how to describe it. (8/4/2019, Initial interview)

The researcher did the follow-up interview to dig up the term 'globalization' mentioned by Vani:

ee about globalization, for me, for me, globalization is a global process. So it is where one world, ee, become one. So all access is opened to one world. All countries can communicate to each other, cooperate to each other, like that, connect to each other. [...] That's what I think about globalization. And, because English is this, as a 'standard'. Ee, English, a language that, as a language that can be used for communication from all countries. Like, the 'universal' language. (27/6/2019, Follow-up interview)

From that statement, she mentioned the words 'must need' that indicated people could not live without English and they must learn English. It may reflect the vision of the department to 'Become a superior study programs with international standards through the process of education, research, and community service in the field of English education' (The vision of ELT department in Faculty of Humanities curriculum document, p.159). Moreover, she also mentioned the word 'globalization' and 'world wide'. In the follow-up interview, she elaborated her understanding about globalization and mentioned the word 'standard' and 'universal'. O'Farrell (2005) explained that Foucault consistently resisted to the notion of 'universal' categories which became the source of how people understood the world.

Vani's understanding of English might be reflected from her department vision written in the curriculum document. The vision of the department is to 'Become a superior study programs with international standards through the process of education, research, and community service in the field of English education'. The word 'international' in the vision of the department related with Vani's words of 'globalization', 'world wide', 'universal', and 'standard'. It indicated that subject position made by the department, which also reflected in university and national policy, was appeared to be constructed in Vani as shown in the following statement:

It can be branding. The impact is on the branding. It's like, we can communicate using English. If someone can communicate in English, their caption in social media and their daily communication might be inserted with English words. They can get the image that they can communicate in English or they like to communicate in English. (8/4/2019, Initial interview)

The term 'branding' explained by Vani seems to indicate 'global branding' since it related with 'using English in daily communication and social media'. The elaboration of the 'global branding' is provided in the statement below:

ee, this is it, I think, using English can be used as branding too. Identically, People who learn English are usually people with more knowledge, like that. They can speak foreign language, like that. They can speak the global language, everyone in this world knows it. Surely, they have plus points. Well, I consider that is branding. So if, whether we use English in social media, write by using English all the way, the caption is all in English, we have a plus point. We have more knowledge about language. [...] The advantage I can get, may be, I feel proud. [...] (27/6/2019, Follow-up interview)

She explained that English was related to a 'branding'. Her statement indicated that people who are able to speak English would be seen as quality people. She had done it through social media and daily communication such as writing caption or inserting English while she communicated with her friends. She explained more the term 'branding' as the image of people who had 'more knowledge' and 'plus point'. Therefore, it came the feeling of 'proud' because she could speak English. It indicates that she considers English as a prestige thing and worth to be proud of when she could use it well. The feeling of 'proud', having 'more knowledge' and 'plus point' might relate to Bunce et. al. (2016) that state 'People are keen to become proficient in English (p.4)' so that they could obtain those title. The key terms have shown that the hegemony of English as a 'prestige' language had been constructed in her mind. Another data shows that able to speak English could become her identity:

[...] It also can be as identity. I am as an English Language Teaching student, it is not a strange thing or it is a natural thing if sometimes I write a caption or describe something in English. (8/4/2019, Initial interview)

In the follow-up interview, the researcher asked Vani to explain more about the term ‘identity’:

For example, I am an ELT student. Automatically, if I use English, as much as possible, not as much as possible, instead I should use English with a correct structure. So, like, I think it's appropriate for me to use English with a correct structure. I'm an ELT student, like that, or she is an ELL student, like that. Because it is the background of our study, so yeah, automatically we will use it more often. If we learn English every day, we will use more English, it should be like that. [...] (27/6/2019, Follow-up interview)

Vani mentioned that it could be her ‘identity’ as English Language Teaching student. Hence, she should use English in ‘correct structure’. The words ‘correct structure’ shows that she still uses the Inner Circle English (Kachru, 1990) as the reference. It would be ‘false’ when it is done otherwise. However, Wahyudi (2018a) explains that using grammar or structure of American or British English is not totally wrong since it is used for scientific writing, yet it needs to be criticized and constructed to have dialogical space which includes introduction of local culture, nationality, and spiritual.

Vani said that it was a ‘natural’ thing as English Language Teaching student to write a caption or describe something in English. The term ‘natural’ is problematic with Foucault notion explained by O’Farrell (2005) that nothing is produced naturally or self-evident, whether it is conceptual, social or material. In this part, she tends to show her global identity (Sung, 2014).

The word ‘branding’ usually related to economy as it is known that this university has entrepreneurial base. This university requires all departments to have entrepreneurial course. This regulation also cannot be separated from EBU status

as *BLU* (Public Service Agency) which aims ‘To improve service to the community in order to advance public welfare and educate the nation's life by providing flexibility in financial management based on economic principles and productivity, and the application of sound business practices’. Vani explained that it was university's program:

Entrepreneurial course actually is a university program. So, all of department here must have entrepreneurial course. It is a compulsory course. Ee, every, every class, will have entrepreneurial material, ee, and is given a project, in a group, to make a product. Last year we were really asked to sell. But this year is only asked to make a business plan. The business plan, ee, it was also suggested to make a product related to, to the department. At that time, I did, I am an English Language Teaching student, so, ee, I made tote bag. The tote bags were written by, tenses, tenses formulas, something like that. Then, or, ee, there was a word below and the transcript, how to read it, like that. [...] The aim, the aim is, getting a knowledge in that field. In my opinion, ee, I think that, the rector assumed, ee, so that, so that the students would be creative, like that. (8/5/2019, Follow-up interview)

Her statement reflected the forth point of the department goals which is ‘Producing noble graduates who are capable to develop local values that are synergistic with national and global values to produce solutions for the problems in the field of English education, and have entrepreneurial spirit’. There is mentioned ‘entrepreneurial spirit’ in the last sentence of the goal. This point also reflected the first point of university mission which is ‘Organizing international standard education so that students become human beings who are academically and / or professionally capable and have the personality and spirit and / or entrepreneurial abilities’ (EBU Website) and also in Constitution RI No 12, 2002 about Higher Education especially article 18, paragraph (2). In the previous analysis of EBU curriculum document (see page 4), the key term of ‘entrepreneur’ is categorized as neoliberal discourse.

The subject position as entrepreneurial student constructed by the university written in its mission was channeled through this department goals. It is also considered as neoliberal discourse to shape students' subject position through the curriculum document (Wahyudi, 2018b). As Harvey (2007) explained that:

Neoliberalism is a theory of political economic practices proposing that human well-being can best be advanced by the maximization of entrepreneurial freedoms within an institutional framework characterized by private property rights, individual liberty, unencumbered markets, and free trade (p. 22).

From those definition, it reflected in Vani's statement when she was given a freedom to 'plan', 'made', and 'sell' a product 'created by herself' related to her department as the final project in entrepreneurial course. Those words are what an 'entrepreneurs' usually do that also include as 'neoliberal discourses'. In addition, the discourses written in the curriculum document exercise power from university policy to the department policy. It has proven in Ball (1994) that curriculum document is regarded as discourse since it exercises power through a production of truth and knowledge. It also indicted that power may flow from the top to the bottom. However, as Gallagher (2008) explained Foucault notion that power is not always flows from the top to the bottom, from the state to the people, or from the bourgeoisie to the proletariat, but also can be from the bottom to the top.

The tendency of global identity shown by Vani was emphasized with her answer when she was asked about the usage of American, British, or Australian English:

British English is really formal and also the pronunciation is different. I think, it's okay to make British English as the standard. American sometimes pay attention to the grammar but they have slangs that make them do not care with their grammar. 8/4/2019, Initial interview)

Her statement of ‘it’s okay’ might point out that she admitted English used by American and British were the ‘standard’ use of English. She mostly uses American pronunciation in the conversation (The transcript of the pronunciation uses Oxford Online Dictionary, Oxford University Press 2019):

Okay, halo, Tata. My name is Vani /oʊ 'keɪ/ /'heɪloʊ/ /tata/. /maɪ/ /neɪm/ /ɪs/ /vani/

Now I'm currently studying in Entrepreneurial Based University /naʊ/ /aɪm/ /'kʌrəntli/ /'stʌdi.ɪŋ/ /ɪŋ/ Entrepreneurial Based Universit

I think that's not right /aɪ/ /θɪŋk/ /ðæt's/ /nɒt/ /raɪt/

Although Vani mostly uses American pronunciation, she also uses British pronunciation in some words such as /'kʌrəntli/ and /nɒt/. In another data, Vani has explained her thought about the usage of accent:

ee, for me, accent is not so important. The important one is the right pronunciation. I'm not like my friend who are so obsessed in using British accent. But I'm not like that. We have our own tongues. The important one is the right pronunciation and it can be understood by others, that's enough for me. It is because in our daily life, we use Indonesian and Javanese. It's different with the native speakers. I prefer to use my own accent, local accent. (8/4/2019, Initial interview)

She mentioned that the usage of certain accent was ‘not so important’. It meant accents did not really matter for her. Also, she said that she preferred to use her own accent in the last sentence of the data. However, at the same time, she also mentioned ‘the right pronunciation’. It is contradictory when she said accent was ‘not so important’ but ‘the right pronunciation’ was important. People usually checked how to pronounce words in the dictionary. While, most of dictionaries use American, British, or Australian English. It can be seen in the transcript of her pronunciation that uses American and British English. It shows that the hegemony of American and British English had constructed Vani’s subjectivity in understanding the globalization of English.

Vani mentioned that British English is more formal than American English which has many slangs. In fact, American English also has formal and informal language. She argued that 'it's okay to make British English as the standard 'and 'American sometimes pay attention to the grammar but they have slangs that make them do not care with their grammar' which seems to indicate indirectly that she prefers with British English. However, the transcript shows that Vani mostly uses American English and less British English. It might show that it is hard to have only one variety of English although she tends to use one of English varieties. This part of analysis finds out that Vani tends to have global identity which shows her desire to be part of global (Sung, 2014). Moreover, it seems to match with Foucault's notion about 'regime of truth'. Vani mentioned American and British English only in the interview which could indicate the 'standard of truth' according to her. Foucault (1980: 133) states "'Truth' is linked in a circular relation with systems of power which produce and sustain it, and to effects of power which it induces and which extend it a 'regime of truth'".

In the same interview session, Vani also showed another different identity when she was asked whether she would accentuate her status as Indonesian who is able to speak English or as English learner in global:

*For me, I can be both, I'm Indonesian and also English learner. Perhaps, I will introduce my culture to them, but I will also still learn about English there.
(8/4/2019, Initial interview)*

In this statement, Vani explained that she would foreground both as Indonesian and also global English learner. She tended to show her glocal identity in this part of interview. This subjectivity might relate with her department regulation. The department had decided that every Thursday is English Day. They

must speak English in their faculty area such as canteen, class, toilet, and etc. In English day, they also must wear Batik:

In my department, every Thursday is English day. All of English Language Teaching students must use English even though they are on canteen or everywhere in my faculty area, they must use English. [...] This regulation has been signed by the dean. Every student who do not obey they rule, in the old regulation when I was still active in the campus, students must pay five hundred rupiahs each word. The money will be given to the assemblage. [...] So, in English day, English Language Education students must speak English and also wear Batik. It's as a balancer, although we speak in English but we still maintain our culture. (8/4/2019, Initial interview)

In the last sentence, Vani explained that although it is an 'English day', the students are required to use 'Batik' (National costume of Indonesia) as the 'balancer'. The combination of wearing *Batik* while speak in English might indicate that her department regulation supported her to foreground glocal identity that blended the local culture and global activity (Sung, 2014). This analysis is categorized in the point of 'identity as multiple and contradictory' and 'identity as shifting across the time' (Norton, 2013) since Vani seems to change her identity from global to glocal identity which might indicate she tends to have more than one identity. It can be seen since her statement about 'correct structure' and 'right pronunciation' in using English (showing her global identity) oppose with her activity that combine the local culture (wearing batik) and global activity (speaking English) in the 'English day' (showing her glocal identity). Furthermore, the shifting of Vani's identities from global to glocal identity seems to show that identity shifts across the time.

Vani explained that every student who speak other than English would be fined by paying five hundred rupiahs each word. Walshaw (2007) emphasized it as discipline and punish. The department regulation disciplines the students through

the strategy of normalization which are created and maintained in subtle and diffuse ways (Walshaw, 2007). The fine that must be paid is as the form of punishment whenever the students could be disciplined. Grant (1997) argues that the students are the subject to the institution regulations which understand the meaning of being a 'good' student from their 'conscience'. It is in line with Walshaw (2007) that policy is one of the main ways to regulate behaviors and made productive in the population.

Vani also mentioned 'in the old regulation when I was still active in the campus'. It meant that she had participated in English day many times that indicate the subject position made by the department also had partly constructed her subjectivity. This analysis matched with Danaher, Schirato, and Webb (2000) and Walshaw (2007) that emphasized Foucault's notion of subjectivity to explain one self as the product of social construction, self-governing, and institutional practices.

2. Participant 2

The second participant is Ami, a student from English Language and Letters in Entrepreneurship Based University (EBU). The researcher asked the same question about her understanding in describing English:

Ee, my opinion about English is, ee, important. If, actually in Indonesia, English is not second language but foreign language. So, it is not as urgent thing to be learnt. But it is good, ee, people learn English so that, what is it, they can be, more developed because English is international language. And then, I think that's all.
(15/4/2019, Initial interview)

In this part, Ami seemed to be doubt when she explained about the importance of English. It could be seen from the repetition of saying 'ee'. It might indicate that she was thinking, rethinking, or hesitating. However, it did the opposite behavior when she explained that learning 'English is not an urgent thing'

for Indonesian. It might indicate that there was a contradictory thought in her understanding about English. It is shown that post-structural thinking is dynamic and contradictory. Moreover, it is contrast with her status as English student. The researcher then asked her to explain why she took English major study while she mention that ‘English is not an urgent thing to be learnt’:

Because nowadays, technology and everything are increasingly developing. Automatically, human resources also must develop, and one of them is by learning English. [...] It is not difficult to learn English anywhere and anytime because it is easy to be obtained from the internet or books. [...] (20/8/2019, Follow-up interview)

In Ami’s statement above, she explained that human resources must ‘develop’ by ‘learning English’ that can be learnt from the ‘internet’. Those key terms implicitly could indicate that she relates ‘learning English’ is as ‘progress’ to ‘develop’ human resources. She also mentioned that ‘the internet or books’ is one of the way to learn English easily and the word ‘technology’ which might represent modernity. As Bunce et. al. (2016) argue that English is equated with modernity and progress that is linked to the media and the internet in the global context. Relating to Sung (2014), Ami tends to show her global identity as part of global world in this analysis.

Another data is presented as the elaboration of Ami’s understanding about ‘English is international language’:

ee I think English is used to ee, the formal thing, for example there are countries, between countries, what is it, bilateral relations or international relations, usually, they use English. [...] Well, that's what I mean by international language which is recognized by the international community for us to communicate between countries even though they might use, their own language. But it is still translated into, the interpreter translates it into English. (28/6/2019, Follow-up interview)

Ami had mentioned that English is used to communicate in ‘international relations’ which means there are many countries with different language. Indirectly,

she had explained the English use as Lingua Franca. Cogo (2011) and Sung (2014) state that ELF is a contact language used by speakers with different linguistic and cultural background who do not share a common first language. Moreover, it related to the vision and mission of the university which the goal is to become an 'international standard' university (see Curriculum Document Analysis). It points out that the subject position can be seen in the construction of institutional basis of discourses and that are constructed in texts (Walshaw, 2007).

The interesting thing was Ami had interest to English since 3rd grade in Senior High School. The researcher asked how her perspective when she had English subject in primary school and junior high school:

It has been since in Senior High School, really. It's like, even when I was in Junior High School, in Primary School oh my God my score was so bad and I was cheating (laughing). [...] Then, when I was on Junior High School, I was still not interest in English. My Junior High School was RSBI¹ (Semi International Standard School) and every week, not a routine, there was a subject, what is it, HL, I forget the abbreviation. It is like, ee TOEFL training. So every week I had a TOEFL training and at that time my TOEFL was, 400 something, so low. (15/4/2019, Initial interview)

Ami's explanation above shows that her subjective understanding on English was not an interesting thing. Moreover, she stated that her TOEFL score was 400 which included in 'low' score although she had a TOEFL training class every week. TOEFL is an English proficiency test for foreign learners owned by United States institution. Her junior high school status was semi international standard school that was developing to be an international standard school by

¹ RSBI is an educational program established by the Minister of National Education based on Law No. 20 of 2003 article 50 paragraph 3, which states that the Government and / or Regional Government organizes at least one education at all levels of education to be developed into an international standard education unit.

scheduling a TOEFL training class every week. It may indicate that the Inner Circle Countries, especially American English, still dominates.

The school seems to make the students to get ‘high’ TOEFL scores to reach ‘international standard’ school. It makes Ami uttered that her TOEFL score was ‘low’ when she got 400. By using TOEFL to assess students’ proficiency to reach the ‘international standard’, it shows that English is more dominating than other languages. Phillipson (1992) states that ‘The dominance of English is asserted and maintained by the establishment and continuous reconstruction of structural and cultural inequalities between English and other languages (p. 47)’ or is usually called as ‘English linguistic imperialism’. Here, the dominance of English over other languages is represented by the TOEFL training every week and TOEFL test in her school. While, this school is in Indonesia and English does not become first or second language in this country but first foreign language (Lauder, 2008). It might portray the dominance of English and cultural inequalities between English and other languages explained by Phillipson (1992) above.

The TOEFL training and assessment is called as ‘disciplinary technologies’ that involves the organization of the subject through practicing, training, and standardization (Barker, 2007). Also, her subjectivity may be affected by the discourses and the institutional practices (Danaher, Schirato, and Webb, 2000) by considering that the score of 400 is ‘low’. However, her subjectivity turned around when she was on 3rd grade in Senior High School and almost graduated:

Actually, I was a science (class) student. Actually, I didn’t match (because she is an English Language and Letters student nowadays) (laughing). Then, at that time ee, when I was choosing for, SNMPTN (National selection for entering universities), ee I wanted to choose the major in science, like chemistry. But, I didn’t know why, when I was almost graduated, it’s like I changed my choice because, I didn’t know why,

suddenly my English score was good. Besides, I didn't really like, not didn't really like, so-so. It was not that concern. Ee what is that, even though my junior high school was RSBI (Semi International School), international standard, but not, I was not really good (in English). Then, I didn't know why, in senior high school, how come my score was good? Then, it was weird. Then, my friends were like, when there was a remedial, they asked for help to me. So it felt like, I felt like being appreciate. Then, it seemed like, it seemed like English was interesting. Then, then my parents said it was okay and they support me. Finally, I chose English Language and Letters. (15/4/2019, Initial interview)

Ami was asked to give further explanation about why she suddenly liked

English course in Senior High School:

My English score suddenly increased. [...] Then my teacher also ee, like immediately mentioning my name "Amy please help your friends", I mean, she liked to call my name. [...] At that time, I studied as it is. I mean, it is not as intensive as that. [...] The exercise was usually fill in the blank. Then it was usually like listening. Sometimes a student was not too sensitive in listening, well, I was quite sensitive in listening section. [...] I don't know, at that time my score was unintentionally good, therefore I was being motivated. (28/6/2019, Follow-up interview)

In this part, she explained that she suddenly changed her choice when she found out that her English score was 'good' and because of her friends who usually asked her help. The term 'good' seems to show that there is also the 'bad' term if she did not get 'good' score in English. Meanwhile, those terms are contrast with post-structural principle, as it is written in Wahyudi (2018b) that "Foucault was not interested to categorize discourse as 'good' or 'bad' but was interested in 'how' discourses operate (p.177)". The discourses produced by her friends when they asked for help also could be one of the factor that made her felt appreciated then her subjectivity changed.

Another data shows that Ami's teacher may be the factor of changing subjectivity. She explained that the teacher often asked her to help her friends after she had 'good' score. It may indicate that having 'good' score in English subject make her has 'higher' position than her friends in the class. Her teacher and friends

discourse and the school status as Semi International School seems to become a 'pleasure' and makes her motivated to study English deeper. It also makes her has more power to be exercise to her friends. It is in line with O'Farrel (2005) notion that some people find a pleasure when they exercise power. It is a contrast change in subjectivity when compared to her subjectivity in primary and junior high school.

Ami's attempts to study English because of her friends' appreciations seems to be considered as 'subject formation'. Her 'subject' is formed from the outside of 'the self', as Foucault (1982) states that 'Subject is either divided in himself or divided from others (p.777)'. Foucault (1982) also emphasizes that subject is divided into two definitions; subject to someone else by control and dependence, and tied to his own identity by a conscience or self-knowledge. In this case, her subject unconsciously seems to be formed by the control and dependence of others appreciation which makes her become a new subject.

Another part of interview found out Ami's tendency of identity. The question was about the usage of American, British, or Australian accent. Same with Vani, Ami's also emphasized that accent is not so important. She explained that her view on accent was constituted when she heard her speaking lecturer did not use American, British, or Australian accent but local accent:

It's not American or Australian accent, but it's Indonesia. So it's like 'medhok' (Javanese accent). (15/4/2019, Initial interview)

Then, the researcher asked Ami about the impact for her when she found out that her lecture did not concern about American, British, or Australian accent:

The the impact is (about her lecturer who does not concern in accent) I also don't care too much about accents that means you have to use a British American accent or an Australian accent. The important thing is it is clear, and maybe, I'm more concern on the stressed and unstressed part. (28/6/2019, Follow-up interview)

After that, Ami was asked about her opinion when she found out that her speaking lecturer did not use American, British, or Australian accent:

I realized that actually lecture is not too concern with accent. The important thing is that communication can run well. It doesn't matter with accent. It seems like someone has said it. We are as Indonesian, if they want to follow certain accent, it's their preference whether they want to use American or Australian accent, but it's not a necessity. The important one is communication can run well. That's it. It seems someone has said it but I forgot. (15/4/2019, Initial interview)

In the initial interview, Ami only mentioned two varieties of accent which are American and Australian accents. It might be the department only provides American Studies and Australian Studies courses that makes her only refers to those two English varieties. Moreover, her answer about the usage of accent indicated that she foregrounded local identity (Sung, 2014). It could be seen when she said 'it doesn't matter with accent' and 'it's not a necessity' because English in Indonesia is foreign language, not second language.

It is actually written in the graduate profile of ELL department 'Having global insight by still having attention to the dynamics of local culture'. It may indicate the the subject position of the university has been constructed in Amy. It also reflected the definition of Expanding Circle by Kachru (1990) and Darjowidjojo (2003) that English could never be widely used in daily life, or become the second official language, but rather it should be "the first foreign language". It is an attempt to protect the local languages and cultures of Indonesia and maintain its identities. This analysis has indicated that Amy shows two identities (global and local) which resonates Norton's (2013) reconceptualization of identity: 1) contradictory and multiple); and 2) changing from time to time. It is

multiple since Amy shows two identities; global and local. In addition, the changing identity from global to local might indicate that identity changes from time to time.

From those part of interview, it seemed that before Ami met her speaking lecturer, her subjectivity was that English lecturers were concern with accent (American, British, or Australian). It could be seen in the sentence 'I realized that actually lecture is not too concern with accent' and 'I also don't care too much about accents that means you have to use a British American accent or an Australian accent'. After she found out that her speaking lecturer used local accent, she also had a subjectivity that using certain accent was not so important. Devine (2003) emphasized that the teacher is actually the active agent to construct the students' identity or subjectivity, or even the students are the reflection of the teacher subjectivity. It might indicate that her subjectivity mostly was created from the self-governing, different discourses, and institutional practice (Walshaw, 2007). It also could be seen in the previous data analysis of Ami.

In the follow-up interview related to the use of accent, she still mentioned that she is more concern on the 'stressed and unstressed' part. While, the 'stressed and unstressed' of a word is seen from the dictionary, whether it is American, British, or Australian dictionary. It seems to show that she still uses Inner Circle English varieties as the references (Kachru, 1990). It means that Inner Circle English varieties still hegemonize the countries which the status of English is as foreign language.

3. Participant 3

Same with the other participants, Izza, a student of ELT department in EdBU, was asked her understanding about English. She explained that English was so important even it was a basic thing to be learnt by the young learners:

Ee, it is very important, emm, because, ee English is a global language now, ee, to, emm, a language as connector between ee a human with another human, ee, I mean ee especially for Indonesia with other countries which emm which English can be very important later ee because English, how to explain it, emm it start to be learnt as early as possible because it is very important, so that emm so that we are as prospective, prospective educators must learn it deeper because emm because ee most of young learners or teenager nowadays already use English ee as the most basic thing. Emm then, we are as prospective educators, teacher, also must increase, increase to be able to give ee, education, ee better English education. (8/4/2019, Initial interview)

The researcher tried to ask deeper about her understanding of ‘English as a global language’:

The global language used by all of us now is English. We have seen from the colonial era that English controlled almost all of the world. Ee, then British colonized America, which now America is as a big country. America is strong that makes other countries dependent on America. [...] Well, ee because the countries in the world need help from America, so, inevitably all those countries must be able to speak English. [...] A strong country means that the country used as the reference such as technologies. It also comes from there. (2/7/2019, Follow-up interview)

By mentioning ‘English is a global language’, it indicated that the hegemony of English had created her subjectivity in understanding English. She still has a thought that America and Britain dominate among others. The discourses ‘English as global language’ had created a pleasure for her. In the follow-up interview, she gave an example that America is used as the reference of ‘technology’. The word ‘technology’ is actually in accordance with EdBU vision that state ‘Becoming a superior university and as scientific, technology, and education reference’ and also ELT department vision ‘To become a center of excellence providing outstanding ICT-based Higher Education that is

responsive to global advancements in the fields of education and ELT'. The visions above might emphasize that the university focus on the use of 'technology' as a response to the 'global advancements' in educational matters. It seems to indicate that EdBU tends to foreground its global identity in this point. The university may have a sense of being part of global so that they tend to show their global identity (Sung, 2014).

It also could be seen in the excerpt when Izza mentioned that English was 'very important' three times. Then, the researcher asked her to elaborate why English is 'very important':

For me, English is very important because the culture outside (Western) is different, right? Now, if we can't understand or don't know how to overcome it (different culture) or don't know the meaning of English words, we don't know what that means. (8/4/2019, Initial interview)

The 'very important' statement made Izza argued that English should be learnt as early as possible and became the most basic thing for young learners and teenagers because she started to have interest in English since she was in junior high school. She had joined an English course at that time:

Since I was in junior high school, I had an interest in English. I started to join English course out of school. [...] It seemed that it was my own wish because I saw my neighbor or my friend also had a course there and finally I tried to join that course. [...] because I was interest in English, it was like, it was cool to learn English at that time. But now, English is really needed. [...] Now I'm in the stage where I think English will, ee, what is it, provide opportunities such as jobs, then emm economy. It's more like that. (8/4/2019, Initial interview)

At the follow-up interview, the researcher asked her to elaborate the word 'cool' explained in the initial interview:

It is cool because nowadays we are required to be able to speak English. Um, for example, we see in Indonesia, there are many courses for English. Well, and we see the outside world (Western) is more than us, the people are more than us. For example, if we can speak English, of course we will be considered like, wow you're cool, you can speak English. You can talk to people overseas. So, like, we are

considered like, English will make it easier for you to interact with foreign people who are better than us.

Izza mentioned that English was ‘cool’ and explained in detail that the Westerns who use English as their language are more than people who do not speak English. It might make her think that she would be seen as ‘cool’ person by others who cannot speak English since she could speak the language that the Westerns use. Her subjectivity seems to indicate that English is something prestige. This part of analysis may relate with the regulation of the department that requires TOEFL or IELTS score as the main competencies which still uses American and British English as the reference (EdBU Curriculum Document Analysis, p. 9).

Izza uttered that ‘(Western) is more than us, the people are more than us’ and ‘foreign people who are better than us’. In this context, ‘Western’ and ‘foreign people’ represent the people who use English as their daily communication or native speakers. Those statement by Izza might indicate that she is ‘Western minded’ since she argued that they are more than us (Indonesian or non-native) which also tends to show her ‘global identity’ (Sung, 2014). It seems to show that she has been hegemonized by the discourse of English domination and she might assume that ‘privilege’ given to the dominant language could give a ‘higher’ status. Phillipson (1992) states that this phenomenon is called as ‘English linguistic imperialism’. It discussed about the domination of English internationally that maintain continuous reconstruction of structural and cultural inequalities between English and other languages (Phillipson, 1992; Phillipson & Skutnabb-Kangas, 2013).

Izza's subjectivity towards English changed at this time to be something 'needed'. She explained that English could give her more opportunities to get job and increase her economy. It might relate to her subjectivity before that seeing English as something prestige so that she thought it could be her plus point when she applied for a job later on. This probably shows that although English is part of education in this context, she thinks that it also can be a tool to get 'job' and increase her 'economy', which those words relates with 'neoliberal discourses'. As Ong (2006) argues that 'Neoliberalism is conceptualized as a new relationship between government and knowledge through which governing activities are recast as nonpolitical and nonideological problems that need technical solutions (p. 3)'.

It might relate with the objective of ELT department that inserts neoliberal discourses in point 'Ensure the effective, efficient, and accountable implementation of education, research, and community service (p.12)' derived from university objective 'Producing autonomous, accountable and transparent institutional performance to ensure continuous quality improvement'. It indicated that subjectivity could be created or changed from social construction, self-governing, and institutional practices (Danaher, Schirato, & Webb, 2000).

Izza's subjectivity might also show her tendency of identity. It could be seen when she was asked about the usage of accent. She tended to use British accent while engaged in ELF communication:

In fact, I want to use British accent. I don't know. I think that's sexier. [...] But, we study English since in Junior or Senior High School. It makes us to use our own accent. So, it's difficult for us to speak like native speaker. But, I truly attempt to how I can speak like native speaker. (8/4/2019, Initial interview)

The researcher asked her to explain more about the word ‘sexier’ in the follow-up interview:

This is a subjective perspective from me. Actually, why it is sexier because maybe the accent has its own character spoken by the people there. [...] Because Britain is still royal and they use the language which is certainly since a long time ago. That means it's not affected by the era so they already have it before and they are still maintaining it [...].

In the excerpt above, she directly said that she wanted to have ‘British accent’. She had a thought that British accent was ‘sexier’. Then, the researcher requested Izza to do short illustration to speak English (The transcript of the pronunciation uses Oxford Online Dictionary, Oxford University Press 2019):

I think that's more sexy /aɪ/ /θɪŋk/ /ðæt's/ /mɔːr/ /'seksi/

I think that how they speak /aɪ/ /θɪŋk/ /ðæt/ /haʊ/ /ðeɪ/ /spiːk/

Indonesia has five big island /,ɪndə'niːzə/ /hæz/ /faɪv/ /bɪg/ /'aɪlənd/

The transcript of the pronunciation from the interview shows that Izza uses American English even though she wants to speak British English. However, based on the researcher observation, she tries to use British accent on the bold and italic words in the excerpt above. It related to the previous excerpt analysis about her subjectivity that English was cool and prestige thing. Although she admitted that it was ‘difficult to speak like native speaker’, she mentioned the word ‘attempt’ which indicated she would do something more so that she could have British accent.

Foucault (1997) names it as ‘disciplining of oneself’, which means “Permitting oneself or help of others to affect their own means by operating their own thoughts, conduct, and way of being to transform themselves and in order to achieve a certain state of happiness, purity, wisdom, and perfection” (p. 225). By ‘attempting’ to be native-like even though it is ‘difficult to speak like native

speaker', Izza just has 'operated' her 'thoughts, conduct, and way of being' to be like a native speaker. This technology of the self also might be the production or the extension of one's subjectivity (Harwood, 2006; Wahyudi, 2018b).

Izza explained that her attempts to have British accent were watching movies and listening to music that already became her hobby:

Most of movies are from America. But, okay, I started it from Harry Potter. This movie is so British. I started from that movie. So, I realized that American and British accent are different. When I started to speak English a little bit fluently and most people use American accent, I found out an accent cooler than that. Finally, I try to put in British accent when I speak English. [...] Everyday I listen to music. I like Adele, Avril, Coldplay, Queen, and many more. (8/4/2019, Initial interview)

She mentioned that British accent was 'cooler' than American accent. Again, it related to the analysis of her subjectivity. She also listened to music that mostly the singers are British such as Adele, Coldplay, and Queen. By watching British movies and listening to music with British singer, she might think that she could imitate how to pronounce using British accent. By admitting that Izza 'attempts' to have 'British accent' since it is 'sexier' and 'cooler' than other accents, it means she tends to show her global identity as EFL learner by having the desire to be native like. As Sung (2014) states that global identity indicates that someone wants to be part of global world. To make sure that her British pronunciation was correct, another attempt was by checking British pronunciation in the dictionary:

I downloaded a dictionary that the voice of pronunciation uses British accent. [...] It's like Oxford, but I use Merriam Webster. (8/4/2019, Initial interview)

It was proven when the researcher asked her to speak in English. In the words 'sexy', 'that', 'speak', and 'five big island', she attempted to use British accent although it was not totally the same. By knowing her hobbies and another effort, it indicated that she really wanted to imitate how British were speaking. In

this part of interview, she foregrounded her global identity because she tried to speak like one of the Inner Circle Countries English (Sung, 2014). It matched with Norton (2000) and Bucholtz & Hall (2005) that identity is closely related to how people understand their relationship to the world and how they are constructed across time and space as in social interaction with other people in society. Norton (2013) emphasized it with the point of identity as changing over time. At the same time, it also proves that revealing someone's subjectivity also reflects the tendency of identity (Danaher, Schirato, & Webb, 2000; Walshaw, 2007).

4. Participant 4

The last participant is Leli, a student of ELL department in Educational Based University. She also asked about how was her understanding and description about English as the first question. She stated that:

In my opinion, English is a foreign language, but, it has been no longer as a foreign language to anyone, people in the world, including in Indonesia. It is indeed a foreign language, but from the young kids, they can speak English, even though it is not their mother tongue. (25/4/2019, Initial interview)

The statement of 'English is a foreign language, but, it has been no longer as a foreign language to anyone' is problematized. Wahyudi (2018b) states that problematization is in line with poststructural principle established by Foucault. In addition, Foucault is interested in writing a history of problems rather than a history of solutions since it would become a problem raised to be discussed and debated, and triggers new reactions (O'Farrell, 2007). Moreover, Foucault (1984) emphasized that problematization is when the idea or notion has lost its familiarity due to social, economic, or political processes. In this context, her problematization about 'English is not as a foreign language anymore' seems to be triggered by her

status as English learners which her daily communication and her circle mostly use English. The researcher also observed while interviewing that her English is ‘fluent’, using ‘good’ pronunciation and grammar. All of those might make her assumes that ‘English is a foreign language, but, it has been no longer as a foreign language to anyone’.

The researcher asked Leli to give example from her statement that although ‘English is a foreign language, but, it has been no longer as a foreign language for anyone’:

Even though English is a foreign language, but, in our life, English is actually no longer a foreign language. For example, in some restaurants or cafes, the menus are written in English. [...] Nowadays, if there are western songs, Junior High School, Senior High School, and even Primary School students enjoy the song even though they don't understand the meaning. And also in Indonesia, vlogs spread very widely. The Indonesian vloggers also often use mixed language (Indonesian and English). Moreover, on YouTube, children can also see vlogs from other English-speaking countries. (28/7/2019, Follow-up interview)

In the excerpts above, Leli mentioned the sentence ‘English is a foreign language, but, it has been no longer as a foreign language’ twice in the initial interview and follow-up interview. She argues that since English is widely used in the restaurants’ menus and vlogs, it is considered as no longer foreign language anymore. While, her statement is contradictory with Lauder (2008) that states the status of English in Indonesia could never be widely used in daily life, or become the second official language, but rather it should be “the first foreign language”.

One of the examples given is regarding with the menus in the restaurants that use English. The researcher asked Leli to give her opinion:

For the use of English in the restaurant menu or cafe, I have heard from people, if the menu uses English it will be cooler. So, it can increase the price compared to the menu written in Indonesian. For instance, if it is written ‘Es Teh’, people will assume that it is cheap. But if it is renamed with ‘Ice Tea’, it will be very different. So if the price is a bit expensive, people will understand it. But if we write ‘Es Teh’,

then the price is a bit expensive, surely it will be questioned. It is like, people are like being indoctrinated. (28/7/2019, Follow-up interview)

The researcher asked Leli to elaborate more about the word ‘cooler’:

It seems that the language is a foreign language that we don't know its meaning. So, maybe if you say ‘Pecel’, everyone knows it. But maybe if it's written with ‘Vegetable with Peanut Sauce’, people will consider that it is a food that they have never known so that it is expensive. (28/7/2019, Follow-up interview)

Leli explained that the price of the restaurant food will be more expensive if it is written in English. It seems ‘cooler’ than the menu written in Indonesian. She emphasized that people might do not know the meaning so that it is ‘reasonable’ if the price is expensive. While, the food and drinks served are same (for instance: ‘Es Teh’ and ‘Ice Tea’, ‘Pecel’ and ‘Vegetable with Peanut Sauce’). She argued that ‘people are being indoctrinated’ by accepting that the menus written in English are worth to be more expensive than the menus written in Indonesian. It is in line with Phillipson (1992) that states English is supposed to represent a higher standard living. Moreover, Bunce et.al. (2016) emphasize that it is an uncritical acceptance of English when it is linked to the devaluing of other languages. It occurs because English is usually identical with modernity, consumerism, and progress.

Leli also mentioned that ‘Junior High School, Senior High School, and even Primary School students enjoy the Western songs even though they don't understand the meaning’. Her statement might indicate that English nowadays has been a ‘pleasure’ for those students, or even everyone. They still could enjoy the song even though they do not know what the meaning is. Foucault (1980) explained about ‘pleasure’ as ‘What makes power hold good, what makes it accepted, is simply the fact that it doesn't only weigh on us as a force that says no, but that it

traverses and produces things, it induces pleasure, forms knowledge, produces discourse' (p. 119). It also reflects Wahyudi's (2018b) finding inspired by Foucault that Western discourses in Indonesia is difficult to be resisted, have been entrenched in the curriculum documents, and have induced pleasures.

Another statement is that vlogs are widely spread in Indonesia, whether the vloggers are from Indonesia or Western countries. However, she mentioned that although the vloggers are Indonesia, they often mix their language (Indonesian and English). It could become a serious problem regarding with the cultures of Indonesia. If the children often watch those kind of vlogs, they probably will be more 'fluent' to speak English rather than Indonesian or local languages. This phenomenon reflects Coleman's (2016) idea about 'The English Language as *Naga*² in Indonesia'. He states that English could be a 'destructive'. He illustrates English as the biggest *naga* eats the tail of Indonesian (the middle *naga*). At the same, Indonesian eats other smaller *nagas* which represent local languages, but in the end, all of them are being consumed by English.

Moreover, watching vlog also becomes Leli's hobby. She explained that she often watches food vlogger from America:

I don't really listen to music, it's more like watching at vlogs. [...] I often see American vlogs about food or beauty vlogger. [...] And it's inspired me to write my thesis, it is about vlogs. (25/4/2019, Initial interview)

The researcher asked Leli to explain more about her thesis project:

It is Grice's cooperative principle, conversational maxim. So I analyzed it. Then I differentiate between American and Indonesian vlogger. [...] if I saw a food vlogger review from Indonesian and American, the way they answered the questions were mostly different. So I took it. Then finally, after being analyzed, the results are not

² *Naga* (Dragon) is a common designation for mythological creatures in the form of giant reptiles which appears in various cultures.

too different. [...] But the difference is, Indonesians, they prefer to switch the conversation than Americans. (25/4/2019, Initial interview)

Leli's statements about 'song', 'vlog', and even used 'vlog' as the data for her thesis, are actually related with media and technology. Moreover, she mostly uses media and technology related to the use of English too, for example 'Western songs' and 'American vloggers'. The use of vlogs as her research reflects the supporting competencies point of her department document policy. It states that the S1 graduates of ELL department have 'The ability to integrate and employ ICT-based research in the field of English literature and language (The Catalogue of English Department, p. 21). The ELL department also provides course related to ICT-based which is 'Introduction to Computer Assisted Language Learning (ICALL)'. The description of the course is:

This is an introductory course that provides students with opportunities to explore relevant theories, principles and models of Computer-Assisted Language Learning (CALL) through readings, discussions and demonstrations of CALL activities and learning environments. The course encompasses the various kinds of media, skills of selecting, developing, operating, and evaluating CALL materials and learning environment in various EFL teaching and learning contexts. At the end of the course, students should have developed an appreciation of the issues involved in designing and creating their own CALL activities, evaluating these types of materials, effectively integrating them into language teaching and learning, and developing personal data base of CALL materials for language teaching and learning. (Catalogue of English Department, p.51)

Leli has integrated and employed ICT-based (the vlogs) to the field of ELL by analyzing the conversation using Grice's cooperative principle along with conversational maxim. As Walshaw (2007) states that 'Subject positions are set out for learners and teachers within curriculum policy texts' (p.65). It seems to show that the subject position construction of the university has been implemented by Leli.

Relating to America, Leli also mentioned that she tended to have American accent. The researcher asked whether or not she used American, British, or Australian accent while speak in English. She said that:

I don't choose one of them. But, I think 'my tongue' is more into American (accent). (25/4/2019, Initial interview)

Then, the researcher asked deeper why she thought that she had American accent:

Because I can listen more to people with American accent. It is hard to understand people who speak with British accent. (25/4/2019, Initial interview)

The researcher also asked Leli to explain more about what she had done to make her American accent more fluent:

I have done no efforts. But if I watch YouTube, I always choose American vlogs. Because, surely, British accent is a bit hard to be understood. So automatically, I directly choose American vlogs. So I'm not too familiar with British accent. (25/4/2019, Initial interview)

As Leli said that she had American accent, the researcher asked her to speak in English (The transcript of the pronunciation uses Oxford Online Dictionary, Oxford University Press 2019):

I come to Malang for college by bus or train /aɪ/ /kʌm/ /tu/ /Malang/ /fɔːr/ /'kɒlɪdʒ/ /baɪ/ /bʌs/ /ɔːr/ /treɪn/

It will take three to four hours /ɪt/ /wɪl/ /teɪk/ /θriː/ /tu/ /fɔːr/ /'aʊərs/

We are surrounded by our relatives /wi/ /ɑːr/ /sə'reʊndəd/ /baɪ/ /'aʊər/ /'relatɪvz/

In the excerpts above, Leli admitted that she is more into American accent.

She also emphasized that she could hear people with American accent better than British accent. It might be caused by her activity that always watch American vlogs rather than vlogs from other countries. Perhaps, it also caused her has American pronunciation and accent although she has claimed that she 'has done no efforts' to make her American accent more fluent. It could be seen from the transcript of the pronunciation such as /fɔːr/, /ɔːr/, /ɑːr/, and /'aʊər/. American English emphasized

the sound ‘/r/’ at the end of the words. However, she still uses British pronunciation in the word ‘college’ (/ˈkɒlɪdʒ/). It might show that it is hard to claim to have just one variety of English. The analysis of pronunciation has shown that she still uses British English although she said that it is not familiar for her. Furthermore, it seems to indicate that the hegemony of American and British English ‘unconsciously’ have become a ‘pleasure’ for her since she said she ‘did no efforts’ but the facts show that she has American English pronunciation and accent, and she always watches on American vloggers. In this part, Leli tends to have global identity because she shows the desire for being part of global (Sung, 2014) by admitting that she has American accent.

Sung (2019) also argues that the construction of one’s identity relates to specific contexts and interceded by the perceived possibilities of producing a good return on the investments. In the interview, she admitted that her habit to watch American vlogs has inspired her to write her thesis project in the statement of ‘It’s (American vlogs) inspired me to write my thesis, it is about vlogs’. Here, Leli’s activities on the media related to the use of American English has contributed to construct her identity to be ‘American English-centered’ which she might consider that it has given a ‘good investment’ to her thesis project which discusses about American vlogs. It is in line with Norton’s (2008) statement that the learners seem to look on the investment as symbolic and material sources in a broader space which is possible to increase the value of their cultural capital.

Leli’s activities regarding with media, technology, the use of English while using it, until using vlogs for her thesis project might reflect the vision and mission

of the ELL department. It states ‘The English Language and Literature Study Program is a reputed provider of an outstanding ICT-based Higher Education which is anticipative of global developments and future situations in English language and literature (the vision)’ and ‘Conduct ICT-based and effective student-centered higher education courses in the field of English language and literature (the mission)’ (The Catalogue of English Department, p.20). The institution has a role on her subjectivity’s construction to be ‘American English-centered’ learner.

The previous institution (Junior High School) of Leli used ‘School Based Curriculum’ or *Kurikulum Tingkat Satuan Pendidikan (KTSP)* (See Wahyudi, 2018b). School Based Curriculum is an operational curriculum compiled by and implemented in each education unit that adjusts to the specific characteristics of the region, the conditions and potential of the region, the education unit and students (BSNP³, 2006). While in Junior High School, Leli explained that she was in superior class which required the students to join ‘English camp’ in Pare. However, that condition and her statement below might be contradictory with the definition of the curriculum used by her Junior High School at that time:

[...] 2 weeks, I joined English camp in Pare. [...] This program is for superior class, which is required to join the camp. (25/4/2019, Initial interview)

The researcher asked Leli to explain more about superior class in her senior high school:

There was a test to enter superior class, but I forget what kind of test I had passed at that time. [...] The reason why I joined superior class was because my primary school headmaster knew that in this junior high school, there was superior class

³ *Badan Standar Nasional Pendidikan* (National Education Standards Agency) is an independent, professional and independent institution that has a mission to develop, monitor implementation, and evaluate the implementation of National Education Standards.

program. And Alhamdulillah, I'm smart when I was in primary school so that the headmaster asked my parents to try joining superior class program. The reason is as simple as that. There is no academic reason. [...] I think it is for the students so that they are smarter than regular class students when they graduate. It is because we have additional lessons from Monday to Thursday. (12/9/2019, Follow-up interview)

Leli's statement above seems to be contrast with the definition of School Based Curriculum. It is mentioned that the school regulation adjusts to the characteristics, conditions, the potential of the area, the potential of schools, and the students which should relate to the local situation and culture. However, the school still made a program which related to 'English' activity (Inner Circle English Varieties) by requiring the superior class students to join English Camp in Pare for two weeks. It is in line with Dardjowodjojo (2000) that 'After independence, English as the first foreign language in Indonesia remains until today plays a great role in determining the course of action to take' (p. 85). Her subjectivity towards Inner Circle English seems to be constructed since she was in junior high school until college. It could be seen that since in junior high school, she was already introduced to Inner Circle English variation by joining English Camp in Pare. She also mentioned that it was her first time she liked English:

I liked English after joining the English camp. Maybe, because the tutors teach with fun and they are not like teachers. [...] (25/4/2019, Initial interview)

In addition, her interest in English in college is shown by her habit that likes to watch American vlogs, even makes it as her topic of thesis project. Therefore, Danaher, Schirato, & Webb (2000) and Walshaw (2007) state that subjectivity is the product of self-governing, social construction, ideology, and institutional practices.

Leli mentioned that before joining superior class, there is a test that she must do. It might indicate that the school has did a stratification for the students who had fulfill the requirements to join superior class. The students then are graded based on the result of the test to so that decided who are worth to be in superior class. Looking on this case, Grant (1993) states “This process makes students are subjected to the normalizing gaze of the institutional hierarchy which qualifies and classifies every student” (p. 86), while the test is a form of surveillance. Foucault categorized normalization and surveillance as the exercise of power. In addition, the superior class students seem to have more privilege than the regular students because they are already signed as ‘good’ and ‘smart’ students. However, Grant (1993) argues that it is contrast with liberal discourse which open access to education with the equality of opportunity.

Leli stated that she felt lucky when the researcher asked her about how was her feeling as a person who could speak in English:

[...] what I feel more is lucky. Because English is like, right now, getting into all aspects of the work environment. It is easy to look for a job compared to for example, pure physics. (28/7/2019, Follow-up interview)

It is related to her previous statement about job opportunity in the initial interview:

The prospects are very good. I mean, there are a lot of job vacancy which can be obtained from learners who are majoring in English, especially in Kediri. In Kediri nowadays, there are many tutoring programs that are looking for English tutors. We can also register CPNS⁴ (Civil Servant Candidate) too with English literature graduates. (25/4/2019, Initial interview)

⁴ CPNS (Civil Servant Candidate) is an employee who have just passed the selection test for the first stage of a Civil Servant Candidate.

In the excerpts above, Leli explained that she felt 'lucky' to be able to speak English because English nowadays is getting into all aspects of the 'work environment'. Moreover, the ability to speak English could make her 'easy' to find a 'job' rather than others. The term 'lucky' might show that she has obtained something 'privilege' which is able to communicate in English. The 'privilege' of English could make her 'easy' to find a 'job' such as 'English tutors' and '*CPNS*' (Civil Servant Candidate). Bunce et. al. (2006) call this as linguicism that means 'Privileging English in the major political functions of state administration and in education (p. 5)' which 'Entails the structural favouring of English over other languages and believe that this policy is justified and necessary (p. 5).' Furthermore, the words 'job', 'work environment', 'English tutors', and '*CPNS*' are the key terms of 'neoliberal discourse' in 'educational field' which relates to Ong (2006) idea that neoliberalism is a construction of the relation between government and knowledge through the reorganizing of governing activities as nonpolitical and nonideological problems that require technical solutions.

To be English tutors or *CPNS*, they should get through some steps which 'compete' with other people before they are recruited officially and get paid. For instance, the candidates of *CPNS* must pass three steps of selection. The first is administration selection. The candidates must fulfill the documents required by the provision. The next step is Basic Competencies Selection which has passing grade to be passed. The candidates would be failed and could not continue to the next step if they do not reach the passing grade score. Then, the last test is Field Competency Selection as the determination test to be *PNS*. Relating to Steger and Roy's (2010)

three dimensions of neoliberalism (ideology, mode of governance, and policy package), Leli's statement about 'English tutors' and 'CPNS' seems to be in accordance with 'mode of governance' dimension. Mode of governance dimension refers to entrepreneurial value which is 'competitiveness' (Steger and Roy's, 2010). From the steps explained, it could be seen that the *CPNS* candidates compete each other to pass the tests as the symbol of 'competitiveness'. They compete to reach the position of *PNS* and get paid from the government which might show the 'neoliberal activity'.

5. Curriculum Document Analysis of Entrepreneurship Based University (EBU)

Entrepreneurship Based University (EBU) is a university with the status of *BLU*⁵ (Public Service Agency). It is regulated in Minister of Finance Decree Number 361 / KMK.05 / 2008 about Establishment of Entrepreneurial Based University in the National Education Department as a Government Agency that implements financial management of public service agencies. The *BLU* university is under the finance minister of RI. Based on Government Regulation of RI Number 23, 2005 about Financial Management of General Services Agency especially article 2, the aims of *BLU* institution is 'To improve service to the community in order to advance public welfare and educate the nation's life by providing flexibility in financial management based on economic principles and productivity, and the application of sound business practices' and article 10 about Planning and

⁵ *BLU* is an agency within the Government that was formed to provide services to the community in the form of goods and / or services sold without prioritizing profit and in carrying out its activities based on the principles of efficiency and productivity.

Budgeting ‘BLU prepares a five-year business strategic plan with reference to the Strategic Plans of State Ministries / Institutions (*Renstra-KL*) or Regional Medium-Term Development Plans (*RPJMD*).’

The words ‘financial management’, ‘economic principles’, ‘business practices’, and ‘business strategic plan’ in those articles are in line with the one of the university goals to be an ‘entrepreneur’ university looked from its vision, mission, and study program. Moreover, it is stated directly that ‘In order to align at the international level, Entrepreneurial Based University has become an entrepreneurial university’ in *Rencana Strategis Bisnis Universitas Berbasis Kewirausahaan BLU* (2013).

In Entrepreneurship Based University (EBU), it is required for all department to have entrepreneurship subject. The word ‘entrepreneur’ has been found in university, faculty, and department curriculum document. It is written in EBU’s mission which ‘Organize international standard education in order to make the students become human beings who have academic and / or professional ability and have the personality and spirit and / or entrepreneurial abilities (EBU Website).’

The faculty goal states that ‘Producing quality human resources in the sciences, devoted to God Almighty, have the spirit and / or ability of entrepreneurs, have broad insight, have a discipline and work ethic so that they become strong professionals and are able to compete at the international level (p.3)’ Faculty of Humanities curriculum document, 2015). Also, English Language Teaching (ELT) department aims to ‘Produce noble graduates who are capable to develop local values that are synergistic with national and global values to produce solutions for

the problems in the field of English education, and have entrepreneurial spirit (p. 160)'.

The economic keyword is also written implicitly in the English Language and Letters department mission which is 'Implementing English-based language, literature and culture education professionally to produce graduates who are able to compete in various fields of work (p. 49)'. The word 'compete' and 'work' indicate the economic activity keywords. It proves that the subject position construction of 'entrepreneurial students' of the university seems to be channeled from university policy to the department policy.

The notion of 'entrepreneurship' is implicitly reflected in the Constitution RI No 12, 2012 about Higher Education especially article 18, paragraph (2) 'Undergraduate program as referred to in paragraph (1) prepares students to become intellectuals and / or scientists who are cultured, able to enter and / or create jobs, and be able to develop themselves into professionals.' It is mentioned the words 'create jobs' which indicate entrepreneurial activity. The words 'entrepreneur', 'compete', and 'work' have been the key terms to neoliberal discourse. As Harvey (2007) has explained that "The advocates of the neoliberal mindset now occupy positions of considerable influence in education (p.23)." Moreover, Block, Gray, and Holborow (2012) emphasize that universities nowadays are encouraged to be an 'entrepreneurial' and 'compete' each other locally and globally to 'sell' their undergraduate or postgraduate programs, and also in accessing the funding of their faculties and departments.

Connell (2013) argues that neoliberalism in broad definition is the transformation plan of economic and social under the free market which attempt to make it broader and create new markets where they did not exist before. A practical series done by the government is constructed, defined, organized and instrumentalized the strategy that can be use by individuals in their freedom based on market principles; discipline, efficiency, and competitiveness (Ong, 2006). Those principles have been implemented in the university's vision, mission, and goal as Entrepreneurial Based University channeled to faculty and department vision, mission, and goals. It is exactly as subject position created by the institution that later might be construct new subjectivities for the students. As Ong (2006) states that technology of subjectivity depends on a set of knowledge and expert systems that lead to self-government to optimize choice, efficiency, and competitiveness in turbulent market condition.

The word 'international' is stated in EBU mission which is also mentioned in its vision which is 'Becoming a superior university that has international standard and able to has an active role in national development through education, research, and community service process (EBU Website).' The word 'standard' indicates positivist thinking which still uses international rules as the benchmark. It becomes a contradictory word in post-structural thinking because it may become 'wrong' when a thing does not reach the 'standard'. It might indicate that the university still uses Inner Circle Countries as the references of International standard. It is evidenced by reflecting the university's vision and mission in faculty and department curriculum documents:

Becoming a superior institution in education, research and community service in the field of culture to create graduates who are able to compete at the international level. (The vision of Faculty of Humanities in curriculum document, p.2)

Producing noble graduates who have English language, literary and cultural competencies and are able to compete in the global world. (The aim of ELL department in Faculty of Humanities curriculum document, point 2, p.50)

Towards superior study programs with international standards through the process of education, research, and community service in the field of English education. (The vision of ELT department in Faculty of Humanities curriculum document, p.159)

The desire of the university to have ‘international standard’ shows its attempt to be part of global. To be able to compete in global world and international level, the possible way is by using English as a Lingua Franca. As Sung (2014) has explained that English as a Lingua Franca (ELF) is used among speakers from different linguistic and cultural backgrounds who do not share a common first language. It is suitable for especially ELT and ELL learners since their teaching and learning process mostly use English. The use of English as international language is also referring to Constitution RI No 20, 2003 about National Education System especially in *pasal demi pasal* (article by article, further explanation section in Constitution RI) article 37, paragraph (1), point 3 that explains ‘Foreign languages, especially English, are international languages, which are very important for global interaction.’ In this article, ‘English’ is more emphasized than other international languages. It probably means that ‘English’ is considered as the benchmark of ‘international standard’. It might indicate that they still use Inner Circle Countries as the reference which shows the hegemony of American, British, or Australian English is still happening in Indonesia.

As Crystal (2003) has explained that there are two main ways a language can be categorized as a global language, and one of them is that the language can

be made a priority in a country's foreign-language teaching, even though this language has no official status. The words 'global' and 'international' in accordance with FDA explained by Walshaw (2007) indicate the key terms of global identity (Sung, 2014). In this part, the university tends to show its global identity as a sense of belonging to a worldwide culture.

The second point of the university mission is 'Developing and disseminating sciences, technologies, arts, and striving to use it for increasing people live and enriching national cultures (EBU Website).' The words 'national cultures' can be interpreted as a collection of local cultures (see Wahyudi, 2018b). It seems the university balances the desire to be part of global by still maintaining the locality. This policy seems to be reflected in the graduate profile of ELL department which is 'Having global insight by still having attention to the dynamics of local culture (p.50)' and in the graduate profile of ELT department which is 'Having global insight and wise to local cultures (p.160)' (ELL and ELT department graduate profile in Faculty of Humanities curriculum document).

This regulation is also written in Constitution RI No 12, 2012 about Higher Education especially article 1, number 2 'Higher Education is a level of education after secondary education that includes diploma programs, undergraduate programs, master programs, doctoral programs, and professional programs, and specialist programs which is organized by universities based on the Indonesian culture.' It seems that National Constitution has shaped local policy (Wahyudi, 2018b). By inserting 'national cultures' and 'local cultures' in the curriculum document, the university also tends to foreground its local identity. Beside the

university's desire to become 'international standard' university, it also attempt to maintain the 'national cultures' and 'local cultures' which indicates glocal identity (Sung, 2014) or hybrid identity (Bhabha, 1994).

6. Curriculum Document Analysis of Educational Based University (EdBU)

The status of EdBU is also as *BLU* (Public Service Agency) university regulated in Minister of Finance Decree Number 279/KMK.05/2008 about Establishment of Educational Based University in the National Education Department as a Government Agency that implements financial management of public service agencies. The last point of EdBu aims states 'Producing autonomous, accountable and transparent institutional performance to ensure continuous quality improvement' (EdBU Website). Moreover, in the forth point of ELT and ELL department objectives state 'Ensure the effective, efficient, and accountable implementation of education, research, and community service (p.12)' and 'To establish effective, efficient, and accountable management of higher educational courses, research, and community service (p.20)' (Catalogue of English Department).

It is in line with Government Regulation of RI Number 23, 2005 about Financial Management of General Services Agency especially on article 1 point 1 that states '*BLU* is an institution within the Government that is formed to provide services to the community in the form of the supply of goods and / or services sold without prioritizing seeking profits and in carrying out its activities based on the principles of efficiency and productivity.' The bold words such as effective, efficient, accountable, transparent, efficiency and productivity are the key terms for

neoliberalism discourses. Brenner, Peck, & Theodore (2010) states in market-disciplinary regulatory restructuring definition that neoliberalization is interceded through institution in a variety of policy arenas as a particular form of regulatory reorganization. It shows that although this university base is education, the neoliberal activity might be occurred.

Since EdBU focuses on education, this university has motto 'The Learning University' in its curriculum document book (2018). It is emphasized with the vision and mission of the university and English departments that state:

Becoming a superior university and as scientific, technology, and education reference. (The vision of EdBU, taken from EdBU Website)

To become a center of excellence providing outstanding ICT-based Higher Education that is responsive to global advancements in the fields of education and ELT. (The vision of ELT department, in English Department Catalogue p.12)

To become provider of an outstanding ICT-based Higher Education which is anticipative of global developments and future situations in English language and literature. (The vision of ELL department, in English Department Catalogue p.20)

Besides the word 'education', it is also mentioned the word 'technology' or 'ICT-based'. It is in line with the Constitution RI No 12, 2012 about Higher Education especially article 4, point C that states 'Developing Science and Technology by paying attention and applying the value of Humanities'. It seems to show that policy constructs the circumstances in which the range of particular goals or outcomes are set (Ball, 1994).

The terms 'technology' and 'ICT-based' reflect the phenomena of globalization which nowadays people mostly use electronic media. As Bunce et.al. (2016) emphasize that in the global context, English is identical with modernity and progress that has impact cultures worldwide and link with the global economy, media, and internet. In addition, it might point out its global identity (Sung, 2014)

as well since the university tends to show its role and participation in the globalization phenomena.

The tendency of global identity is also shown by the main competencies in ELT and ELL department. It states that one of the target competencies for the S1 graduates is by having ‘An English proficiency equal to paper-based TOEFL score 525/ CBT TOEFL 196/ iBT TOEFL 69-70/ IELTS 5.5’. TOEFL is English proficiency test developed by America institution while IELTS uses British English for its tests. It might indicate that this university still used Inner Circle Countries as the ‘standard’ to rate the students’ proficiency. It seems to point out that the hegemony of American and British English are still happening in EdBU.

This curriculum document analysis helped to find out the subject position construction of the EBU and EdBU learners through the analysis of the interview and might have a role to reveal the global, local, or glocal identity and subjectivity.

7. The Participants’ Identification of Cultural Background

The participants’ data of cultural background and language acquisition showed that all of the participants above come from the same tribe and mostly acquire the same languages, except Vani and Leli. Vani uttered that she could speak Korean a little bit because she had joined an additional class for Korean in her university. Besides, she is a *K-poppers*⁶ so that it helps her to acquire Korean. While Leli admitted that she could speak Arabic and Mandarin a little bit. She could speak Arabic because she used to join ‘*Sekolah Diniyah*’ (informal Islamic school), and

⁶ *K-poppers* is a term for people who like Korean pop music.

she could speak Mandarin since she had joined a Mandarin course at her university for two months.

All of the participants are multilingual subject since they speak more than two languages. The local language is acquired from their tribe and culture, national language could be learned from formal school, and foreign language such as English is acquired since all of them are English learners. The other foreign languages seem to be acquired from informal school, course, or additional class in the university. This analysis has resonated Kramsch's (2006) points within multilingual subject; desire, symbolic, and myth. The desire as the basic self-fulfillment has established the participants to have multilingual ability. It aims to identify and communicate with the others around them which might have different background culture and languages. For example, in the previous analysis, Izza mentioned that 'Western people are more that us' and 'English is cool' which might make her want to have British accent.

In the previous analysis of each participant, the symbolic point reflected in the participants such as Vani's confession that her English ability is as a 'branding' of person who has 'more knowledge' and 'plus point' might indicate the 'social symbols of recognition'. In addition, her ability to speak Korean might show 'psychological symbol' since she is a *K-poppers*. Amy's statement that she learnt English since her friends and teachers appreciate her seems to show the 'confirmations of self-worth'. It might mean that Amy 'proves' her ability to them that she is worth to be appreciated.

Izza's statement that 'English is cool' might indicate the 'psychological symbol' since she has a desire to have British accent. The statement of Izza toward English that 'English is cool' also seems to be considered as a myth. As Kramsch (2006) emphasizes that "Myth is a way of using language less for its informational content than for its emotional impact" (p. 107). Leli stated that she felt 'lucky' because the ability of speaking English is needed in many work environments. Her statement seems to show the 'financial symbol' since she might use her English ability to gain the earnings.

The two of the participants (Vani and Ami) seems to show different identities that also indicate the shifting subject position. It might relate to their multilingual ability. This situation is in line with Kramsch (2006) that emphasizes by focusing on the symbol of multilingual subject, language learning opens the possibility to construct the identities from the society and changing subject position since the use of languages are related to tribes' culture and identities which then also relate to the subjectivities construction.

B. Discussion

In this chapter, the researcher discusses the findings using Sung's (2014b) notion about global, local, and glocal identities. Other notions also being discussed are such as neoliberalism, technology of the self, subject position, and subjectivity including the analysis of University's Curriculum Documents and National Policy. All of them have supported the researcher to reveal participant's tendency of identity proposed by Sung (2014b).

In this study, global identity (Sung, 2014b) are shown by the forth participants which supports the previous study by Palmer (2013) about how participants oriented to global contexts in an EFL Internet Chat Exchange and Gao, Ma, & Wang (2016) about participants' construction of multiple kinds of global identities in their involvement with ELF. One of the factors to have global identity is the desire to use certain accent of Inner Circle English shown by Izza and Leli. It is in tune with Sung (2013), Ren, Chen, & Lin (2016), and Sung (2016a) which the findings show that the use of accent is possible to construct someone's identity. Moreover, the global identity shown by Izza and Leli seems to be the 'regime of truth' which cannot be resisted and say 'no' (see Foucault, 1980; Wahyudi, 2018b). Walshaw (2007) explains, 'It showed that acceptable discourses become intelligible through their reliance on certain practices' (p. 23). The further discussion of regime of truth in different context could be found in Wahyudi (2018b).

The differences are Izza has the desire to have British accent by practicing and imitating from native speaker, listening to British songs, and watching British movies, while Leli feels to have American accent that might occur since her habit is watching American vlogs and also uses it for her thesis project. In addition, Vani shows her global identity since she assumes that the ability to speak English could give her 'branding' which show her as a person who have 'more knowledge' and get 'plus point' from the environment. While, Ami expresses her global identity by relating English as the tool to 'develop' human resource. She argues that learning English is a 'progress' to 'develop' human resource since English is international language that nowadays could be learnt everywhere from the internet. It might

indicate that she equates English as a 'progress' and 'modernity'. However, these previous studies do not provide any other specific factors that might be possible to construct participants' global identity.

This study's finding shows that their tendency of global identity might be constructed such as from the subject position of their institution so that also reveals participants' subjectivity (see Danaher, Schirato, and Webb, 2000; and Walshaw, 2007). For instance, Vani's construction of global identity relates with the term 'branding' in line with the university vision and mission which also connects to neoliberalism (see Ong, 2006; Harvey, 2007).

The term 'branding' interpreted by Vani as people who usually have 'more knowledge' and 'plus point' seems to show ideology dimension of neoliberalism proposed by Steger & Roy (2010) which means "A system of widely shared ideas and patterned beliefs that are accepted as truth by significant groups in society" (p. 66). Vani also explained that she had sold tote bag with English tenses formula as her entrepreneurial course program at that time. She mentioned that people would get more 'English knowledge' from that product. Besides of being classified in the ideological dimension, this neoliberal activity is also categorized into mode of governance dimension since neoliberalism has entrenched within universities' curriculum (Steger & Roy, 2010).

Ami's tendency of global identity comes from her arguments that English relates with progress and modernity that the notion is proposed by Bunce et. al. (2016). Furthermore, it is also found in Izza's data analysis about technology of the self (see Foucault, 1997) that contributes in the construction of her global identity.

The discussion about technology of the self and progress and modernity are not discussed in those previous studies. Moreover, the changing of subject positions is also found in Vani and Ami since they tend to have two identities (global and glocal; global and local) which might relate with their multilingual speakers' ability (Kramsch, 2006). Those notions have not discussed yet in the previous studies. Therefore, this present study has provided other factors that could give a role in someone's tendency of identity.

The tendency of local identity (Sung, 2014b) is only revealed on Ami's identity. The use of certain accent in the previous discussion shows Izza and Leli's global identity, yet Ami decides to maintain her local accent while communicate in English. This finding seems to resonate Sung's (2014c) about how the participants expressed the importance of maintaining their cultural identities as Hong Kong or Chinese speakers of EFL contexts. The role of local accent in construction of Amy's local identity might be also in line with Sung (2013), Ren, Chen, & Lin (2016), and Sung (2016a). Her desire to use local accent is also from her teacher that has local accent which might shows his local identity. The teacher seems to be the active agent in the class to channel his identity, as Devine (2003) emphasizes that the teacher is actually the active agent to construct the students' identity or subjectivity, or even the students are the reflection of the teacher subjectivity.

This finding is in tune with Lobatón (2012) that explores her study on power and identity and highlights Wahyudi's (2018b) finding of 'lecturer as the promoter of students' agentic subjectivity. However, again, most of those previous studies do not discuss specifically and deeply about subject position and subjectivity that also

have roles in one's identity. It is only in Wahyudi's (2018b) that provide specific and deep explanations about those notions. Thus, this present study provides the analysis on university's curriculum document policy to reveal participant's identity and subjectivity, and to support Wahyudi's (2018b) findings.

The last is glocal identity (Sung, 2014b) that has constructed only in Vani. In the finding, Vani admits that she could be both Indonesian and English learner at the same time which is in line with Henry & Goddard's (2015) study's finding about the emerging of hybrid identity. Moreover, it also supports Bhabha's (1994) notion of hybridity (hybrid identity) which means "The sign of the productivity of colonial power, its shifting forces and fixities" (p. 112). The construction of Vani's glocal identity could not be separated from department's regulation which relates to subject position. The finding might resonate Søreide (2006) that has revealed teacher's subject positions and multiple identities as a necessary part of the teacher's identity construction, and also Dagg & Haugaard's (2016) findings about social actors that occupy multiple conflicting subject positions and they structurally constrained by others' subjectivities and refusals of recognition. The similarity is the previous and present study discuss about multiple identity that also change the subject position found in Vani's and Amy's data analysis.

The previous studies above do not discuss about glocal identity constructed in the context of EFL learners as ELF users in Indonesia such as Søreide (2006) and Dagg & Haugaard's (2016) study that have been conducted the researches to teachers and social actors. Therefore, this study has contributed to give another perspective related to identity and subject position by conducting it to EFL learners

in Indonesia, especially in Malang. Moreover, it also provides deeper analysis about identity and subject position by connecting it to institution's policy until national policy in line with Walshaw (2007) and supports Wahyudi's (2018b) study.

The finding of the present study could contribute to provide another point of view in doing the research regarding with identity (see Sung, 2014b) by not only relating it to one or two aspects but many aspects. This study presents that one's identity is not merely looked by accent, subject position, or subjectivity only but all of them are related each other. The two of participants (Vani and Ami) have shown two identities which resonates Norton's (2013) idea that identity is multiple, contradictory, and changing from time to time. It is indicated since the identity shown by Vani and Ami are more than one. It also changes from global to glocal (Vani) and from global to local (Amy) that might indicate 'identity changes over the time'. Since it uses FDA, the notion such as technology of the self and problematization also become other factors to find out participants' identities and subjectivities. The analysis of the curriculum document also supports Ball's (1994) statement that curriculum document is regarded as discourse since it exercises power through a production of truth and knowledge. From the curriculum documents analysis, it also finds out neoliberal notion such as entrepreneurial activity within educational field (see Ong, 2006; Harvey, 2007; Brenner, Peck & Theodore, 2010; Steger & Roy, 2010) that enrich the perspective to reveal participants' identities and subjectivities.

The neoliberal notion appears in EBU and EdBU which both have the status of *BLU* (Public Service Agency) under the regulation of Ministry of Finance that

aims ‘To improve service to the community in order to advance public welfare and educate the nation's life by providing flexibility in financial management based on economic principles and productivity, and the application of sound business practices’ (See Curriculum Document Analysis). In EBU curriculum document, it explicitly states the words such as ‘entrepreneurial’, ‘compete’, ‘create job’, etc., and in EdBU curriculum document such as the terms ‘effective’, ‘accountable’, ‘efficient’, etc., which are categorized as neoliberal discourse.

The neoliberal activities in *BLU* (Public Service Agency) Universities might not be conducted fully rather than *Badan Hukum* (Public University-Legal Entity) Universities which have greater autonomy, freedom to manage income and their own human resources (Wahyudi, 2018b). Although EBU and EdBu are still in the status of *BLU* (Public Service Agency) Universities, there has been a neoliberal penetration process implemented to the students through the curriculum document policies (Wahyudi, 2018b).

CHAPTER IV

CONCLUSION AND SUGGESTIONS

This chapter outlines the conclusion of analysis and discussion of the present study. Also, the suggestions for the next researches are provide since this study still has some constrains and shortcomings.

A. Conclusion

This study has indicated each EFL participant's tendency of identity whether it is global, local, or glocal identity (Sung, 2014b). Two of the participants have shown different identities. Vani tends to have global and glocal identities at the same time relating to her university and department policy. 'The ability to speak English as branding' and 'using the right pronunciation' might point out her global identity. Moreover, department regulation about 'wearing Batik in English day' seems to reflect Vani's desire to be both 'as Indonesian and as English learner' which shows her tendency of glocal identity. Besides, Ami shows her local and global identity in the finding. 'English is equated to progress and modernity' seems to point out her global identity. While, not concerning to certain accent since her teacher also did that might simultaneously indicate her local identity.

Izza tends to show global identity since she directly admits that she wants to have British accent. She states that British accent is 'sexier' than other accent and it indicates its 'royal'. Even though she feels hard to be native-like, she has attempted to have British accent by watching some British movies or listening to British singers because it already becomes her 'pleasure'. Furthermore, Leli has

shown global identity in the findings by admitting that she tends to have American accent. Besides, American English seems to be her part of daily activity since she usually watches American vlogs. Instead, she uses American vlogs as the object of her thesis project. She argues that English gives her 'luck'. For her, English gets into all aspects of the 'work environment' nowadays so that it gives her an 'ease'. Indirectly, she admits that English is as something 'privilege'.

Comparing two universities, EBU students from ELL and ELT departments show more than one tendency of identity: global and glocal (Vani); global and local (Ami) which is in line with Norton's (2013) points of 'identity is multiple and contradictory' and 'identity change across the time'. While, EdBU students from ELL and ELT department (Izza and Leli) only show their tendency of global identity which might sign the 'regime of truth'. From the analysis and findings, the subject position of the curriculum documents policy seems to have a role in their identity construction. It is mentioned in EBU curriculum documents policy 'Developing and disseminating sciences, technologies, arts, and striving to use it for increasing people live and enriching national cultures (EBU Website)' which national cultures are the collection of local cultures. It might indicate that EBU gives attention to national and local culture and it reflects on the students.

The researcher does not find such as local or national terms in EdBU curriculum document policy. The term mostly mentioned is about 'technology' that attaches to European according to Bhambra (2007). Besides, 'technology' might represent modernity which refers to the social, cultural, political, and economic changes occurred in Western Europe from the mid- sixteenth century (Bhambra,

2007). Moreover, in each ELL and ELT department curriculum document policy, the words such as ‘global advancement’ and ‘global development’ are found. It seems that the ‘global insight’ of the university reflects in the EdBU students’ identity. Therefore, the finding shows that the implementation of University subject position and students’ construction of identity might also have a role in their construction of subjectivities.

B. Suggestion

This identity research has a big potential to be developed by other researchers who have the same interest. The researcher has mentioned that the construction of one’s identities could be from many aspects. Future research could use other notions by Foucault since this study could not provide complete analysis and finding relates to Foucault’s ideas. Moreover, the future researchers could combine identity notion (Norton, 2006; and Sung, 2014b) with the other theories to provide more perspective of this study. It also could enrich the findings and update the previous studies so that it would give new ideas and perspectives for the future.

The future researchers could use other participants and conduct the researches in different places since this present research could not be generalized. Different participants and places possibly could contribute to provide other findings and once again enrich the study relates to identity. In addition, the other researchers could conduct the research by comparing the participants that have the same major of study in different universities so that hopefully it would produce more focus and deeper analysis.

This study also gives EFL learners an insight to be more critical to face the globalization of English. Sometimes, English is needed to be learnt so that our ideas could be delivered, yet it is not to be over proud or put it over our national or local languages. Moreover, it would be wiser if EFL learners in Indonesia use English as the ‘bridge’ to introduce Indonesian cultures to the world. English is not a ‘wrong’ thing to be learnt, but as EFL learners, it should be used as wise as and as critical as possible so that it would not make us forget to our national and local languages that must be maintained and protected as suggested in Wahyudi (2018b).

REFERENCES

- Badan Standar Nasional Pendidikan. (2006). *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah*. Retrieved from https://bsnp-indonesia.org/wp-content/uploads/kompetensi/Panduan_Umum_KTSP.pdf
- Ball, S. J. (1994). *Education reform: A critical and post-structural approach*. Buckingham: Open University Press
- Baker, W. (2016). Identity and interculturality through English as a lingua franca. *Journal of Asian Pacific Communication*, 26(2), 340–347. doi:10.1075/japc.26.2.09bak
- Barker, L.R. (2015). Human persons as social entities. *Journal of Social Ontology*, 1(1), 77-87. Retrieved from <https://people.umass.edu/lrb/files/bak15socialper.pdf>
- Baker, W. (2016). Identity and interculturality through English as a lingua franca. *Journal of Asian Pacific Communication*, 26(2), 340–347.
- Barker, C. (2007). *Cultural studies: Theory and practice*. London (UK): Sage Publications
- Bhabha, H.K. (1994). *The postcolonial and the postmodern (reprinted from The Location of Culture)*. London, UK: Routledge
- Bhambra, G. K. (2007). *Rethinking modernity: Postcolonialism and the sociological imagination*. New York: Palgrave Macmillan
- Block, D., Gray, J., & Holborow, M. (2012). *Neoliberalism and applied linguistics*. London: Routledge.
- Brenner, N. Peck, J. & Theodore, N. (2010) After Neoliberalization?, *Globalizations*, 7(3), 327- 345.
- Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. *Discourse Studies*, 7(4-5), 585-614. Doi: 10.1177/1461445605054407
- Bunce, P., Phillipson, R., Rapatahana, V., & Tupas, R. (Eds.) (2016). *Why English? Confronting the Hydra*. United Kingdom (UK): Multilingual Matters Publisher
- Coleman, H. (2016). The English language as naga in Indonesia. In Bunce, P., Phillipson R., Rapatahana, V., & Tupas, R (Eds). *Why English? Confronting the Hydra* (pp. 59-71). Brostol: Multilingual Matters.

- Cogo, A. (2011). English as a Lingua Franca: concepts, use, and implications. *ELT Journal*, 66(1), 97–105.
- Creswell, J.W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.)*. London: Sage Publications
- Crystal, D. (2003). *English as a global language (2nd ed.)*. Cambridge, UK: Cambridge University Press
- Dagg, J. & Haugaard, M. (2016). The performance of subject positions, power, and identity: a case of refugee recognition. *European Journal of Cultural and Political Sociology*, 3(4), 392-425, Doi: 10.1080/23254823.2016.1202524
- Danaher, G., Schirato, T., & Webb, J. (2000). *Understanding Foucault*. Sydney: SRM Production Services
- Dardjowidjojo, S. (2000). English teaching in Indonesia. In Sukanto, K.E. (Ed.), *Rampai bahasa, pendidikan dan budaya: Kumpulan esai Soenjono Dardjowidjojo (pp. 83-91)*. Jakarta: Yayasan Obor Indonesia.
- Dardjowidjojo, S. (2003). The role of English in Indonesia: A dilemma. In Sukanto, K.E. (Ed.), *Rampai bahasa, pendidikan dan budaya: Kumpulan esai Soenjono Dardjowidjojo (pp. 41-50)*. Jakarta: Yayasan Obor Indonesia.
- Dardjowidjojo, S. (2003). The socio-political aspects of English in Indonesia: A dilemma. In Sukanto, K.E. (Ed.), *Rampai bahasa, pendidikan dan budaya: Kumpulan Esai Soenjono Dardjowidjojo (pp. 51-62)*. Jakarta: Yayasan Obor Indonesia.
- Devine, N. (2003). Pedagogy and subjectivity: Creating our own students. *Waikato Journal of Education*, 9, 29-37
- Fang, F.G. (2016). World Englishes or English as a Lingua Franca: Where does English in China stand?. *English Today*, 1 – 6. Doi: 10.1017/S0266078415000668
- Foucault, M. (1982). The subject and power. *Chicago Journals*, (8)1, 777-795
- Foucault, M. (1984). Preface to the history of sexuality (volume II). In P. Rabinow (Ed.). *The Foucault reader (pp. 333-339)*. London: Penguin Books.
- Foucault, M. (1997a). Polemics, politics, and problematization. In P. Rabinow, (Ed.). *The Essential Works of Michel Foucault (1954-1984) (pp. 111-119)*. New York: Penguin Books.
- Foucault, M. (1997b). Technology of the self. In P. Rabinow, (Ed.). *The Essential Works of Michel Foucault (1954-1984) (pp. 223-251)*. New York: Penguin Books.

- Foucault, M. (1980). Truth and power. In C. Gordon (Ed). *Power/knowledge: Selected interviews and other writings 1972-1977 By Michel Foucault* (pp. 109-133). New York: Pantheon Books.
- Gao, Y., Ma, X., & Wang, X. (2016). Global and national identity construction in ELF: A longitudinal case study on four Chinese students. *Journal of Asian Pacific Communication*, 26(2), 260–279. Doi 10.1075/japc.26.2.05gao
- Given, L.M. (2008). *The SAGE encyclopedia of qualitative research methods*. United States of America: Sage Publications
- Grant, B. (1993). *Making university students: The construction of student subjectivities*. The University of Auckland. Unpublished Master Thesis.
- Grant, B. (1997). Disciplining student: The construction of student subjectivities. *British Journal of Sociology of Education*, 18(1), 101-114.
- Gu, M.M. (2010). Identities constructed in difference: English language learners in China. *Journal of Pragmatics*, 42(1), 139–152.
- Gu, M.M., Patkin, J., & Kirkpatrick, A. (2014). The dynamic identity construction in English as lingua franca intercultural communication: A positioning perspective. *System*, 46(1), 131-142.
- Hall, S. (1997). *Cultural representations and signifying practices*. London, UK: Sage Publications
- Harvey, D. (2007). Neoliberalism as creative destruction. *The Annals of the American Academy of Political and Social Science*, 610, 22-44.
- Harwood, V. (2006). *Diagnosing 'disorderly' children: A critique of behaviour disorder discourses*. London/New York: Routledge.
- Heigham, J. & Croker, R.A. (2009). *Qualitative research in applied linguistics: A practical introduction*. England: Palgrave Macmillan
- Henry, A. & Goddard, A. (2015). Bicultural or hybrid? The second language identities of students on an English-Mediated University Program in Sweden. *Journal of Language, Identity, and Education*, 14(1), 255–274. Doi: 10.1080/15348458.2015.1070596
- Jenkins, J. (2007). *English as a lingua franca: Attitude and identity*. Oxford, UK: Oxford University Press.
- Jenkins, J. (2009). English as a lingua franca: interpretations and attitudes. *World Englishes*, 28(2), 200-207. Doi: 10.1111/j.1467-971X.2009.01582.x

- Jenkins, J. Cogo, A. & Deway, M. (2011). Review of developments in research into English as a lingua franca. *Language Teaching*, 44(3), 281–315. Doi: 0.1017/S0261444811000115
- Jenkins, J. (2015). Repositioning English and multilingualism in English as a lingua franca. *Englishes in Practice*, 2(3), 49–85. Doi: 10.1515/eip-2015-0003
- Kaloscai, K. (2014). *Communities of Practice and English as a Lingua Franca*. Retrieved from http://www.iperstoria.it/joomla/images/PDF/Numero_6/recensioni_6/recensione_Iperstoria_Kaloscai_ELF_Vettorel_intestata.pdf
- Kachru, B.B. (1990). World Englishes and applied linguistics. *World Englishes*, 9(1), 3-20. Doi: 10.1111/j.1467-971X.1990.tb00683.x
- Kachru, B. B. (ed.). 1992. *The other tongue: English across cultures*. Urbana and Chicago: University of Illinois Press.
- Kachru, Y. & Nelson, C.L. (2006). *World Englishes in Asian context*. Hong Kong: Hong Kong University Press
- Kirkpatrick, A. (2010). English as a lingua franca in ASEAN: A multilingual model. Hong Kong: Hong Kong University Press. Doi: 10.5790/hongkong/9789888028795.001.0001
- Kramsch, C. (2006). The multilingual subject. *International Journal of Applied Linguistics*, 16(1), 97-110.
- Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *Makara, Sosial Humaniora*, 12(1), 9-20. Doi: 10.7454/mssh.v12i1.128
- Lobatón, J.C.G. (2011). Language learners' identities in EFL settings: resistance and power through discourse. *Colombia Applied Linguistics Journal*, 14(1), 60-76.
- McGushin, E. (2013). *Foucault's theory and practice of subjectivity (reprinted from Michel Foucault Key Concept)*. Ohio: Acumen Publishing.
- Mead, G. H. (1934). *Mind, self and society*. Chicago: University of Chicago Press.
- Morgan, B. (2007). Poststructuralism and Applied Linguistics: Complementary Approaches to Identity and Culture in ELT. Retrieved from <http://www.yorku.ca/bmorgan/documents/SpringerFinal.pdf>
- Norton, B. (1997). Language, identity, and the ownership of English. *TESOL Quarterly*, 31(1), 409–429. Retrieved from <http://faculty.educ.ubc.ca/norton/Identity%20and%20ownership%20proofs%20Jan%202017%20BN.pdf>

- Norton, B., (2000). *Identity and language learning*. Harlow England: Pearson Education Ltd.
- Norton, B. (2006). *Identity as a sociocultural construct in second language education*. Cambridge: Cambridge University Press.
- Norton, B. (2008). Identity, investment, and Chinese learners of English. *Journal of Asian Pacific Communication*, 18(1), 109–120.
- Norton, B. (2011). Identity, language learning, and social change. *Language Teaching*, 44(4), 412-446. Doi: 10.1017/S0261444811000309
- Norton, B. (2013). *Identity and language learning (2nd. Ed.)*. USA: Multilingual Matters
- O'Farrell, C. (2005). *Michel Foucault*. London: Sage Publication
- O'Farrell (2007). *Michel Foucault: Key concepts*. Retrieved from www.michel-foucault.com.
- Ong, A. (2006). Neoliberalism as exception: Mutations in citizenship and sovereignty. Durham: Duke University Press.
- Pennycook, A. (1997). Critical applied linguistics and education. In R. Wodak and D. Corson (eds). *Encyclopedia of Language and Education, Volume I: Language Policy and Political Issues in Education*, (pp. 23-31). Netherland: Kluwer Academic Publishers.
- Peraturan Pemerintah Republik Indonesia No 23 Tahun 2005 Tentang Pengelolaan Keuangan Badan Layanan Umum (The Government Regulation of RI No 23, 2015 on Financial Management of General Services Agency). Accessed from: <https://luk.staff.ugm.ac.id/atur/PP23-2005PengelolaanUangBLU.pdf>
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press.
- Phillipson, R. & Skutnabb-Kangas, T. (2013). Linguistic imperialism and endangered languages. In T. K. Bathia & W. C. Ritchie (Eds). *The handbook of multilingualism and bilingualism* (pp. 495-516). West Sussex: Wiley-Blackwell.
- Ren, W., Chen, Y., & Lin, C. (2016). University students' perceptions of ELF in mainland China and Taiwan. *System*, 56(1), 13-27. Doi: 10.1016/j.system.2015.11.004
- Ryan, S. (2006). Language learning motivation within the context of globalization: An L2 self within an imagined global community. *Critical Inquiry in Language Studies*, 3(1), 23–45. Doi: 10.1207/s15427595cils0301_2

- Salinas, D., & Ayala, M. (2018). EFL student-teachers' identity construction: A case study in Chile. *HOW*, 25(1), 33-49.
- Sargeant, J. (2012). Qualitative Research Part II: Participants, Analysis, and Quality Assurance. *Journal of Graduate Medical Education*, 4(1), 1-3. Doi:10.4300/jgme-d-11-00307.1
- Sidhu, R. K. (2003). *Selling futures: Globalisation and international education*. The University of Queensland. Unpublished PhD Thesis.
- Skinner, D. (2012). Foucault, subjectivity and ethics: towards a self-forming subject. *Organization*, 20(6), 904-923. Doi:10.1177/1350508412460419
- SØreide, G. E. (2006). Narrative construction of teacher identity: positioning and negotiation. *Teachers and Teaching*, 12(5), 527-547. Doi:10.1080/13540600600832247
- Steger, M. B. & Roy, R. K. (2010). *Neoliberalism: A very short introduction*. Oxford: Oxford University Press.
- Sung, C. C. M. (2013). Accent and identity: exploring the perceptions among bilingual speakers of English as a lingua franca in Hong Kong. *International Journal of Bilingual Education and Bilingualism*, 17(5), 544-557. Doi: 10.1080/13670050.2013.837861
- Sung, C.C.M. (2014a). English as a lingua franca and global identities: Perspectives from four second language learners of English in Hong Kong. *Linguistics and Education*, 26(1), 31-39. Doi: 10.1016/j.linged.2014.01.010
- Sung, C.C.M. (2014b). Global, local or glocal? Identities of L2 learners in English as a Lingua Franca communication. *Language, Culture and Curriculum*, 27(1), 43-57. Doi: 10.1080/07908318.2014.890210
- Sung, C. C. M. (2014c). Hong Kong university students' perceptions of their identities in English as a Lingua Franca contexts. *Journal of Asian Pacific Communication*, 24(1), 94-112. Doi 10.1075/japc.24.1.06sun
- Sung, C. C. M. (2015). Exploring second language speakers' linguistic identities in ELF communication: a Hong Kong study. *Journal of English as a Lingua Franca*, 4(2). doi:10.1515/jelf-2015-0022
- Sung, C. C. M. (2016a). Does accent matter? Investigating the relationship between accent and identity in English as a lingua franca communication. *System*, 60(1), 55-65. Doi: 10.1016/j.system.2016.06.002
- Sung, C.C.M. (2016b). English as a lingua franca in the Asian context. *Journal of Asian Pacific Communication*, 26(2), 175-192. Doi: 10.1075/japc.26.2.01sun

- Sung, C.C.M. (2019). Investments and identities across contexts: A case study of a Hong Kong undergraduate student's L2 learning experiences. *Journal of Language, Identity & Education*, 1-14. Doi: 10.1080/15348458.2018.1552149
- Taherdoost, H. (2016). Sampling methods in research methodology: How to choose a sampling technique for research. *International Journal of Academic Research in Management (IJARM)*, 5(2), 18-27.
- Undang Undang Republik Indonesia No 20 Tahun 2003 tentang Sistem Pendidikan Nasional (The Constitution of Republic Indonesia (RI) No 20, 2003, about the System of National Education). Accessed from: <https://kemenag.go.id/file/dokumen/UU2003.pdf>
- Undang Undang Republik Indonesia No 12, 2012 tentang Pendidikan Tinggi (The Constitution of Republic Indonesia No 12, 2012, about Higher Education) Accessed from: <http://www.peraturan.go.id/inc/view/11e44c4e8daf1db08465313231343539.html>
- Virkkula, T. & Nikula, T. (2010). Identity construction in ELF contexts: a case study of Finnish engineering students working in Germany. *International Journal of Applied Linguistics*, 20(2), 251-273.
- Walshaw, M. (2007). *Working with Foucault in Education*. New Zealand: Sense Publisher
- Walshaw, M. (n.d.). *The Concept of Identity Positioning the Self within Research*. Retrieved from https://www.mathunion.org/fileadmin/ICMI/files/About_ICMI/Publications_about_ICMI/ICME_11/Walshaw.pdf
- Wahyudi, R. (2018a). Pengalaman studi doktoral di New Zealand: Antara idealisme akademis, tantangan, keuntungan dan dialektika keilmuan. In Ghazi, A. (Ed). *Mendialogkan Peradaban: Sebuah kajian interdisipliner* (pp. 113-126). Malang: UIN-Maliki Press
- Wahyudi, R. (2018b). Situating English Language Teaching in Indonesia within a Critical, Global Dialogue of Theories: A Case Study of Teaching Argumentative Writing and Cross-Cultural Understanding Courses. *Unpublished Dissertation*: Victoria University of Wellington.
- Wahyudi, R. & Chusna, S. (2019). Learning from a teacher's classroom discourse to re-modify the ELF framework in the ASEAN context: A possible way forward?. In Subhan Zeid (Ed.). *Teacher Education for English as a Lingua Franca* (pp. 156-172). New York: Routledge

Warwick, J.M., Herrera, A.H., and Palmer, D.S. (2013). Local and Global Identities in an EFL Internet Chat Exchange. *The Modern Language Journal*, 97(4), 965-980.

Yin, R.K. (2014). *Case study research design and methods (5th ed.)*. Thousand Oaks, CA: Sage Publications

University Document References:

EBU Faculty of Humanities Curriculum Document (2015)

EBU and EdBU Website

EdBU Catalogue of English Department (2015)

EdBU Curriculum Document Book (2018)

Keputusan Menteri Keuangan Nomor 279/KMK. 05/ 2008 Tentang Penetapan Universitas Berbasis Pendidikan pada Departemen Pendidikan Nasional Sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Keuangan Badan Layanan Umum (Minister of Finance Decree Number 279/KMK.05/2008 about Establishment of Educational Based University in the National Education Department as a Government Agency that implements financial management of public service agencies)

Keputusan Menteri Keuangan Nomor 361/KMK. 05/ 2008 Tentang Penetapan Universitas Berbasis Kewirausahaan pada Departemen Pendidikan Nasional Sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Keuangan Badan Layanan Umum

Rencana Strategi Bisnis (RBU) Universitas Berbasis Kewirausahaan: Badan Layanan Umum (BLU), 2013 (Business Strategy Plan of Entrepreneurial Based University Public Service Agency, 2013)

CURRICULUM VITAE



Noor Vatha Nabilla was born in Malang on March 31, 1997. She graduated from SMA Negeri 1 Kepanjen in 2015. She started her Higher Education in 2015 at English Literature Department in UIN Maulana Malik Ibrahim Malang and finished her study in 2019. During her study in the university, she had joined E-buddy program held by English Department and had become a volunteer for the students of Deakin University in “In Country Program”. Besides, she also joined Undergraduate Conference at Sanata Dharma University and became a presenter in International Student Forum administered by Faculty of Humanities, UIN Maulana Malik Ibrahim Malang cooperated with Faculty of Arts and Social Sciences, National University of Singapore. She also had participated on Short Mobility Program at Universiti Putra Malaysia.

APPENDIX

Semi-structured interview questions

1. What do you know about ELF and how do you define it?
2. How do you use ELF in your classroom?
3. As ELF user, how is your tendency of identity?
4. While speaking in English, what accent and pronunciation do you use? Why?
5. What is your understanding about the university's vision and mission? Does your teacher attempt to teach you in accordance with university's vision and mission? How do they play them out in the classroom?
6. Are there any particular rules/regulations in your university/faculty/class regarding with the use of English? If yes, could you mention and explain them?
7. If there are particular regulations, do you feel forced? Why?
8. When do you start studying English? How was your perspective to English at that time?
9. What is your hobby related with the use of English?
10. Have you ever taken an English course before? If yes, could you describe how was your study there?

Question 1 and 5 are inspired by Wahyudi's (2018) dissertation questions



Faculty of Humanities
English Letters Department

Consent for Participants

Title of project: “Global, Local, or Glocal Identity of EFL Learners as ELF Users”

I have been given and have understood explanation of this research project. I have had an opportunity to ask questions and have them answered to my satisfaction. I understand that I may withdraw myself (or any information I have provided) any time before 2019 academic period without having to give reasons by sending an email to the researcher or the supervisor.

I understand that any information I provide will be kept confidential to the researcher or the supervisor. I understand that any published results will use a pseudonym and the findings will not be reported in a way that will identify me or my institution.

- I consent to information and opinions on which I have given in any reports on this research
 - I consent to be observed and audio-recorded during the participant observation
 - I consent to be interviewed by Noor Vatha Nabilla in this research
 - I understand that I will have an opportunity to check the transcripts of the interview
 - I would like to receive the summary of the research when it is completed
- ☐ I agree to take part in this research
- ☐ I do not agree to take part in this research

Signed :

Name of participant :

Your email address for receiving the result:



Faculty of Humanities
English Letters Department

Information Sheet for Participants

Researcher: *Noor Vatha Nabilla*, English Letters Department, UIN Maulana Malik Ibrahim
Malang

I am an undergraduate student of English Letters Department in UIN Maulana Malik Ibrahim Malang. I am undertaking a research project for my thesis with the title “*Global, Local, or Glocal Identity of EFL Learners as ELF Users*”. This research project has been approved from the Dean but the Dean will not know which participants have involved in this study.

As part of my research, I am inviting you as one of the participants who have taken the courses related to identity and or have not taken the courses related to identity. The participants who have taken the courses related to identity and or have not taken the courses related to identity are selected for those who are in 8th semester. I would like to explore the tendency of global, local, or glocal identities in ELF context, subject positions of the participants, that also lead me to uncover the participants’ subjectivities.

You are invited to participate in semi-structured interviews, each lasting for around forty-five minutes to one hour. I would like to audio record the interview and the observation. During the project, if you would like to withdraw from the project, you can do it any time before.....2019 academic period without needing to give any reasons by sending an email to me or my supervisor.

Responses will form the basis of my research project and will be put into a written report on an anonymous basis. It will not be possible for you and your institution to be identified. All materials collected will be kept confidential. No other person besides me, my supervisor (Ribut Wahyudi, M.Ed., Ph.D) who will have access to the data. The thesis will be deposited in the University library. It is intended that one book or more articles and conference presentation will be drawn from the thesis study. All materials you provide will be destroyed five years after the conclusion of the project.

If you have any further questions or would like to receive further information about the project, please contact me at (tatta.nabilla@gmail.com) or my supervisor (Ribut Wahyudi, M.Ed., Ph.D: ribut@bsi.uin-malang.ac.id), at English Letters Department, UIN Maulana Malik Ibrahim Malang.

Sincerely Yours,

Noor Vatha Nabilla

The following table is the complete identification of participants:

University	Name	Formal Learning	Informal Learning	Cultural Background	Languages
EBU	Vani	1. Primary school (2009) 2. Secondary school (2012) 3. High School (2015)	1. Korean course in the university (for a year) 2. English Debate (for four months)	Javanese	Javanese, Indonesian, English, Korean
EBU	Ami	1. Primary school (2009) 2. Secondary school (2012) 3. High School (2015)	1. English course (for three months)	Javanese	Javanese, Indonesian, English
EdBU	Izza	1. Primary school (2009) 2. Secondary school (2012) 3. High School (2015)	1. English course (for two years)	Javanese	Javanese, Indonesian, English
EdBU	Leli	1. Primary school (2009) 2. Secondary school (2012) 3. High School (2015)	1. English course in Pare (for two months) 2. Mandarin course (for two months) 3. <i>Sekolah Diniyah</i> (Islamic informal school, for nine years)	Javanese	Javanese, Indonesian, English, Arabic, and Mandarin